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Brighter Dewey

School Course Calendar: 2024-2025

Goals and Philosophy

Our secondary school programs are designed to equip students with the knowledge and skills they will need to lead satisfying and productive lives. The programs are intended to prepare students for further education and work, and to assist them in becoming independent, productive, and responsible members of society. Brighter Dewey On-Line School has been organized to provide as broad a scope of programs as possible to all students and, at the same time, to deal effectively with the special needs and interests of students. Thus, students in each program area have available to them a variety of programs.

Brighter Dewey On-Line School is organized to provide students with opportunities to pursue combinations of Academic, Business, and Technological Studies, as well as courses in the Arts, Physical and Health Education and Career Education. Further details about any programs are available at Brighter Dewey On-Line School in the office. Brighter Dewey On-Line School is committed to helping students acquire the knowledge, skills, values, and attitudes, which are useful both now and in later life.

The Importance and Value of Completing a Secondary Education

Education is ultimately the vehicle that drives societies and communities to prosper and succeed. We live in a knowledge-based society, where the continuous collection and understanding of information is essential to succeed in this ever-changing global economy. One must constantly update his/her skills and abilities of interpreting and understanding information. Secondary education allows an individual to obtain the fundamental skills and abilities necessary to understand complex information. It provides students with the analytical skills necessary to pursue a wide-range of career objectives.

The Requirement to Remain in Secondary School until 18 or Obtained OSSD

According to Bill 52 entitled, *The Education Amendment Act, Learning to Age 18, 2006*, students cannot withdraw from pursuing secondary education before the age of 18 unless they have already graduated. This is to encourage more students to graduate and fewer to leave school without adequate preparation for work or further studies.



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School Organization

There are defined semesters at Brighter Dewey On-Line School. Our school provides scheduling for its students. Courses, however, must be completed within the timeframe of the Term set.

Ontario Secondary School Diploma (OSSD)

The ministry is reducing the number of compulsory course groups from three to one; students will now be required to earn 17 compulsory courses and 13 optional courses to obtain their OSSD. Students entering Grade 9 in September 2024 will now be required to earn one credit from the new compulsory course group, STEM-related compulsory course group that will be comprised of Business Studies, Computer Studies, Cooperative Education, Mathematics, Science, and Technological Education. The credit requirement from this STEM-related course group is in addition to other compulsory credit requirements in Mathematics, Science, and the previously announced Grade 9 or 10 compulsory credit in Technological Education.

Starting in September 2025, you must earn a new financial literacy graduation requirement as part of compulsory Grade 10 mathematics course. a mark of 70% or higher needs to be achieved to pass this new requirement and earn a high school diploma.

In order to earn the Ontario Secondary School Diploma a student must:

- 17 compulsory credits
- 13 optional credits
- the literacy requirement
- at least 2 online learning credits

Compulsory Credits

Students must earn the following compulsory credits in order to obtain the Ontario Secondary School Diploma:

You need the following 17 compulsory credits to get your OSSD:

- 4 credits in English (1 credit per grade)
- 3 credits in mathematics (Grade 9, Grade 10 and 1 credit in Grade 11 or 12)
- 2 credits in science
- 1 credit in technological education (Grade 9 or Grade 10)
- 1 credit in Canadian history (Grade 10)
- 1 credit in Canadian geography (Grade 9)
- 1 credit in the arts
- 1 credit in health and physical education
- 1 credit in French as a second language
- 0.5 credit in career studies



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0.5 credit in civics and citizenship
1 credit from the STEM-related course group

You can use the Grade 11 English: Understanding Contemporary First Nations, Métis and Inuit Voices course to meet the Grade 11 English compulsory credit requirement.

You can use the Grade 9 Expressions of First Nations, Métis, and Inuit Cultures course to meet the compulsory credit requirement in the arts.

STEM-related course group

Of the 17 compulsory credits, you must complete 1 from the following group:

business studies

computer studies

cooperative education

mathematics (in addition to the 3 compulsory credits currently required)

science (in addition to the 2 compulsory credits currently required)

technological education (in addition to the 1 compulsory credit required)

Optional Credits

In addition to the 17 compulsory credits, students must earn 13 optional credits . Of these 13 optional credits, up to 4 may include credits earned through approved dual credit courses.

The Ontario Secondary School Certificate (OSSC)

The Ontario Secondary School Certificate (OSSC) will be granted, on request, to students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma. To be granted an OSSC, a student must have earned a minimum of 14 credits, distributed as follows.

7 required compulsory credits.

- 2 credits in English
- 1 credit in mathematics
- 1 credit in science
- 1 credit in Canadian history or Canadian geography
- 1 credit in health and physical education
- 1 credit in the arts, computer studies, or technological education

7 required optional credits.

- 7 credits selected by the student from available courses.

The substitution policy for OSSC compulsory credits is the same as that for the OSSD.

Online learning graduation requirement



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Beginning with students that entered Grade 9 in the 2020-21 school year, students must earn at least two online learning credits to get their Ontario Secondary School Diploma.

The online learning graduation requirement also applies to adult learners that will be entering the Ontario secondary school system starting in 2023-24 school year.

Credits earned during COVID-19

Students can count one secondary school credit that was earned during the province wide school closures (from April 2021 to June 2021) towards the two online learning credits that they need to graduate. This applies to all Grade 9 students who were learning remotely due to the province wide school closures.

Opting out

Parents who wish to opt out or exempt their child from the online graduation requirement must complete the opt-out form available from their school . Exemption from the online learning graduation requirements may be requested by:

- the parent or guardian of the secondary student
- students who are 18 years of age or older
- students who are 16 or 17 years of age and have withdrawn from parental control

The Certificate of Accomplishment

Students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain kinds of further training, or who plan to find employment directly after leaving school. The Certificate of Accomplishment is to be accompanied by the student's Ontario Student Transcript. For students who have an Individual Education Plan (IEP), a copy of the IEP may be included.

Students who return to school to complete additional credit and non-credit courses (including courses with modified or alternative expectations in special education programs) will have their transcript updated accordingly but will not be issued a new Certificate of Accomplishment. The Ontario Secondary School Diploma or Ontario Secondary School Certificate will be granted when the returning student has fulfilled the appropriate requirements.

The Secondary School Literacy Graduation Requirement

Students must pass the Ontario Secondary School Literacy Test, which is administered twice per annum, once in November and once in March. Passing the test is a requirement of the OSSD. Students who do not pass may take the Ontario Secondary School Literacy Course (OSSLC). Brighter Dewey principal has the discretion to allow a student to enroll in the OSSLC before he or she has had a second opportunity to take the OSSLT, if the principal determines that it is in the best educational interests of the student. Students who pass the course are considered to have met the literacy graduation _____



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requirement. The literacy requirements are in the best interest of the students. The result is recorded on the student transcript.

In the case of accommodations, special provisions, deferrals and exemptions, the principal will contact the EQAO directly to apply for them if the need arises.

Accommodations

The accommodations provided for students writing the OSSLT are in the categories of:

- Setting
- Time
- Presentation Format (formats for administration of test)
- Response Format (permitted formats for student responses)
- Audio Recording of Responses
- Verbatim Scribing of responses
- Video Recording of Responses (reading only)

Deferrals

The student who is working toward an OSSD but will not participate in the test, because:

- The student is an English language learner and has not yet acquired a level of proficiency in English sufficient to participate.
- The student has been identified as exceptional by an Identification, Placement and Review Committee and would not be able to participate in the test even if all accommodations were provided;
- The student has not yet acquired the reading and writing skills appropriate for Grade 9 or
- The student has a temporary condition owing to illness or injury (e.g., a broken arm) or is new to Brighter Dewey, and appropriate accommodations cannot be provided.

To make a deferral decision it must be done:

- prior to the test;
- for each student individually and
- in consultation with the student and parents or guardians or the adult student, and with the appropriate teaching staff.

Exemption

The student is not working toward an OSSD (and this is indicated in the IEP).

To make an exemption decision must be done:

- prior to the test;



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- for each student individually and
- in consultation with the student and parents or guardians or adult student, with the appropriate teaching staff and with the consent of the parents or guardians or adult student.

Community Involvement

As part of the Ontario Secondary School Diploma requirements, students must complete a minimum of 40 hours of community involvement activities. The purpose of this activity is to remind students of their community obligations and to encourage them to contribute to society beyond the minimum number of hours required as well as to continue to make a selfless contribution to their community in the future.

Students are responsible for completing the required number of hours on their own time – during lunch hour, after school, on weekends, or during school holidays - and for keeping track of their activities under the guidance of Brighter Dewey principal. Students must choose an activity that is approved by Brighter Dewey such as helping classmates with school work, assisting in sports activities at a community centre, helping senior citizens, involvement in community events, volunteering at a hospital or in the community.

Student activities are not to displace workers or to be during scheduled classroom time. Grade 8 students are allowed to start their volunteer hours when they complete their Grade 8 academic studies.

Approved Activities:

Students can seek opportunities in the community by offering assistance to service clubs, community groups, charities, conservation groups, health agencies and others. For example:

- Fundraising (not-for-profit organizations)
- Community sports coaching
- Helping to organize community events
- Participating in environmental projects
- Assisting Seniors
- Participating on committees
- Participating on community project

Ineligible Activities:

- any activity where you are paid
- Co-operative education experiences



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- any required activities of a course or program
- playing on a school or recreational sports team
- activities which are regular family responsibilities
- court-ordered community service programs
- alternative measures program
- any diversionary program that uses community service
- any activity in an unsafe, unsupervised environment

Overseas community hours

The school provides each student with a breakdown of acceptable activities for them to find overseas. The student needs to submit a report outlining their volunteering hours and activities which needs to be signed by the person they are volunteering for; and those students who are part of a school, should also have the principal of their local school sign the form for them.

The Ontario Secondary School Literacy Course (OSSLC)

Policy requirements for taking the Ontario Secondary School Literacy Course (OSSLC) are contained in the curriculum policy document The Ontario Curriculum: English – The Ontario Secondary School Literacy Course (OSSLC), Grade 12. Students who pass the course are considered to have met the literacy graduation requirement.

The reading and writing competencies required by the Ontario Secondary School Literacy Test (OSSLT) form the instructional and assessment core of the course. The course differs from other courses in that it outlines specific requirements for evaluation in order to ensure alignment with the requirements of the OSSLT.

If a student has had two opportunities to take the OSSLT and has failed it at least once, the student is eligible to enroll in the OSSLC. Principals have the discretion to allow a student to enroll in the OSSLC before he or she has had a second opportunity to take the OSSLT, if the principal determines that it is in the best educational interest of the student. Mature students may enroll directly in the OSSLC.

Substitutions for Compulsory Credits

In order to allow flexibility in designing a student's program and to ensure that all students can qualify for the secondary school diploma, substitutions may be made for a limited number of compulsory courses. These substitution courses must be selected from the course offerings of School Name that meet the requirements for compulsory credits. To meet individual students' needs, the principal may replace up to three of these courses (or the equivalent of half courses) with the courses



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that meet the compulsory credit requirements. Each substitution will be noted on the student's Ontario Student Transcript.

Prerequisite Courses

A prerequisite course is identified by the Ministry of Education guidelines as being essential preparation for a particular course that follows. At Brighter Dewey On-Line School, students must complete the prerequisite identified for the course they wish to register for. A proof of prerequisite completion is mandatory prior to course registration.

Waiving Prerequisites

If a student requests that a prerequisite be waived, the principal will determine whether or not the prerequisite should be waived. The principal may also initiate consideration of whether a prerequisite should be waived. The principal will make his decision in consultation with the parent and appropriate school staff. The principal's decision is final and there is no further avenue of appeal. As part of the consideration of whether or not the prerequisite may be waived, the student may be asked to take a special test or examination.

Credit System and Courses

The Credit System

A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours of classroom instruction with the student achieving a mark of 50% or higher. Credits are granted to students by the school principal, on behalf of the Minister of Education.

Types of Courses

Ontario credit courses have a common course code system: e.g. ENG4U, BBB4M

1. The first 3 characters represent the course name: e.g. ENG = English, BBB=Introduction to International Business.
2. The 4th Character indicates the grade or language level: e.g. 1=Grade 9; 2=Grade 10; A=Level
3. The last character indicates the course type: e.g. C= College; D= Academic; M= College; University; U= University or W = De Streamed.

Grade 9 and 10 Courses

The following three types of courses are offered in Grades 9 and 10:

Academic courses develop students' knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate.



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Applied courses focus on the essential concepts of a subject and develop students' knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study.

Open courses, which comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind.

De-streamed, as a result of feedback from education stakeholders and partners this type of course has been designed with a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society.

The following five types of courses are offered in Grades 11 and 12:

C- College preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for most college programs or for admission to specific apprenticeship or other training programs.

U-University preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.

M- University/college preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges.

E-Workplace preparation courses are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workforce directly after graduation, or the requirements for admission to certain apprenticeship or other training programs.

O-Open courses, which comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind.

Changing Course Types

When students decide to embark on a new pathway, they may find that they have not completed all the prerequisite courses they need. A student may enrol in a different type of course in a given subject in Grade 10 than the type he or she completed in Grade 9, although doing so may require additional preparation, as recommended by the principal. In the case of mathematics, however, the sole prerequisite for the Grade 10 academic mathematics course is the Grade 9 mathematics course, so a student who is planning to move from the Grade 9 mathematics course to the Grade 10 academic mathematics course must take either the designated transfer course or the Grade 9 mathematics course.



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In Grades 10 to 12, a student may change to a different type of course in a given subject provided that the student has taken any course specified as a prerequisite for that course. If the student has not done so, he or she may take one of the specified prerequisite courses through summer school, night school, e-learning, the Independent Learning Centre, or independent study.

If the principal believes that a student can be successful in a particular course without having taken the specified prerequisite course, he may waive the prerequisite.

Cooperative Education

Brighter Dewey may provide students with the opportunity to extend their knowledge through cooperative education programs. Cooperative education may be the culmination of a series of experiential learning opportunities that include job shadowing, job twinning, and work experience.

A cooperative education course is based on a related course (or courses) from an Ontario curriculum policy document in which the student is enrolled or which he or she has successfully completed. The cooperative education course and the related course (or courses) together constitute a student's cooperative education program, designed to suit the student's strengths, interests, and needs and to enhance the student's preparation for the future.

Cooperative education courses include a classroom component, comprising pre-placement and integration activities, and a placement component.

The cooperative education teacher will develop the student PPLP.

Cooperative education will not be provided during this academic year.

Remedial Programs

When necessary, the school will provide its students with on-line/on-site tutoring services. For the purpose of remediation, the principal may decide to add instructional hours to a course, in addition to the mandated 110 hours of instruction.

Brighter Dewey On-Line School operates a summer school during the months of July and August. Students who would like to repeat courses or upgrade marks may attend the school during this time. All summer school courses must not begin before July 1st and be completed by no later than August 31st of the same year.

Achievement

Curriculum Expectations

The expectations, or content standards identified for each course describe the knowledge and skills that students are expected to develop and demonstrate in their class work, on assessments, and in various other activities on which their achievement is assessed and evaluated. Two sets of

expectations are listed for each strand (or broad curriculum area) of every course – overall expectations and specific expectations. The **overall expectations** describe in general terms the knowledge and skills that students are expected to demonstrate by the end of each course. The **specific expectations describe** the expected knowledge and skills in greater detail. Taken together, the overall and specific expectations represent the mandated curriculum.

Assessment and Evaluation of Student Achievement

The primary purpose of assessment and evaluation is to improve student learning. Assessment is the process of gathering information from a variety of sources (student products such as assignments and tests, observations of student performance, and conversations with students) that accurately reflects how well a student is achieving the curriculum expectations. Evaluation is the process of judging the quality of a student's work on the basis of established achievement criteria, or performance standards and assigning a level of achievement to represent that quality.

Assessment and evaluation will be based on the content standards and the performance standards outlined in this document and in the curriculum policy document for each discipline.

All curriculum expectations must be accounted for in instruction, but evaluation focuses on students' achievement of the overall expectations. A student's achievement of the overall expectations is evaluated on the basis of his or her achievement of related specific expectations. The overall expectations are broad in nature, and the specific expectations define the particular content or scope of the knowledge and skills referred to in the overall expectations. Teachers will use their professional judgement to determine which specific expectations should be used to evaluate achievement of the overall expectations, and which ones will be covered in instruction and assessment but not necessarily evaluated.

Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools outlines the policies and practices for the assessment, evaluation, and reporting of the achievement of curriculum expectations and the development of learning skills and work habits for all students in Grades 1 to 12 in Ontario schools. The policy is based on seven fundamental principles designed to ensure that assessment, evaluation, and reporting practices and procedures:

- *are fair, transparent, and equitable for all students.*
- *support all students, including students with special education needs, those who are learning the language of instruction, and those who are First Nation, Métis, or Inuit;*
- *are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;*
- *are communicated clearly to students and parents at the beginning of the school year or*



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- course and at other appropriate points throughout the school year or course;*
- *are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;*
 - *provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement.*
 - *develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.*

Evaluation is based on gathering evidence of student achievement through:

- Products
- Observations
- Conversations

Assessment for Learning - we provide feedback and coaching.

Assessment FOR Learning is the process of seeking and interpreting evidence for the use of learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to go there.

Assessment as Learning - we help students monitor progress, set goals, reflect on their learning

Assessment AS Learning is the process of the explicit fostering of students' capacity over time to be their own best assessors, but teachers need to start by presenting and modelling external, structured opportunities for students to assess themselves.

Assessment of Learning – we use assessments as ways of providing evaluative statements about the level of achievement of students.

Assessment OF Learning is the assessment that becomes public and results in statements of symbols (marks/grades/levels of achievement) about how well students are learning. It often contributes to pivotal decisions that will affect students' future.

Performance Standards

Levels or degrees of achievement are organized into broad learning categories. These include communication, knowledge/understanding, application and thinking. While they are broad in scope and general in nature, the achievement levels serve as a guide for gathering information and act as a framework used to assess and evaluate each student's achievement. As such, they enable teachers to make consistent judgments about the quality of work and provide clear and specific information about their achievement to students and their parents.

A final grade is recorded for every course and a credit is granted and recorded for every course in which the student's grade is 50% or higher. The final grade in the form of a percentage grade for each course



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will be determined as follows:

- Seventy per cent of the grade will be based on evaluations conducted throughout the course. This portion of the grade should reflect the student’s most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- Thirty per cent of the grade will be based on a final evaluation in the form of an examination, performance, essay and/or other method of evaluation suitable to the course content and administered towards the end of the course.

The achievement chart identifies four categories of knowledge and skills. It is a standard province-wide guide to be used by teachers. It enables teachers to make judgements about student work that are based on clear performance standards and on a body of evidence collected over time. The purpose of the achievement chart is to:

- Provide a common framework that encompasses all curriculum expectations for
- All courses outlined in this document.
- Guide the development of quality assessment tasks and tools (including rubrics).
- Help teachers to plan instruction for learning.
- Assist teachers in providing meaningful feedback to students.
- Provide various categories and criteria with which to assess and evaluate students’ learning.

Categories of Knowledge and Skills

The categories, defined by clear criteria, represent four broad areas of knowledge and skills within which the subject expectations for any given course are organized. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning. The categories of knowledge and skills are Knowledge and Understanding, Thinking, Communication, and Application.

Teachers will ensure that student work is assessed and/or evaluated in a balanced manner with respect to the four categories, and that achievement of particular expectations is considered within the appropriate categories.

The categories of knowledge and skills are described as follows:

Knowledge and understanding	Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding).
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Thinking	The use of critical and creative thinking skills and/or processes, as follows: planning skills (e.g., generating ideas, gathering information, focusing research, organizing information) processing skills (e.g., drawing inferences, interpreting, analysing, synthesizing, evaluating) critical/creative thinking processes (e.g., oral discourse, research, critical analysis, critical literacy, metacognition, creative process)
Communication	The conveying of meaning through various text forms.
Application	The use of knowledge and skills to make connections within and between various contexts.

Report Cards

At the end of each course a Report Card will be given to the student with the final grade achieved, credit earned, attendance details and a record of the learning skills demonstrated by the student. If Brighter Dewey On-Line School does not function as the student's home school, a copy of the report card will be delivered to the student's home school upon course completion.

Report cards will include evaluation of students' Learning Skills and Work habits as follows:

Learning Skills and Work Habits

<u>Responsibility</u>	<u>Organization</u>
<ul style="list-style-type: none"> • Fulfils responsibilities and commitments within the learning environment. • Completes and submits class work, homework, and assignments according to agreed-upon timelines. • Takes responsibility for and manages own behaviour. 	<ul style="list-style-type: none"> • Devises and follows a plan and process for completing work and tasks. • Establishes priorities and manages time to complete tasks and achieve goals. • Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.
<u>Independent Work</u>	<u>Collaboration</u>
<ul style="list-style-type: none"> • Independently monitors, assesses, and revises plans to complete tasks and meet goals. • Uses class time appropriately to complete tasks. • Follows instructions with minimal supervision. 	<ul style="list-style-type: none"> • Accepts various roles and an equitable share of work in a group. • Responds positively to the ideas, opinions, values, and traditions of others. • Builds healthy peer-to-peer relationships through personal and media-assisted interactions. • Works with others to resolve conflicts and build consensus to achieve group goals. • Shares information, resources, and

	expertise, and promotes critical thinking to solve problems and make decisions.
<u>Initiative</u>	<u>Self-Regulation</u>
<ul style="list-style-type: none"> Looks for and acts on new ideas and opportunities for learning. Demonstrates the capacity for innovation and a willingness to take risks Demonstrates curiosity and interest in learning Approaches new tasks with a positive attitude. Recognizes and advocates appropriately for the rights of self and others. 	<ul style="list-style-type: none"> Sets own individual goals and monitors progress towards achieving them. Seeks clarification or assistance when needed. Assesses and reflects critically on own strengths, needs, and interests. Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals. Perseveres and makes an effort when responding to challenges.

E – Excellent G – Good S – Satisfactory N – Needs Improvement

Percentage Mark	Achievement of the Provincial Curriculum Expectations
80-100	The student has demonstrated the required knowledge and skills with a high degree of effectiveness. Achievement surpasses the provincial standard. (Level 4)
70-79	The student has demonstrated the required knowledge and skills with considerable effectiveness. Achievement meets the provincial standard. (Level 3)
60-69	The student has demonstrated the required knowledge and skills with some effectiveness. Achievement approaches the provincial standard. (Level 2)
50-59	The student has demonstrated the required knowledge and skills with limited effectiveness. Achievement falls much below the provincial standard. (Level 1)
Below 50	The student has not demonstrated the required knowledge and skills. Extensive remediation is required.
I	Insufficient evidence to assign a percentage mark (for Grade 9 and Grade 10 courses only)
W	The student has withdrawn from the course.

Prior Learning Assessment and Recognition



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Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside an Ontario Secondary School. Students may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. PLAR Challenge and Equivalency may be granted by the principal according to Ministry guidelines for PLAR, and the school procedure manual.

The PLAR process developed by a school board in compliance with ministry policy involves two components: challenge and equivalency. The challenge process is the process whereby students' prior learning is assessed for the purpose of granting credit for a course developed from a provincial curriculum policy document. The equivalency process involves the assessment of credentials from other jurisdictions.

Recording and Reporting Ontario

Ontario Student Record (OSR)

The OSR is the official record for the student and contains report cards and a record of the diploma requirements completed, along with other information the principal deems conducive to the education of the student. Students have the right to examine the contents of their OSR at any time. In addition, parents of students under the age of 18 also have access to their son or daughter's OSR.

Ontario Student Transcript (OST)

The Ontario Student Transcript is the student's official record of credits earned and other graduation requirements completed. All Ontario courses taken by the student at the Grades 11 and 12 level, whether successfully completed or not, will be recorded on the transcript. If a student withdraws from a course within five school days after the mid-way point of the course duration, the withdrawal will not be recorded.

A student's final result on the Literacy Test as well as confirmation that the student has completed the community involvement requirement will also be included on the student transcript. A copy is available, upon request, by a student and/or parent (if the student is under the age of 18). This transcript is the official document a person must present whenever evidence of secondary education standing is required.

Full Disclosure

All courses taken in grade 11 and 12 will be identified on the student's transcript. Students may drop a course up to the midway point of the course's duration. Changes made after that date will result in a 'W' beside the withdrawn course with the mark at the time of withdrawal.

Reporting Student Achievement to Parents

Regular progress reports will be provided to the parents of students who are under 18 years of age.



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Report cards will be provided to parents at the end of each course. Students who are 18 years of age and older will have to give permission to the teachers to communicate with their parents about their academic progress.

School Services Computers

All Brighter Dewey On-Line School students must have access to reliable computers and internet.

Guidance

Assistance is given to students by helping them to understand their academic strengths and weaknesses, choosing appropriate courses and in-making application to post-secondary institutions. The Brighter Dewey On-Line School principal is also the guidance teacher.

Education and Career Planning Supports

When students begin at Brighter Dewey On-Line School, they will review with the principal their educational goals and become familiarized with the learning pathway form to best plan their educational direction. Upon completion of their studies, they will again sit with the principal to prepare a personalized transition plan either for their home-school, or post-secondary directions (university, college, or the workplace).

Education Support for Parents

Parents and students may request a learning pathway form at any time to complete and review with the principal. They may also request to review curriculum documents, course descriptions and prerequisites and discuss their implications with the principal.

Student Accommodations and Modifications

At Brighter Dewey On-Line School, no modifications are made to any of the courses. Instructional, test and environmental accommodations may be given to students upon recommendation by the educational psychologist associated with our school.

English Language Learners

At Brighter Dewey On-Line School, teachers provide learning opportunities to enable English language learners to develop a proficiency in English. These opportunities are integrated into the curriculum in all subject areas. Teachers provide instructional programs, which address students' different levels of proficiency in English and help these students adjust to a new linguistic, cultural, and educational environment.

Library and Community Resources

Students are encouraged to use their local public libraries and their home-school library for their research projects.



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Student Responsibilities

Guiding Principles

All members of the school community are to be treated with respect and dignity, especially persons in positions of authority. Responsible citizenship involves appropriate participation in the civic life of the school community. Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others. Members of the school community are expected to use non-violent means to resolve conflict.

Physically aggressive behavior is not a responsible way to interact with others.

The possession, use or threatened use of any object to injure another person endangers the safety of oneself and others. Alcohol and illegal drugs are addictive and present a health hazard. Brighter Dewey will respond strongly to school members who are in possession of, or under the influence of alcohol or illegal drugs. Insults, disrespect, and other hurtful acts disrupt learning and teaching in a school community. Members of the school community have a responsibility to maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.

Student's achievements will be periodically reviewed with the student, teacher, and the principal. An action plan will be developed, if necessary, with the student's participation to help enhance the student's success. If the student is under the age of 18, the action plan will also be reviewed with, and signed by the parent.

Cell Phone Usage

personal mobile device refers to any personal electronic device that can be used to communicate or to access the Internet, such as a cellphone, tablet, laptop or smartwatch.

- Students in Grades 9 to 12 must store their phones out of view and powered off or set to silent mode during instructional time, unless otherwise explicitly allowed by the educator during instructional time for a specific purpose.
- Students who need to use their phones or other electronic devices for health and medical reasons, or to support special education needs, may continue to use them during the school day following consultation with school administration.
- It is expected that some parents need to communicate with their children during the school day, and in such instances, parents should contact the school office.
- Breach of these Ministry of Education expectations will be addressed and dealt with immediately. Report cards may include comments on students' distraction levels in class.

For students in grade 6 and below, students' personal mobile devices are stored out of view and powered off or set to silent mode throughout the instructional day, except when permitted by the educator.

Alcohol, Tobacco, Electronic Cigarettes, Recreational Cannabis



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Parents and guardians are to be immediately notified if their children:

- are found smoking, cannabis use or vaping on or within 20 metres of school property, and the items/vapes in a student's possession will be confiscated. There are immediate consequences for students caught, vaping, or in possession of illegal substances.
- Are found to be using, or be under the influence of alcohol, cannabis, tobacco, electronic cigarettes, illegal drugs or related products at schools, on school grounds, and all public areas within 20 metres of these grounds. Anyone smoking or vaping on school property is guilty of an offence and if convicted may result in a fine under the Smoke-Free Ontario Act, 2017.

Restricting Access to Social Media on School Networks

School boards are required to restrict access to all social media platforms on school networks and school devices. Social media platforms can only be used by students at school for educational purposes, directed by an educator.

Attendance

Our school runs online synchronous courses with students logging in daily. Courses are designed to take 110 hours to complete and all course assignments, including the final exam, must be completed within the timeframe of the Term.

Regular attendance at school is critical for the student's learning and achievement of course expectations. Where, in the principal's judgment, a student's frequent absences from school are jeopardizing his or her successful completion of a course, school staff will arrange to meet with the student and the parents to explain the potential consequences of the absences, including failure to gain credits, and discuss steps that could be taken to improve attendance. A meeting or online conference, with all stakeholder, will be scheduled as soon as possible to ascertain the cause of the absence from the course.

If a student fails to attend their course and does not participate in the planned online activities then the student, and the parent(s) of the student, who is under 18 years of age, will be contacted by the school principal. A meeting or online conference, with all stakeholder, will be scheduled as soon as possible to ascertain the cause of the absence from the course.

Students are expected to login daily, not including scheduled holidays, for the entire duration of their course. Students are expected to upload their required activity/homework into the drop box. If a student fails to login to their course three times in a single week then an absence will be recorded on their report card.



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Online Attendance

Regular attendance in any learning environment is vital to school success. Students who do not participate in their online course regularly will diminish their learning experience. The following processes have been put into place to encourage regular attendance by the student:

The principal will maintain attendance records as it is expected that students and teachers should login to their course on a daily basis.

It is expected that a typical online course will take approximately 110 hours for the student to complete (assuming a minimum of 2.5 hour per day online participation), but this time may start or end arbitrarily.

Students who leave a course before completion must communicate their intentions either in writing to the principal or over the phone in the interest of up-to-date record keeping, before any request can be acted upon

To encourage attendance, the principal will work with the curriculum writers, to set manageable assessment and evaluation assignments early in the course, in order to give the student positive feedback and breakdown any existing technology barriers

Students who have not completed their course within the required time frame, will fail the course; unless there is a grave circumstance that may delay the completion of the course.

Academic Honesty

When students submit work to their teachers for evaluation, they imply that the work is the result of only their own efforts and is not in any way the result of the efforts of others. Academic honesty is essential for the development and acquisition of knowledge. Students who present the work of others as their own are guilty of plagiarism and will receive a mark of zero for the work and will have the details of the plagiarism noted in their school records. In principle, students who are guilty of cheating on tests or examinations will receive a mark of zero on the test or examination and have the details of the cheating noted in their school records, after the principal reviews each case individually.

PLAGIARISM POLICY

Growing Success Policy

Students must understand that the tests/exams they complete and the assignments they submit for evaluation must be their own work and that cheating and plagiarism will not be condoned.

The school will develop strategies for helping students understand the gravity of such behaviour and the importance of acknowledging the work of others. The school will also develop policies that address, at a minimum, the following:

- prevention of cheating and plagiarizing
- detection of incidents of cheating and plagiarizing
- consequences for students who cheat or plagiarize.

Policies will reflect a continuum of behavioural and academic responses and consequences, based on at least the following four factors: (1) the grade level of the student, (2) the maturity of the student, (3) the number and frequency of incidents, and (4) the individual circumstances of the student.

The Teacher

Help students avoid plagiarising by:

- Defining the term and reminding them of it when setting out an assignment.
- Giving them examples of what constitutes plagiarism.
- Emphasizing the importance of using process skills to arrive at a product.
- Teaching them research skills so they can avoid plagiarising: note taking, paraphrasing, summarizing.
- Teaching them organizational skills: finding and organizing information to build understanding of a topic.
- Teaching them how to make an outline for a report or research essay.
- Having them keep a learning log to reflect on what they learned through the process: how research and organizational skills helped with the project, how could the product be improved, how can the research and organizational skills be improved.
- Assessing the process steps: notes, outline, summary, bibliography, drafts, etc.
- Informing students of the consequences of plagiarism.

Consequences

- When plagiarism has been detected, the teacher should discuss the matter with the student and inform the principal of the details.
- The student may receive zero for the assignment because the student has not demonstrated achievement of the expectations for the assignment.
- There might be other opportunities for the student to demonstrate evidence of achievement of the expectations of the assignment (e.g. research, organizational, presentation skills) during the course. If other opportunities arise, the teacher may choose not to factor in zero for the plagiarized assignment in the calculation of the term mark.



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Code of Student Behaviour

A school is a place that promotes responsibility, respect, civility and academic excellence in a safe learning and teaching environment. All students, parents, teachers and staff have the right to be safe, and feel safe in the school community. With this right comes the responsibility to be law-abiding citizens and to be accountable for actions, which put the safety of others or oneself at risk. (The school adheres to the principles of the provincial code of behavior specified in PPM No. 128.)

Cyber-Bullying

The School recognizes that technology plays an important and positive role in everyone's lives, both educationally and socially. It is committed to helping all members of the school community to understand both the benefits and the risks, and to equip children with the knowledge and skills to be able to use technology safely and responsibly.

“Cyberbullying involves the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others.”

The complete policy is found in the policy and procedure manual.

Student Expulsion

Our school believes that all students have the right to learn and achieve success and acknowledges the impact of school climates on students' success. Our school is committed to prevention and intervention strategies to address bullying, cyber-bullying, discrimination, harassment, gender-based violence and violence in any form, whether systemic or based on individual actions of staff, students or community members that directly impact school climate through curriculum, educational programs and services. Our school has established a clear process for reporting and responding to any behaviour that would have a negative impact on school climate. Our school's approach to making schools safer involves progressive discipline. This involves the whole school and combines discipline with opportunities for students to continue their education. Students will also have more opportunities to learn from the choices they make. Progressive discipline promotes positive student behaviour. It also enables the principal to choose the consequences that are appropriate to the student's needs and behaviour. Expelled students are removed from school for an indefinite time period. Students are suspended first, while expulsion is being considered.

The complete policy is found in the policy and procedure manual.

School Course Information

CourseOutlines

Detailed course outlines have been prepared for all courses offered at Brighter Dewey On- Line School. The outlines provide details regarding each individual course including, curriculum



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expectations, course content, teaching and learning strategies, along with assessment and evaluation strategies. A copy of each course outline is available through the subject teachers or the principal.

The following courses are currently being taught at Brighter Dewey On-Line School:

ENL1W	English, Grade 9, De-streamed
ESLCO	English as a Second Language ESL Level 3
ESLDO	English as a Second Language ESL Level 4
EMS30	Media Studies, Grade 11 Open
ENG2D	English, Grade 10, Academic
ETC3M	Canadian Literature, Grade 11 University/College Preparation
MPM2D	Principles of Mathematics, Grade 10, Academic
SPH3U	Physics, Grade 11, University Preparation
MCR3U	Functions, Grade 11, University Preparation

Curriculum documents for all secondary courses can be accessed online at the following URL:
<http://edu.gov.on.ca/eng/curriculum/secondary/index.html>

Course outlines for all courses offered at BRIGHTER DEWEY ON-LINE SCHOOL are given to students registered in the course and can also be obtained upon request to the principal



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School Timetable

Brighter Dewey On-Line School provides students with a timetable. Courses must be completed within the Term.

Course Description

ENL1W- English, Grade 9, De-streamed

This course enables students to continue to develop and consolidate the foundational knowledge and skills that they need for reading, writing, and oral and visual communication. Throughout the course, students will continue to enhance their media literacy and critical literacy skills, and to develop and apply transferable skills, including digital literacy. Students will also make connections to their lived experiences and to society and increase their understanding of the importance of language and literacy across the curriculum.

ENG2D - English, Grade 10, Academic

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course.

ETC3M - Canadian Literature, Grade 11, University/College Preparation

This course emphasizes the study and analysis of literary texts by Canadian authors for students with a special interest in Canadian literature. Students will study the themes, forms, and stylistic elements of a variety of literary texts representative of various time periods and of the diverse cultures and regions of Canada, and will respond personally, critically, and creatively to them.

EMS3O - Media Studies, Grade 11 Open

This course emphasizes knowledge and skills that will enable students to understand media communication in the twenty-first century and to use media effectively and responsibly. Through analysing the forms and messages of a variety of media works and audience responses to them, and through creating their own media works, students will develop critical thinking skills, aesthetic and ethical judgement, and skills in viewing, representing, listening, speaking, reading, and writing.

MCR3U - Functions, Grade 11, University Preparation

This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions. Numerically, algebraically, and graphically; solve problems involving



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applications of functions; investigate inverse functions; and develop facility in determining equivalent algebraic expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems. Brighter Dewey On-Line School School Course Calendar: 2023- 2024

SPH3U - Physics, Grade 11, University Preparation

This course develops students' understanding of the basic concepts of physics. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism. They will enhance their scientific investigation skills as they test laws of physics. In addition, they will analyse the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.

ONLINE COMPONENTS

Minimum Hardware Requirements

Learners participating in on-line courses should have access to hardware that meets or exceeds the following standards. Students with access to equipment that does not meet these standards may experience slow interactivity; limited interactions and/or long wait periods for file downloads.

- Recommended Desktop Standards: PIII, 256 MB, Macintosh G3, or better (minimum: P II 128MB)
- Windows XP Service Pack 2, OS 10.3, or better (minimum: Windows 98, Mac OS 8.6)
- Internet Explorer 6.0 or better (minimum: Internet Explorer 5.5.)
- Adobe Acrobat Reader 6 or better (minimum: Reader 5)
- Windows Media Player 9
- Macromedia plug-ins (including mandatory: Flash)
- A DSL or better connection to the Internet. Speakers
- Monitor (screen resolution 800 x 600, 16-bit colour) or better
- A typical Office suite of applications; specifically, a word processor application, spell checker, equation editor, and a spreadsheet application are mandatory.



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- Math students are encouraged to use a scanner to submit handwritten assignments rather than typing up their math assignments.
- Students taking English courses will need access to a microphone connected to their computer.
- Data Transmission Standards: TCP/IP
- Minimum Bandwidth Standards Single Computer: modem. LAN - Switched 10/100 Mb

Additional Software: Some courses may require access to some OSAPAC software, specifically at this time, Geometer's Sketchpad, Simply Accounting or Smart Ideas. It is recommended that up-to-date virus, spyware, and adware protection be implemented.

Acceptable Use Policy

The school reserves the right to monitor all material in user accounts on the file server in order to determine the appropriateness of computer use when a challenge has arisen. The following processes have been put into place:

The Moodle Learning Management System at our school is intended for educational purposes only. Any use of any Learning Management System (LMS) tool within a course for any other purpose other than the intended educational purpose is prohibited. The inappropriate uses include, but are not limited to, criminal, obscene, commercial, or illegal purposes.

- Student access into the LMS is provided as long as the student follows the guidelines set by the school principal, provincial, and federal laws.
- If the LMS is used inappropriately or in a prohibited manner, the principal reserves the right to terminate the registration or suspend the user. There is the possibility of further disciplinary action including legal prosecution, if the appropriate laws, regulations, or contracts deem it necessary.
- Malicious LMS network damage, interference or mischief will be reported to the appropriate authorities.
- It is important to be aware that activities in an online environment are not private.
- The school reserves the right to monitor all material that is placed in a user's account and to remove it if deemed necessary.

The security of the online environment is only as effective as the practices of its users. Therefore, it is important that the student user:

- Never reveal your password to your course to any individual (except your parents/guardians)
- Immediately report to your principal any email or chat message which causes you concern or any message which requests inappropriate personal information from you.
- Never attempt to access unauthorized material or to impersonate another user.



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- Any attempt to vandalize, harm or destroy data of another user is prohibited.
- Any attempt to vandalize the data of the course or schools also prohibited.