TUCANA GREENLEAF INSTITUTE (TGLI) ACADEMIC BOOKLET

Learning is like a raindrop on a green leaf: it always changes.

SUMMARY

TUCANA GREENLEAF KES CURRICULUM ALLOWS AN INDIVIDUAL OR ENROLLED STUDENT TO CHOOSE THEIR LEARNING FROM ONE OF THREE TYPES OF ONLINE OPTIONS.

- **Interactive design curriculum**
- **Standard Florida K-12 curriculum**
- **Combination of design and standard curriculum**
  1. Virtual Assistance
  2. TeamViewer monitoring program

Career skills choice option for grades 10-12 and target population)

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Tucana GreenLeaf Institute
Online/Virtual Learning Program

- Interactive design curriculum
- TeamViewer monitoring program
- Combination of design and standard curriculum

DECLARATION

At Tucana GreenLeaf Institute (TGLI), we pledge to help individuals prepare for the ever-changing way of reaching the light at the end of the educational tunnel while bridging both academic and digital gaps, regardless of their socioeconomic background.

GOAL

Our goal is to use online technology as a learning tool, combined with learned skills, while working with or without minimum assistance for future training.

MISSION

Our mission, as an online/virtual school, is to ensure that learning is focused clearly enough that both students and teachers know what the objective is and to collaborate/discuss how it can be achieved and understood.

Note: All course curriculum programs will be implemented according to grade level and follow the state guidelines and standards for the State of Florida.

Grade Levels to Be Served:

- All grade levels between K-12
- Subjects: English, Mathematics, Science, Social Studies, Elective Course(s)

DISCRIMINATION NOTICE

Admission policy: Tucana GreenLeaf Institute admits all students without regard to race, creed, age, gender, gender identity, religion, disability, and national/ethnic origin. Students enrolling in Tucana GreenLeaf Institute must be able to take and pass the Wide Range Achievement Test – Revision 4 (WRAT4).

Social media discrimination policy via any program: Sexual harassment, whether the target is male, female or transgender via onsite and/or online means, is strictly prohibited. In addition, bullying, whether onsite and/or online via social media or other means, will not be tolerated under any circumstances. Violators of this policy will be subject to potential civil and/or criminal penalties under law.

TARGET POPULATION

- Dropout Prevention/Academic Intervention
- Credit Recovery
- Career and Technical Education
- Juvenile Justice
- English Language Leaner (ELL)
- Exceptional Student (ESE)

SCHOOL INFORMATION

Tucana GreenLeaf Institute is a local and international KES (K = Kindergarten; E = Elementary; S = Secondary) technology online/virtual school. The most outstanding academic characteristic of the Institute is our teacher and retired and new educator, with experience in presenting an online curriculum.

Students design their class time from an original state curriculum outline, facial recognition, research writing, and introduction to onsite job outline. Students learn how to work independently, while working out their learned skills before asking a teacher. These solving skills are already implemented in children/students due to playing video games. The student-teacher ratio, averaging a minimum of three students per teacher, will have a maximum of five students in any one class.

Elementary/Middle School Core Curriculum: From kindergarten through 8th grade, K-12 courses are categorized into seven major subject areas - Language Arts/English, Math, Science, History, Art, Music, and World Languages - plus adaptive K-5 math courses and MARK12 adaptive reading remediation courses (see curriculum descriptions below).

The proprietary elementary and middle school curriculum includes all courses that students need to complete their core kindergarten through 8th grade education, with more than 700 engaging lessons per subject. These courses focus on developing fundamental skills and teaching the key knowledge building blocks or schemes that each student needs to master the major subject areas, meet state standards, and complete more advanced coursework. The curriculum is mastery-based with assessments.

Elementary and middle-school (K-8) blended and online learning activities will include:
- Paint/technology program
- Drawing
- Hard copy activity (pre-printed exercises)
- Virtual field trip/library
- Reading eggs program
- Brain activity

High School Core Curriculum: High school students are offered a broad selection of courses to meet all graduation requirements, as well as a diversity of electives designed to both help students earn their high school diploma and find their own path to post-high school success - whether that is in college or in the workforce. Math, English, Science, and History courses are offered in a range of levels, including Advanced Placement (AP), remediation, and credit recovery courses, to meet the needs of diverse learners (see curriculum descriptions below).

For instance, Fuel Ed Foundation Courses help keep students on task and moving forward utilizing a "chunked" methodology to increase retention, as well as pre-recorded audio, pre-teaching of vocabulary, and, if needed, ELL support. High school students can take up to four years of a World Language (depending on the language) and have a variety of Physical Education and Art course options to choose from to fulfill graduation requirements. In addition, a variety of electives are provided. Unlike other programs where a student must be in a particular academic path, K-12 allows students to chart their own course, choosing from among the levels of courses to match their aptitude and goals. For example, a student who excels in Math and Science may take all Honors/AP courses in those subjects, while choosing from among the Comprehensive English and History courses. The multiple course levels prevent students from being "locked in" to one level of a particular subject, and account for natural progress and growth. Curriculum K-12 core program will be blended and online learning.

High-school (9-12) blended and online learning activities will include:
- Lab activities
- Research
- e-book lessons
- Portfolio
- Science activity with the local electric company
- Field trips (virtual/onsite)
- Develop PowerPoint presentations
- Zoom/facial recognition

STUDENTS AND PARENTS' ROLES AT TGLI

Students must:
- Be on time for classes and dress according to the school's dress code (ex: shirts, blouses, sweaters, etc.) as outlined in the general agreement
- Log in to all online classes on time
- Turn in all academic assignments on time
- Work independently without adult supervision

Students are only allowed a maximum of three online unexcused absences per school year (valid emergencies are exempt).

Parents/legal guardians must:
- Sign a general agreement with the school and any additional agreements for special needs
- Monitor time and effort of the student(s) (breaks, lunch, etc.)

TECHNICAL SUPPORT

SMS and TeamViewer: SMS (Student Management System) (primary system) and TeamViewer Support System (backup system) are software systems used by Tucana GreenLeaf Institute (TGLI) administration to help in the supervision of student-related activities such as: 1) keeping records of tests or examinations conduct; 2) attendance; 3) appraisal on performance including details of marks scored; 4) particulars of everyday school attendance; and 5) all other institution-related activities. It provides a complete student records system.

Easy scheduling of examinations: The scheduling of examination dates correlates all details such as availability of teachers and completion of book syllabus fixed before announcing the examination dates. Details about records of all written examinations, appraisals on the papers, marks or grades offered.

Parents, teachers, and administrators: The Student Management System is integrated with the parents' portal for regular update of student-related information and feedback. The advanced system enables creation of a username and password for protected access to such information. The real-time availability of all student-related information such as attendance, marks or grades obtained in term examinations, classwork, and examination timetables enable parents, teachers, and administrators to interact using the web interface for improving the performance of students. Enrollees will have their teacher's telephone number and email address. TGLI will offer webinars to parents and administrators to help guide and understand how the software works for monitoring the students upon request.

SOFTWARE/OPERATING SYSTEM REQUIREMENTS

Macintosh Users: You are currently required to have macOS 10.15 (Catalina) or higher installed on your computers.

Windows Users: You are currently required to have Windows 8.1 or higher installed on your computers.

All Users: It is required to have an updated version of a web browser for best performance. You may use either: 1) Microsoft Edge; 2) Google Chrome; 3) Mozilla Firefox; or 4) Apple Safari. Also, for completing assignments and viewing documents, you are required to have BOTH a software suite such as Microsoft Office AND Adobe Reader DC installed. In addition, users are required to have their computers equipped with a webcam and microphone for virtual meetings via Zoom. Finally, there are other requirements pertaining to hardware that are not listed here; therefore, you must check with a certified computer store for further details in an effort to meet these software and operating system requirements.

TGLI TESTING PROCEDURES

All workspaces must be cleared of textbooks on the day of testing.

SAFETY AND EMERGENCY INFORMATION

At Tucana GreenLeaf Institute (TGLI), we pledge to keep all of our students, their parental visitors, and staff safe from any and all types of dangerous situations. Therefore, we must occasionally perform drills to make sure we keep up with Florida and national safety standards. These drills include, but are not limited to:

- Bullying/fighting
- Abuse (whether physical, sexual, verbal or via social media)
- Ransomware virus attack
- Domestic terrorist attack/active shooter
- Weather (including hurricane)
- Fire
- Medical (including COVID-19, general illness, drug overdose, asthma attack, etc.)

In addition, we require the parents/legal guardians of our students to keep their contact information up to date at all times to ensure that we can reach them in the event of an emergency.

Students at TGLI will use a code signal when they are in trouble or have an emergency. They can display either "thumbs down" or a sad emoji. When the student or staff member sees the signal or hears it out loud, he or she should repeat the signal, sit still, and remain quiet until help arrives.

POLICIES AND PROCEDURES

In an effort to better serve students in grades K through 12th grade, these policies and procedures will be applied in district-approved programs which are receiving virtual instruction services from K-12 Florida LLC ("K-12") unless directed to use district policies instead. These policies and procedures will also be recommended for adoption by boards of virtual charter schools which have contracted with K-12 for virtual instruction program services.

Instructional Model: K-12's virtual instruction program instructional model will rely on:

- Rigorous academic standards and expectations
- Highly qualified educators providing synchronous and asynchronous instructional support
- Student-to-student, student-to-teacher, and parent-to-teacher interactions using a variety of learning technologies
- Traditional grading scale and grade reporting
- Opportunities for student leadership and participation in school-sponsored activities, both virtually and face-to-face
- Timeline (8:00 a.m. – 5:00 p.m.)

Teachers may be contacted via email (through the applicable learning management systems which are the Online School (OLS) for grades K-8 and the Online High School for grades 9-

12), telephone, and ClassConnect sessions via web conferencing tools such as Blackboard Collaborate. Satisfactory performance is based on some or all the following: student participation in online discussions, ClassConnect sessions, online threaded discussions, submitted writings, projects, quizzes, unit tests, semester exams, and final/EOC exams. In addition, students and parents can view grades, student progress, and the amount of time the student spends in each class at any time through the OLS/Online High School.

Teacher Responsibilities: Teachers must:
1. Collaboratively develop Individualized Learning Plans for each student
2. Help parents and students to use the OLS/Online High School
3. Guide and direct parents and students through the K-12 curriculum
4. Provide instruction as needed using the K-12 curriculum and other educational resources to meet Florida Standards
5. Develop and explain accommodations or modifications to the curriculum of K-12 Florida LLC
6. Conduct conferences with parents and students to discuss student's academic progress
7. Collect and review work assignments and provide constructive feedback
8. Maintain a workday from 8:00 am – 5:00 pm
9. Respond within 24-48 working hours to all emails (internal, secure email system) and telephone calls
10. Inform parents and students of updates/information from the school/program and/or K-12
11. Plan and attend school functions
12. Prepare students for state and other standardized tests
13. Provide encouragement and support in all areas of student learning and achievement
14. Complete report cards
15. Be the first point of contact for parents and students

Parent-Teacher Communication: K-12 virtual charter school/virtual instruction program teachers are responsible for monitoring and validating student attendance, curricular progress, and educational growth. The teacher is the first point of contact for all issues regarding the school. Email and telephone are the primary sources of contact between the teacher and the parents; therefore, it is essential that parents check their email and voicemail at least twice a day. Parents should promptly reply to emails or voicemails received from the K-12 virtual charter school/virtual instruction program or K-12. Teachers spend a significant amount of their time providing instruction in ClassConnect sessions and, as a result, may not be available to answer all telephone calls as they come in. It is requested that parents provide as much detail as possible in their message to allow the teacher to research the proper answer and respond to all calls within 1-2 business days.

All communications between administrators, teachers, the parents/learning coaches, students, and other parties directly related to the K-12 virtual charter school/virtual instruction program must be conducted with appropriate professionalism. Demeaning, offensive, and/or profane language and derogatory remarks/innuendos are not acceptable. This includes communications

during conferences, communications in email, and communications posted to any school-sponsored community boards. All K-12 virtual charter school/virtual instruction program phone numbers, ClassConnect links, email messages, and email addresses are registered with the school/program administration and fall under state regulations concerning communication of official school business. These and ONLY these contacts are permitted for communication between staff, parents, and students.

Parent-Teacher Conferences: Parents are required to participate in scheduled conferences. The date and time of the conference will be arranged at a mutually agreeable time. Teachers will conference with the parents and students. The teacher will determine with the family whether conferences will be held via phone, ClassConnect, or both. There are times that the teacher may deem it appropriate for face-to-face conferences. Face-to-face conferences will be conducted at a public place, like public libraries, local community centers, etc. Parents are required to keep all scheduled conferences or provide a 24-hour notice if a cancellation is necessary and reschedule a new appointment (at the time of cancellation). Failure to participate in the conference may result in implementation of the non-compliance procedure.

Parental Involvement: K-12 virtual charter schools/virtual instruction programs encourage all parents to become involved in school/program activities sponsored in their geographical area to help develop a stronger education community. Many opportunities for involvement are provided through K-12 virtual charter school/virtual instruction program sponsored events such as parent training, student outings, meet-and-greet sessions, and graduation/end-of-year events.

Student activities: K-12 virtual charter schools will provide student participation opportunities that are designed to meet the students' academic, recreational, and social interests. Activities may include, but are not limited to: virtual clubs, service projects, and scholastic activities such as spelling bees or science fairs. An adult sponsor, approved by the school administrator, will supervise each school-related club/organization. Students are encouraged to participate in organizations endorsed by the school, which are formed to share common interests and are an integral part of the educational program of the virtual charter school. All student organizations will operate according to approved guidelines and procedures and will not discriminate based on race, creed, age, gender, gender identity, religion, disability, or ethnic/national origin. Students wishing to participate in extra-curricular activities in the district should contact the district office and identify themselves as enrolled in the K-12 virtual charter school. Students enrolled in district virtual instruction programs should contact their district to learn about student activities provided by the district.

Note: Tucana GreenLeaf Institute will incorporate and abide by these Florida Standards as part of the online/virtual program per approval.

TGLI ADMISSION/REGISTRATION REQUIREMENTS

Students are allowed a maximum of three online/onsite unexcused absences per school year; valid emergencies are exempt.
Students must live within the same area school district for at least six months.
Students must not have had any major disciplinary issues (ex: 4 or more suspensions per year, expulsions).
Students' parents/guardians must sign a contract in agreement with the school program.
Students must be able to work independently without supervision.
Students must turn in all academic assignments on time.
Students must report to all online classes on time.
Students must be respectful and courteous to staff at all times.
Students must be prepared to take the WRAT4 test.
Students must complete the student interest survey form.

TGLI REGISTRATION DISCLAIMER

Tucana GreenLeaf Institute (TGLI) is only intended to enable applicants to apply for online/onsite learning. It is the sole discretion of the non-public school to offer admission to its applicants, and it will make this decision based on the completion of the signed agreement. This site will accept no responsibility for the acceptance or denial of admission to the potential students of this program. If you have any questions regarding this disclaimer, please contact us at:

Email: delores1552@hotmail.com   Phone: (314) 522-3077
Web address: greenleafinstitute.us   Contact: Delores Gregory

SAMPLE TGLI ASSESSMENT OUTLINE

Teaching-Learning Activities	Intended Learning Outcomes	Assessment Tasks
Create a learning environment using teaching-learning activities that address the verb and therefore are likely to bring about the intended outcome.	Describe the intended learning outcome in the form of a verb/learning activity, it object (the context), and specify the context and a standard the students are to attain.	Use assessment tasks that also contain the verb, thus enabling the assessor to judge with the help of rubrics if the students' performances meet the criteria.
Activities can be: 1) small group 2) large group; 3) teacher centered; or 4) student centered.	Learning outcomes can be: 1) accreditation body; 2) program; or 3) module.	Assessments ae both formative and summative, where the former is used for feedback, and the latter for progression.

Criteria	Excellent (3 points)	Satisfactory (2 points)	Improving (1 point)	Unsatisfactory (0 points)
New Thread Quality	Postings are relevant to the topic and provide factual support for position and arguments.	Postings are relevant to the topic.	Postings are present but not relevant to the topic.	Postings are absent.
Replies Quality	Replies are relevant to the topic and provide factual support for position and arguments.	Replies are relevant to the topic.	Replies are present but not relevant to the topic.	Replies are absent.
References to Readings	Demonstrates good understanding of topic and outside source materials are properly cited.	Appropriate reference made to relevant readings or materials.	Limited reference made to relevant readings or materials.	No reference made to relevant readings or materials.
Overall Score	Excellent (8 or more)	Satisfactory (5 or more)	Improving (2 or more)	Unsatisfactory (0 or more)

SAMPLE TGLI CLASS SCHEDULE

K-5 CLASS SCHEDULE	
English	8:00 AM – 9:00 AM
Break (recess)	9:00 AM – 9:15 AM
Math	9:15 AM – 10:15 AM
Break (recess)	10:15 AM – 10:30 AM
Social Studies	10:30 AM – 11:30 AM
Lunch	11:30 AM – 12:30 PM
Interactive Curriculum Video	12:30 PM – 1:30 PM
Online Homework Assignments	1:30 PM – 2:00 PM
6-8 CLASS SCHEDULE	
English	8:00 AM – 9:00 AM
Math	9:00 AM – 10:00 AM
Social Break (outside of computer)	10:00 AM – 10:15 AM
Social Studies	10:15 AM – 11:15 AM
Lunch	11:15 AM – 12:00 PM
Science	12:00 PM – 1:00 PM
Online Homework Assignments	1:00 PM – 2:00 PM
9-12 CLASS SCHEDULE	
English	8:00 AM – 8:30 AM
Math	8:30 AM – 9:00 AM
Physical Education	9:00 AM – 9:30 AM
Media	9:30 AM – 10:00 AM
Social Break (outside of computer)	10:00 AM – 10:15 AM
1-on-1 tutoring	10:15 AM – 10:45 AM
Social Studies	10:45 AM – 11:15 AM
Lunch	11:15 AM – 11:45 AM
Online technology	11:45 AM – 12:15 PM
Library	12:15 PM – 12:45 PM
Science	12:45 PM – 1:15 PM
"Buddy" system	1:15 PM – 1:45 PM
Volunteering	1:45 PM – 2:15 PM

Tucana GreenLeaf Institute
STANDARDS OF CONDUCT
AND GENERAL AGREEMENT

CONDUCT POLICY:
Students at Tucana GreenLeaf Institute (TGLI) are to conduct themselves in the same way they would when in their home school district. No profanity, obscene gestures, semantics or vulgarity towards anyone will be tolerated as stated in the Discrimination Notice. TGLI will always maintain a professional and positive learning environment. Conduct of individual students must be satisfactory in order to carry out the lessons of instruction to the maximum benefit of the student.

DRESS POLICY:
Acceptable dress and grooming are essentially a matter of personal preference; however, casual dress will be appropriate. Blouses, shirts, pants, appropriate skirts and shoes will always be worn. Refusal to comply with this policy will lead to the following actions:
1. Verbal warning
2. Written warning with conference
3. Final action will be expulsion and student returns to regular school district

ATTENDANCE POLICY:
Students will sign-in each day. A daily attendance record sheet will be kept by a designated administrator. TGLI will maintain accurate and up-to-date records of students' enrollment and attendance. At the end of each week, the attendance sheets will be tallied so that students may be informed of the number of classes completed or needed to be made up. Students will be encouraged to be punctual and encouraged to attend daily to ensure the maximum attainment of educational achievement.

As stated above, students are only allowed three unexcused online/onsite absences per school year (valid emergencies are exempt). Examples of an excused absence, whether onsite or online, can include: death of an immediate family member, the Internet not functioning at all, and a natural disaster.

I have read the above policies and conditions, and I understand and agree to the content of the TGLI Standards of Conduct and General Agreement. My signature below is proof of my compliance.

_____   _____
Student's Signature   Student's Printed Name