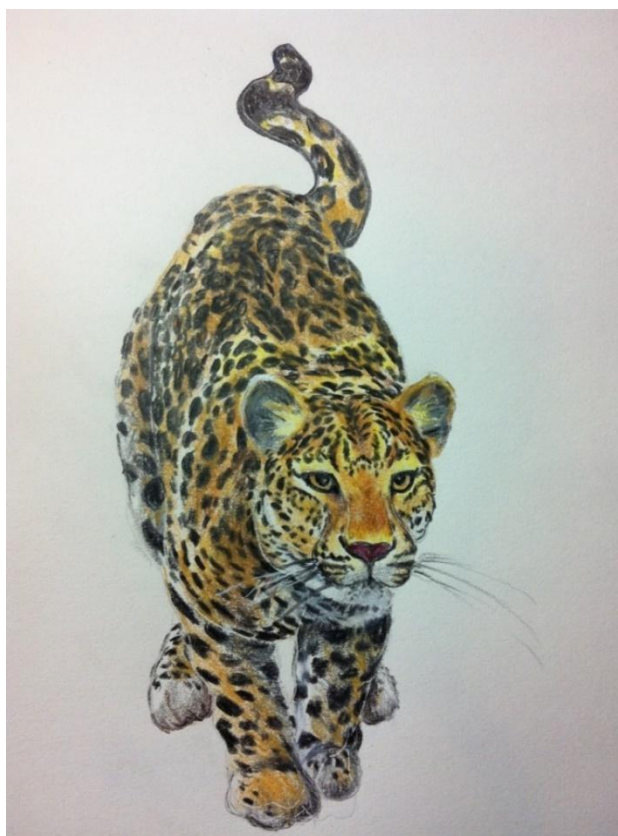




Las Flores Educational Center Home Education Independent Study Academy High School

Parent & Student Handbook



10039 E. Palm Street
Bellflower CA, 90706
(562) 804-6565 FAX (562) 461-2209

<http://www.lasfloreseducationalcenter.org/>

Bellflower Unified School District
BUSD Together: Unified in Purpose

Bellflower Unified School District
Board of Education

President.....	Amie Stewart
Vice President.....	Mayra Garza
Clerk	Brad Chrifield
Member	Renita Armstrong
Member.....	Maurina Cintron
Student Board Members.....	TBD
Superintendent of Schools.....	TBD

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<https://www2.ed.gov/about/offices/list/ocr/docs/howto.html?src=rt>

Aviso de no discriminación: El Distrito Escolar Unificado de Bellflower prohíbe discriminación, hostigamiento, intimidación, y acoso a base de real a percibido antepasado, edad, color, discapacidad, género, identidad de género, expresión de género, nacionalidad, raza o grupo étnico, religión, sexo, orientación sexual, o asociació con una persona o grupo con una o más de estas características reales o percibidas. Padres de familia/estudiantes que tengan preguntas o inquietudes sobre la política pueden comunicarse con Bonnie Carter, Asistente de Superintendente, instrucción y Apoyo Estudiantil, Oficial de Título IX y Cumplimiento de Equidad (562) 866-9011 Ext. 2060. Para informacion sobre como presentar una queja, visite [busd.k12.ca.us](https://www2.ed.gov/about/offices/list/ocr/docs/howto.html?src=rt) y vea la pagina de padres en el documento Procedimientos Uniformes Para Presentar Quejas. Para mas información visite: Departamento de Educación de los EU, OCR en:
<https://www2.ed.gov/about/offices/list/ocr/docs/howto.html?src=rt>

Bellflower Unified School District Mission Statement

The Why: MISSION

We build futures for our students by providing a pathway for all students to become responsible, informed, productive citizens who can compete in a diverse world.

The What: VISION

The Bellflower Unified School District produces graduates who are globally competitive learners. Through equitable access to high quality academic, social, and applied learning, students are ready to excel in college, careers, and life.

The How: THEORY OF ACTION

Bellflower Unified School District equips every student to be academically and socially prepared to be globally competitive by closing PreK-12 achievement and opportunity gaps and creating relevant career pathways for all students.

Core Values

Equity

All students have equal access to quality staff, courses, activities, services, and resources based on their individual needs.

Achievement

Teachers and staff have the knowledge, skills, expertise, and resources to provide quality education based on standards, effective practices, and continuous improvement for all students. Staff is focused on continuous evaluation and improvement of our programs and use data to make changes when needed.

Community

Stakeholders work as a team to provide a respectful environment that fosters learning through positive relationships and engagements among students, adults and our diverse community.

Las Flores Mission Statement

The mission of Las Flores Home Education Independent Study Academy is to establish an educational program that meets social, emotional, academic, and behavioral needs as students prepare to become successful citizens in a 21st century global society.

Las Flores Vision Statement

It is the vision of Las Flores Home Education Independent Study Academy to cultivate life-long learning in all students by integrating rigorous instruction, technology and critical thinking with relevant, real-life experiences including civic learning and community awareness. Through implementation of *Universal Design for Learning* and the principles of a growth mindset, students are guided to reach their full potential. Student learning is a collaborative effort with all educational partners; this includes small group learning in the classroom, as well as joint decision making among parents, students, and teachers.

Student Learner Outcomes (SLOs)

Positive Attitude

- We will demonstrate a growth mindset by setting goals based on feedback
- We will exhibit grit by showing perseverance on difficult classroom assignments

Accept Responsibility

- We will be a good citizen by following school rules and participating in outreach opportunities
- We will show integrity by avoiding cheating and plagiarism as well as using technology for academic purposes only
- We will become “expert learners” who understand, communicate, and act upon our educational needs

Willing to Learn

- We will actively listen and ask questions in classroom activities to clarify our understanding
- We will complete all individual and group assignments with precision and efficiency

Show Respect

- We will communicate effectively by listening to other’s ideas, disagreeing politely, and offering sound evidence to support our assertions
- We will be kind to others when engaging in classroom and extracurricular activities

Introduction

Welcome to Las Flores Home Education Independent Study Academy!

Las Flores is a Transitional Kindergarten through 12th grade homeschooling program developed by Bellflower Unified School District. Las Flores Home Education Independent Study Academy uses an independent study model, with two distinct formats for elementary and middle school learning: Classic and Core.

CLASSIC MODEL:

Grades TK – 8: Parents are the primary teacher five days a week utilizing District adopted textbooks and/or supplemental online curricula. Students and parents meet at least once a week with a credentialed teacher to review work and set goals. Students receive daily synchronous instruction and may also participate in enrichment learning experiences on Fridays.

CORE MODEL:

Grades TK – 8: Students attend school three full days per week and are taught at home two days. Students and parents meet at least once a month with a credentialed teacher to review work and set goals. Students may also participate in enrichment learning experiences on Fridays and have the opportunity for synchronous instruction as needed, per the supervising teacher, on Mondays.

TRADITIONAL MODEL: Grades 9-12: Students learn at home five days a week through online courses in science, social science, math, electives—including world language, and English that meet a-g requirements for UC/CSU admission. Synchronous learning opportunities occur every Friday. Physical Education requirements are completed independently. Assignments are submitted Fridays by 2:00 PM. All tests take place at Las Flores Educational Center.

BLENDED MODEL: Grades 9-12: Students attend math and English classes three days per week at Las Flores Educational Center. Science, social science, and electives—including world language courses that meet a-g requirements for UC/CSU admission are taken online. Physical Education requirements are completed independently at home. Synchronous learning opportunities occur every Friday. Assignments are submitted Fridays by 2:00 PM. All tests take place at Las Flores Educational Center.

Our model is consistent with the course of study used in all BUSD schools and is guided by both California Education Codes and BUSD Board policies.

Administrator's Message



On behalf of the teachers, staff, and administration, it is my privilege to welcome your family to Bellflower Unified School District's Las Flores Home Education Independent Study Academy for the 2024-25 school year. Las Flores Home Education Independent Study Academy is an exciting, alternative, learning institution that offers families the opportunity to fully or partially educate their students at home with the instructional resources and amenities of the traditional school.

Throughout the year we will share in the implementation of a standards-based educational program that not only fosters your child's academic potential, but also allows for the development of family values, ideals, and interests. Collaboration and innovation are key to the success of such a unique program; thus, we look forward to establishing a learning community with strong symbiotic relationships that provide for open communication, enthusiastic involvement, and reciprocal exchanges of ideas and strategies.

It is the commitment of everyone at Las Flores Home Education Independent Study Academy to work in tandem with families and each other to cultivate the students' knowledge through many high quality, rigorous, and relevant learning experiences. We believe that it is through such situations that students will best develop those 21st century skills necessary to be successful participants in a global economy.

We are eager to embark on this journey with your family and look forward to sharing a year filled with a multitude of learning adventures!

Tami Zylla
Director, District Independent Study Services

Instruction

Las Flores Home Education Independent Study Academy provides families with standards-based curriculum in each content area. The curriculum guides provide a scope and sequence for teaching the content areas as well as lesson ideas and resources. In addition, students have access to a variety of computer-based learning programs to facilitate mastery of their lessons.

- Students have the option of participating in on-campus activities and clubs. Clubs may meet at lunch, nutrition, and/or after school during study lab time.
- District technology will be provided for online learning.
- Each family is assigned a Bellflower Home Education Independent Study Academy teacher to support the homeschooling experience.
- All Bellflower independent study teachers are certificated BUSD teachers with a valid California teaching credential.

Traditional Students

- Traditional students meet once a week with their supervising teacher for their required synchronous instruction.
- Traditional students must submit work **by the last attendance day of the week** (as necessary) for all subject areas. **Work is required to be turned in on or before 2:00 PM on the last attendance day of the week or no attendance credit may be given for the week.** Three absences in a month due to lack of work completion in home studies may result in an evaluation of placement in Independent Study.
- In addition, traditional students **and their parents** must meet monthly with their supervising teacher and parent. At this time, they will review the weekly assignments and goals collected for the month and determine next steps for the following month. *Meetings may take place in person, by phone, video chat, or other means authorized by the supervising teacher.* **Please note that monthly meetings are NOT optional and should be rescheduled. Missing three scheduled conferences will result in evaluation of placement in Independent Study.**
- The supervising teacher will review, provide feedback (gathered from the teachers of record), and assign attendance credit for all student assignments. They will then collect work samples for each subject from the work submitted. These representative samples will be those that reflect the total scope of work assignments. All work samples will be kept in the student's file. *The number of work samples that will be collected will be determined by the district.* Work that is not designated as a work sample will subsequently be returned to the student.
- All students are required to participate in all regular district and state testing. The tests are administered at the Las Flores Educational Center.

Blended Students

- **Parents/guardians will monitor and support students with online courses on Mondays and Fridays.** Students attend school on Tuesdays, Wednesdays, and Thursdays at Las Flores Educational Center.
- Adequate attendance in classes is critical to success in the core program; therefore, patterns of repeated absences will be analyzed by the supervising teacher to determine if a student's achievement is suffering as a result. If it has been determined as such, a student's placement in the core program will be evaluated, and the student may not be able to remain in the program.
- Blended students must submit work by the last attendance day of the week (as necessary) for all subject areas. **Work is required to be turned in on or before 2:00 PM on the last attendance day of the week or no attendance credit may be given for the week.** Three absences in a month due to lack of work completion in core class or home studies may result in an evaluation of placement in Independent Study.
- In addition, blended students **and their parents** must meet monthly with their supervising teacher. At this time, they will review the weekly assignments and goals and determine next steps for the following month. *Meetings may take place in person, by phone, video chat, or other means authorized by the supervising teacher.* If parents are unable to attend the conference due to special or extenuating circumstances, work may be submitted by a third party, email, fax, or other methods authorized by the supervising teacher prior to the 2:00 PM turn in time. **Please note that monthly meetings are NOT optional and should be rescheduled. Missing three scheduled conferences will result in evaluation of placement in Independent Study.**
- The supervising teacher will review, provide feedback (gathered from online instructors), and assign attendance credit for all student assignments. They will then collect work samples for each subject from the work submitted. These representative samples will be those that reflect the total scope of work assignments. All work samples will be kept in the student's file. *The number of work samples that will be collected will be determined by the district.* Work that is not designated as a work sample will subsequently be returned to the student.
- All students are required to participate in all regular district and state testing. The tests are administered at the Las Flores Educational Center.

Use of Facilities

Parents of traditional or blended students have access to the school facilities and resources on Mondays and Friday afternoons, as well as after school. The administrator must pre-approve use of facilities; however, should the school need the facilities after approval, a change of placement may be necessary. Please note that facility and resource use is for instructional support of one's own students and school approved activities only and students must be supervised by their parents at all times.

Monitoring Students' Online Progress

Parents are responsible for monitoring their children's progress in the online courses in Edmentum and/or Edgenuity. Each week students will be given a percentage for each online class that corresponds with the amount of coursework needed to be completed by the following week. Percentages are calculated based on a student's pacing. To monitor students' progress, parents should log in and launch their child's course. Upon doing this, they will see the student's "Active Assignments". At the bottom of each course, there is a bar that shows the students completion in percentages and the number of assignments the student has completed. By Friday at 2:00 PM, the **percentage on the bar should match the percentage the student was given to meet on their Assignments and Goals sheet**. Please see the Appendix for sample block scheduling in comparison to traditional scheduling.

Parent Involvement

Las Flores Home Education Independent Study Academy prides itself on a strong educational partnership between parents and the school. In addition to the standard monthly conferences required for independent study, we offer a wide variety of means for parents to be an active participant in their student's school experience. Such activities include such things as:

- Chaperoning Field Learning Experiences
- Attending parent professional development opportunities
- Participating in parent-teacher collaboration opportunities
- Family Events
- Attending monthly Parent Advisory Committee and/or School Site Council meetings
- Volunteering throughout the school
- Engaging in fundraising and outreach opportunities
- Student of the Month ceremonies
- Community Building events
- Open House/Back to School Night and informational events

Parents can stay up to date with the many participation opportunities and stay connected with the teachers, staff and administration through the monthly calendar and the many communication opportunities utilized by the school. More information regarding parent involvement can be found in the district's [board policy](#) and [administrative regulations](#) as well as the "[School, Parent, and Family Engagement Policy](#)" located in the appendix.

Calendar

Each month, Las Flores Home Education Independent Study Academy will provide parents with a link to a school calendar document that highlights important activities and dates. The school's Google Calendar events can be added to one's personal Google Calendar using the [Bellflower Unified School District App](#) or by visiting the [Las Flores Home Education Calendar](#) on the school's [website](#).

Communication

Las Flores Home Education Independent Study Academy utilizes many avenues of communication. Below are some ways to ensure that one's family stays connected and informed about school events:

- Parent Square (See Appendix for instructions on how to sign up for email and text messages through Parent Portal.)
- Facebook Page (<https://www.facebook.com/LasFloresLeopards/>)
- Instagram (<https://www.instagram.com/lasfloresleopards/>)
- School Website (<http://www.lasfloreseducationalcenter.org/>)
- [Bellflower Unified School District App](#)
- Parent Advisory Committee Meetings
- Memos
- Monthly Calendars and Newsletters
- AERIES Parent Portal
- School Marquee

Attendance

Successful students have excellent attendance and while the law says that students must attend school every day and be on time, the process by which independent study students are held accountable for this differs from that in a traditional school setting. Attendance for the independent study student is calculated solely by work product. Student work is assigned a time value by the supervising teacher, and to gain attendance students must complete a specified number of instructional minutes per day. Students do not gain attendance credit by their presence in core classes, rather the activities and assignments in which students participate on those days are assigned instructional minutes which teachers will then use when generating attendance. Consequently, students who are present but do not actively participate during core classes will be assigned “make-up” work to be completed at home with their parents. Similarly, those who do not complete an assignment in the allotted time will be expected to complete the work at home.

Those students who ***occasionally*** miss all or a portion of core classes need not bring absence notes to excuse their absences as students earn attendance via work production and not “seat time”. They will however, need to make up the instructional minutes they missed by completing assignments equaling the time value for the work missed. Students will receive information regarding the minutes/hours that need to be completed before the weekly or monthly meeting. Please note that while work can be made up to gain the instructional minutes missed, attendance is critical to students' success in the core program; therefore, patterns of repeated absences and/or lack of work production in core classes that has been determined by the supervising teacher to be excessive and/or detrimental to students' progress toward grade level standards may cause placement in the program to be evaluated (see Appendix for a copy of the Independent Study Evaluation form). **Please note that**

doctor's notes may be requested by a supervising teacher if needed to document Tiered Reengagement efforts (see Tiered Reengagement on page 25).

Parents of students who have excessive absences due to lack of work completion will need to meet with the supervising teacher to discuss whether independent study is the appropriate educational option for their child (see Appendix for a copy of the Independent Study Evaluation form). In addition, School Attendance Review Team (SART) and School Attendance Review Board (SARB) meetings may also be scheduled to remedy attendance problems should the student be removed from Independent Study due to excessive absences. *Students on permits who have excessive absences may be removed from the program and subsequently have their permits revoked.*

Attendance vs. Academic Credit

Attendance credit is different from academic credit. Students may turn in work after the date and time on their Monthly Assignments and Goal sheets **for academic credit** for their classes. This work will NOT be used for attendance credit. Students who do not complete assignments by the designated date and time *may* be reassigned those lessons at the discretion of the supervising teacher for the subsequent week. Should this be the case, students will get attendance credit for the current week ONLY. Please note that academic credit does not affect attendance as attendance is based solely on the time value of the assignment. Students are required to make up missing work even if it is past the assigned date and time to ensure they are maintaining adequate progress toward course completion. **Sometimes students may have to do additional hours in a week to catch up from an absence. Additional hours will not be “banked” for attendance in subsequent weeks, nor will they be used for previous week’s attendance.**

What to do if your child is absent, tardy, or leaves early from Blended Classes:

First, determine the number of minutes missed (NOTE: a full school day is 6 hours) and for which subjects/standards as per the supervising teacher. Then utilize the assignment sheet, work from the teacher, and assignments from online classes to make-up instructional minutes. “Make-up” assignments are to be completed and submitted on or before the scheduled weekly work collection on the last attendance day of the week on or before 2:00 PM.

Tardies and Early Outs

Enrolling students in the blended program is a commitment to a structured school environment for three days a week. Arriving late or leaving early greatly disrupts the blended class instruction for all students. Tardies and early dismissals for the blended program will be documented daily by the supervising teacher, and the number of minutes missed must be completed through make-up assignments.

On blended instructional days, students will be given a 5-minute “grace period” to get to their blended classes. After five minutes, the students will be marked tardy by their supervising teacher. **All high school students who arrive after 8:35 AM will need to sign in.**

Similar to the Blended program, tardies/early-outs for synchronous instruction are disruptive to the learning of Traditional students. Given the limited amount of time Traditional students have with their supervising teacher, it is essential that they arrive on time as well as stay for the duration of the class. Traditional students will also be given a “grace period” of 5 minutes before being marked as tardy.

Early-outs for the Blended program will continue to require the student to sign out in the office and will be closely monitored by the supervising teachers.

Please note that as per the Independent study Master Agreement, 4 or more tardies and/or early outs in a month to may cause a student's placement in the Blended or Traditional program to be evaluated by the supervising teacher, and the student may not be able to remain in the Blended or Traditional program Tiered reengagement efforts will be in place to support families with ensuring their students arrive to school on time and are able to stay for the entire instructional period (see Tiered Reengagement on page 25 and or the Appendix for a copy of the Master Agreement and Independent Study Evaluation form).

Leaving School during the Day

When a child is picked up during the school day, a parent or person listed on the emergency card **must** present a valid ID and sign the child out of school. **There are no exceptions.** Please try to make appointments outside the school day, so you do not interfere with your child's participation in the Blended program. As with tardies and absences, any time missed due to leaving early must be completed through make-up assignments. ***Please note that “early outs” are also factored in as “tardies” as they are in the traditional school setting.***

PLEASE NOTE: High school students are able to sign themselves out to go home after their classes or study lab sessions; however, if the student should need to walk to the comprehensive high schools for a class, parents must provide the school with written permission.

Traveling While on Independent Study

Students who travel while on independent study are still required to submit their assignment at 2:00PM on the last attendance day of the week. They must also still attend their weekly synchronous instruction class meeting (BP 6158). Participation in synchronous instruction will be documented and Tiered Reengagement implemented as per BP 6158 and EC 51747.5. bike

General Information

Office Hours:

Office hours are from **8:00 a.m. to 4:00 p.m.** daily. The school switchboard is also open during those same hours. The phone number is: (562) 804-6565; the school facsimile number is (562) 461-2209.

Use of the school telephone and messages for students:

The use of the school telephone is permitted in the school office and is restricted to urgent and emergency calls only. Leaving messages or deliveries for students can be disruptive to the educational program and is discouraged. Deliveries will be distributed at the end of the day or during recess.

Emergency Card:

For the safety of your child, state law requires that you provide the school with up-to-date emergency information. This includes correct phone numbers, address, and emergency contact numbers. **Students will only be released to persons listed on the emergency card. Any person picking up a student MUST present ID prior to student release. If you move, please remember to contact the school with the new information.**

Items Inappropriate for School:

In general, it is best for students to not bring items from home to school. This may include but is not limited to skateboards, roller blades, Heelys, and toys. Things brought to school should be pre-approved by the teacher and left in the classroom during the course of the school day. Inappropriate items not pre-approved will be confiscated. A parent or guardian may pick up the items at the end of the school day. The school is not responsible for items brought from home.

Mobile Device Use:

In an effort to limit or prohibit the use of mobile communication devices (see “Mobile Device Use-Secondary” in the Appendix for examples of mobile devices) by students while at school in accordance with BP 5131.8, pupils in grades 9-12, mobile devices may **only be used in identified areas** during designated non-instructional times, such as lunch and breaks. During instructional periods (unless otherwise approved by the supervising teacher for academic purposes), devices must remain stored out of sight in a location specified by the classroom teacher, silent and with notifications disabled.

For more detailed information regarding the Las Flores cell phone protocols and a copy of BP 5131.8, please refer to the Appendix.

Any item that could be considered a dangerous object is illegal at school:

Please remind your child to not bring dangerous objects to school such as pocket knives, poppers, toy guns or swords, laser pointers, etc. Our school district has zero tolerance for dangerous objects and possession of these items could result in suspension or expulsion.

School Property:

The school provides textbooks and other materials to be used by students. Students and parents are responsible for taking good care of these materials and will be held liable for damage or loss to textbooks, library books, computers, headphones, and any other school property. Parents will be billed by the school district for damage to such property. Report cards and records are held for students with outstanding obligations.

School Visitors:

Parents are always welcome as visitors at Las Flores Educational Center. All visitors must sign in at the front office and wear a BADGE indicating they are approved to be on campus. The office may ask for identification before you are allowed on the school grounds. More information on [visitors](#) and [volunteers](#) can be found on the school's website.

Arrival and Dismissal from School

Arrival Time:

Students are not to be dropped off before 8:15 a.m. and are to go directly to their classroom to ensure proper supervision.

Walking to and from School:

Please take some time to discuss the safest route to and from school. Make sure your child knows about safety precautions such as traffic lights and crossing guards. If your child walks to school with an older sibling, discuss alternative plans if that sibling has to stay after school for detention or for other reasons.

Bike Riders:

Students may ride bikes to school as long as they use appropriate riding practices. In order to protect bicycles from theft, bikes are to be locked in the bike rack. The school is not responsible for damaged or stolen bicycles. Please license bikes with the Sheriff's Department. Bicycles must be walked on the school grounds and helmets must be worn (California Law). Also, parents and students will need to sign a bike contract (see Appendix) prior to students riding their bikes to school. ***Please note that the side gate between the cafeteria and the main building will be open for access to the bike rack from 8:15-8:30 only.***

After School:

There is no after-school supervision on the playground for students. **Students must be supervised at ALL times.** Students who wish to wait on campus for siblings who attend the elementary school, must do so in the Study Lab with a Las Flores employed adult. Students who walk or ride bikes/scooters/skateboards home, should go directly home after school. Parents of students who are not picked up within a reasonable amount of time after dismissal will be notified and consequences issued. *Students who are chronically late to be picked up (without prior approval from the program administrator) may be placed on evaluation and*

subsequently removed from the program.) Please note that the office staff leaves promptly at 4:00 P.M. Should students still be here at that time, and there is not a staff member to supervise them, the sheriff may be called to ensure students are left in safe conditions. Please also note, that the campus MUST be cleared when there is not an administrator present, so those still on campus when the administrator is not in the office will be asked to promptly leave the campus. Finally, for afterschool events, students must be with their parent or have a permission slip signed by the parent that designates the student may attend with an alternative adult.

Drop off and Pick Up Locations:

Students are to be dropped off at the front of the school (Palm Street) or back of the school (Beach Street) and released at the **back of the school** (Beach Street) for blended classes. ***The gate will be locked promptly at 8:35 A.M. Students who are tardy will need to enter through the office.*** Students who are picked up before 2:50 PM will need to exit through the school office. Please see the Drop Off and Pick Up procedures in Appendix for more information.

Health Information

Health:

Children who appear ill should not be sent to school. If a child has vomited and/or had a temperature, he/she should be kept home for at least twenty-four hours after the vomiting has ceased and/or the temperature returns to normal. Please let the school know if your child has contracted a contagious medical condition such as measles, mumps, head lice, pink eye, etc. so that appropriate precautionary measures may be taken. Students who become ill at school will be sent home. It is very important that the school have up-to-date emergency information with a list of adults who can come for your sick or injured child. **Please note that it is preferable that students do not contact their parents to pick them up if they are feeling sick but instead come to the health office, so the health assistant or office staff can contact their parents. Should students prefer to contact their parents in lieu of visiting the health office, we *respectfully* request that they promptly relay to the office that they have reached out and asked to be picked up.**

Medication at School:

If a student is required to take medication, a doctor's written order must be on file. A form is available from the school office. Medication is kept in the health office and is dispensed by the clerk. At no time should medication be in the possession of children while on the playground or in class unless written direction from a physician is on file in the office reflecting medical need. This includes cough syrup, cough drops, inhalers, and aspirin.

Head Lice:

If a student is found to have live lice, he/she will be sent home immediately. The school will provide you with information on proper treatment. Please follow the directions carefully as

students are only allowed 3 days of excused absence for head lice. Students must be reexamined and checked back into school through the nurse or designee.

Wellness Policy:

The Las Flores Home Education Independent Study Academy adheres to the guidelines provided by the [Bellflower Unified School District's Wellness Policy](#). These guidelines promote healthy lifestyles through proper nutrition and physical activity. Please see the Appendix for a detailed description of some critical components of the wellness policy. Click [here](#) for a copy of the Bellflower Unified School District Smart Snacks List and [here](#) for a link to a Snack Calculator.

Lunch

Students may bring their lunch to school**; however, **the microwave will not be available for use to heat lunches.**

Students may also obtain both a snack and a lunch through the BUSD Nutrition Center. A monthly calendar of lunches will be posted on the school website. Students will have TWO selections from which to choose for lunch: the main entrée or an alternate school lunch. Tuesday and Thursday the main entrées will correspond with what is designated on the lunch menu. Every Wednesday the main entrée will be pizza. If your student is in need of a specialized lunch due to allergies, please contact the office for the form that will need to be submitted to the Nutrition Center.

Please note that fast food that does not meet the nutritional guidelines as outlined above is **NOT** permitted on campus.

***Parents may deliver lunches to their students; however, delivery service will not be permitted.*

Instruction/Evaluation

Report Cards/Transcripts:

The report card helps parents understand their child's progress in relation to the California Standards. In high school, student progress will be reported using letter grades.

Progress Reports/Academic Intervention Plans (AIPs):

Due to the fact that "satisfactory progress" is a requirement for continuance in an Independent Study program as per the Master Agreement, teachers will follow Tiered Re-engagement protocols to ensure that proper supports are in place and documented in an attempt to increase student achievement and ensure that students are making adequate progress toward their grade-level standards. As a result, parents of children who are not meeting the grade level standards and/or are at risk for failing in English Language Arts (ELA) or mathematics (AR 5121) will receive an Academic Intervention Plan (AIP) for their student that

will outline the interventions and supports the teacher will put in place to enable the student to increase achievement in these critical areas. It is important to note that some students may need **additional** instructional minutes to help improve his or her progress and/or modification of instructional minutes to increase support in critical areas. **Please also note that this might mean that students will be required to attend classes in person on Mondays or Fridays and/or after school on Tuesday, Wednesday, Thursdays.**

Supervising teachers and parents will collaborate on the most appropriate means for intervention. AIPs will be closely monitored by the teacher and progress as well as any adjustments to the plan will be communicated to the parent at monthly conferences. Should students continue to not make satisfactory progress toward their grade level standards, teachers may schedule a Student Study Team (SST) meeting to elicit further ideas for support. Please note that students who continuously do not maintain satisfactory progress despite interventions are subject to being placed on evaluation and their placement in Independent Study may be in jeopardy.

Similarly for subjects other than ELA and math, parents will be notified by online teachers who will send progress reports to the parent/guardian emails they have on file. As with ELA and mathematics, Tiered Re-engagement protocols will be followed to determine if the student is able to make satisfactory progress and remain in an Independent Student learning environment.

Student Work and Assessment:

Student work and assessment will be the primary method of determining grades. Students may show mastery of the standards through class work, homework, projects, portfolios, standardized and teacher tests, classroom participation, and presentations. *Parents and teachers will review work samples for Blended classes at monthly conferences to discuss students' progress.*

Citizenship/Attendance/Work Habits:

These areas impact student learning and are reported as separate components on the student's report cards. Please note that while "Work Habits" are a separate mark on the report card, they are particularly critical to success in an independent study program. Parents are encouraged to help students develop and maintain schedules for completing coursework to ensure students make adequate progress toward completing their classes.

Extended Learning

Homework Policy for Blended Model:

Homework is considered an extension of the classroom learning process and an addition to the regular school day. It is a valuable component of the educational process. Parents are encouraged to provide the support needed for students to complete homework assignments and to cooperate with and give support to the classroom teacher. Incomplete homework assignments *may* result in a loss of instructional minutes toward attendance. Please check

with the supervising teacher and/or your student's Monthly Assignments and Goals sheet to determine if homework assignments are included in the monthly instructional minutes and if so, when they are due. **Please note that any classroom assignments that are not complete within their "time value" will be expected to be completed at home and returned promptly the next day so as not to interrupt the flow of learning.**

Clubs and Activities

- Students are encouraged to participate in educational and enriching clubs and activities that relate to the standards and provide opportunities to participate and support the community. Examples of such clubs may include:
 - Visual and Performing Arts
 - Computer & Technology
 - Choral and Band
 - Cultural Studies
 - Creative Writing
 - Science Fair
 - Games and Sports
 - Book Club
 - Intervention Classes (as needed)

Students in good academic standing are highly encouraged to propose and formulate clubs based on their interests. Adequate academic progress is required for participation in clubs.

Service Hours

Service Hours are an excellent way for students to demonstrate civic responsibility and community involvement. Students are encouraged to engage in service hours over the course of their time in high school. Service hours might be utilized toward the following:

- [State Seal of Civic Engagement](#)
- [Student Volunteer Awards](#)
- [Daily Point of Life Award](#)

Additionally, students who complete 40 hours of approved service over their time at Las Flores are eligible for a cord to be worn at graduation. Service hours are completed in increments of 10 hours per year beginning in 9th grade. The total number of service hours required for the **Las Flores Service Hour Recognition Cord** is contingent upon in what grade a student is when he/she enrolls at Las Flores:

9th grade-----40 hours
10th grade---30 hours
11th grade---20 hours
12th grade---10 hours

Service hours can be earned in a variety of ways such as participation in service clubs, volunteering at various organizations, attending BUSD board meetings, tutoring younger students, supporting staff at Las Flores Home Education Independent Study Academy, participating in outreach projects, etc.

Students should seek approval for service hours prior to completion to ensure that the service is appropriate for credit. To receive credit, students will submit a service hour log (see appendix) with Home Education Independent Study Academy signatures and an official stamp from any organization that is not Las Flores Home Education Independent Study Academy (attendance at BUSD board meetings will require the signature of the principal or designee.) Students should keep a file of the service hours to submit their last semester of high school.

PLEASE NOTE: Service hours **may** also be applicable to Criteria 3 for earning the State Seal of Civic Engagement **if** they “address real-world problems and require students to identify and inquire into civic needs or problems, consider varied responses, take action, and reflect on efforts,” **and** the student meets/completes the additional required criteria as outlined below:

- Be engaged in academic work in a productive way.
- Demonstrate a competent understanding of U.S. and California constitutions; functions and governance of local governments; tribal government structures and organizations; the role of the citizen in a constitutional democracy; and democratic principles, concepts, and processes.
- Participate in one or more informed civic engagement project(s) that address real-world problems and require students to identify and inquire into civic needs or problems, consider varied responses, take action, and reflect on efforts.
- Demonstrate civic knowledge, skills, and dispositions through self-reflection.

Further information regarding the requirements needed to receive the State Seal of Civic Engagement can be found on the [CDE website](#). Three examples of how service hours *might* be used for the State Seal of Civic Engagement can be found in the Appendix.

Curriculum

The Bellflower Home Education Independent Study Academy provides the same Board approved core curriculum used in all schools in BUSD.

The CORE subjects of language arts, mathematics, science, and social science are offered at every grade level.

Las Flores Home Education Independent Study curricula are based on the California Department of Education content standards for each content area. Information on the California Standards and copies of the standards are available at <http://www.cde.ca.gov/re/cc/>.

Assignments come from a wide variety of sources: workbooks, textbooks and other parent/teacher-created materials, web-based activities, projects, etc.

Las Flores Home Education Independent Study Academy provides families the curriculum in language arts, math, science, social studies, health, and art including a teacher’s edition, student textbook, and consumable workbook pages (if applicable). Supplemental resources are also available in the Parent Resource Room.

For the blended model teachers will use the following curriculum for English and Mathematics:

The publishers of the curriculum for the preceding content areas are as follows:

- English Language Arts (9-12)— *California StudySync*: McGraw-Hill Education *
- Mathematics (9-12)—UC Irvine Math Project/ Big Ideas Learning

**Please see the Appendix for instructions for accessing these online materials.*

Students in grades 9-12 are required to complete and log 200 minutes of physical education each week. Students in grades 9-10 are required to take a 2-year course of study as outlined in the [Physical Education Content Standards](#). Your supervising teacher will work with you to develop a plan that meets this requirement. **Please note that as per the California Department of Education**, ‘the course of study selected and implemented for physical education (PE), beginning in grade one and continuing through grade six, must include instruction with an "emphasis upon the physical activities for the pupils that may be conducive to health and vigor of body and mind..."’ You will turn in a monthly log documenting your child’s physical education activities. Resources for physical education can be found at <https://www.cde.ca.gov/ci/pe/>. **Please note that Independent Study PE will receive Pass/Fail grades.**

CalAPS

Students in grades 9-12 have the opportunity to enroll in after-school career and technical education classes through *California Advancing Pathways for Students (CalAPS)*. Transportation will be provided to Bellflower Unified School District and/or Lynwood Unified School District as needed. Students can enroll in classes through the [CalAPS website](#) through the registration tab. Students will be notified of their enrollment status prior to the start of classes in September. Please see the [Course Offerings](#) at the CalAPS website for a listing of all available classes for the 25-26 school year. Please note that CalAPS is a separate school and will utilize AERIES to keep student records.

Advanced Placement Program (AP)

Students who pass AP exams can receive college credit at many colleges and universities (including the UC and CSU systems). AP courses carry an extra grade point as long as the student earns a C or better so that an A = 5 points, B = 4 points and C = 3 points. Students wishing to be admitted to competitive universities or majors should consider taking AP courses. Recommendations for enrollment: Because AP courses model college level work in both content and pacing, they are recommended for highly motivated students.

Cerritos College English Courses - 12th Grade Only

ENGL 100 FRESHMAN COMPOSITION 4.0 UNITS Class hours: 4.0 Lecture Prerequisite: Completion of ENGL 52 or ENGL 72 or ESL 152 or equivalent with a grade of “C” or higher, or of “Pass”, or completion of the placement process with eligibility for ENGL 100. This course guides the student through the writing process to develop expository prose with an emphasis on effective organization and on correctness. (It meets transfer requirements at four-year institutions.) Transfer Credit: CSU; UC

California Scholarship Federation (CSF)

CSF is a statewide honor society founded in 1921. It exists to foster a high standard of scholarship, service and citizenship. To qualify for membership each semester, a student must receive 10 points based on a formula which weighs academic and non-academic classes differently. When a student qualifies, he/she becomes a member by paying dues, attending a minimum number of meetings and completing the required volunteer project which each chapter establishes. Membership during any four of a student's last six semesters in high school entitles him/her to:

- Life Membership designation on his/her diploma and school transcripts
- The right to apply for scholarships reserved for Life Members (over 50 colleges and universities offer such scholarships)
- Special recognition at graduation Most colleges and universities recognize CSF membership as an advantage.

When considering an application, most colleges and universities look favorably upon CSF membership.

Dropping or Changing Online Classes

Students who wish to drop or change an online class at Las Flores Home Education Independent Study Academy must do so within 14 calendar days after the start of the class. No drops or changes will be allowed after this time period.

Late Enrollment

Due to "Block Scheduling" of classes, late enrollment will be contingent upon students' course load, credits needed for graduation, and students' current academic status. See the chart below for more information. Please note that final decisions regarding late enrollment rests with the school administrator.

Semester	Number of Classes Online	Weeks After Start of the Semester	Stipulations for Enrollment
1	3	1-3	Can have Christmas Break to finish <i>one</i> course. All other courses must be completed by finals week.
1	3	4-5	Will need to take an extra class second semester OR take two classes in the 2 nd block of the trimester. <i>All</i> classes must be completed by finals.
1	3	6+	No enrollments will be accepted six (or more) weeks after the semester has commenced.
2	3	1-4	Can have until the last <i>full</i> week in June to finish <i>one</i> course. All other courses must be completed by finals week.
2	3	5-7	Will need to take an extra class in summer school or during a subsequent school year. <i>All</i> classes must be completed by finals.
2	3	8+	No enrollments will be accepted eight (or more) weeks after the semester has commenced.

1	4	1-2	Can have Christmas Break to finish <i>one</i> course. All other courses must be completed by finals week.
1	4	3-4	Will need to take two classes in the 2 nd block of the semester (20 days) OR in summer school**. <i>All</i> classes must be completed by finals.
1	4	5+	No enrollments will be accepted 5 (or more) weeks after the semester has commenced.
2	4	3-4	Can have until the last <i>full</i> week in June to finish <i>one</i> course. All other courses must be completed by finals week.
2	4	5	Will need to take an extra class in summer school or during a subsequent school year.** <i>All</i> classes must be completed by finals.
2	4	6+	No enrollments will be accepted six (or more) weeks after the semester has commenced.

School-Wide Discipline

Las Flores Home Education Independent Study Academy uses a school-wide discipline system known as PBIS (Positive Behavior Interventions and Support). This system focuses on supporting students as they learn suitable behaviors for given environments. Students are rewarded for exhibiting proper behaviors, and there is an appropriate, logical plan to follow when consequences must be enacted. The following are the foundational elements of the Las Flores Home Education Independent Study Academy's PBIS system:

Statement of Purpose

Las Flores Home Education Independent Study Academy is a community of parents, teachers, and students who work collaboratively to create a positive academic learning environment that cultivates learners who are socially, emotionally, academically, and intellectually prepared to become integral members of the 21st century.

Positive Behavioral Expectations

Leopards

have a **Positive attitude**

Accept Responsibility

are **Willing to Learn**

Show Respect

Rewards System

Students receive golden PAWS for exemplifying the positive behaviors outlined in the school matrices. Students are able to use their PAWS to "purchase" a wide variety of incentive items including such things as extra pajama day or certificates for free meals or treats.

Additionally, teachers who observe students exceptionally exhibiting the school's Student Learner Outcomes (SLOs) can write their name on a certificate to be entered into a raffle for prizes. Raffles take place at the Student Of the Month ceremonies.

Please see the Appendix for the school behavior matrices, incentive list, and discipline procedures.

Classroom Discipline

Each classroom teacher is responsible for developing a classroom discipline system that works in tandem with the school's PBIS system. Please see your classroom teacher for information regarding their behavior system.

Academic Honesty

The Bellflower Unified School District “believes that academic honesty and personal integrity are fundamental components of a student’s education and character development.” As a result BP 5131.9, states that BUSD students are expected to not participate in cheating of any form and that students who have been found to commit an act of academic dishonesty will be subject to district and school-site discipline rules (see Appendix for a copy of BP 5131.9). As per the school-wide and classroom discipline matrices (see Appendix), students at Las Flores Home Education Independent Study Academy are expected to be honest and are subject to disciplinary measures should they fail to be. The following include but are not limited to forms of academic dishonesty:

- Copying homework, tests, and lesson activities
- Forging, altering, or duplicating school documents
- Using notes without permission
- Plagiarism
- Completing assignments for another student
- Accessing the internet or other electronic means to locate answers on a quiz or exam
- Having unauthorized access to stolen exams, tests, or quizzes
- Turning in assignments that do not reflect your own work

Online Class Assessment Policy

Students must take all Unit Post-Tests and Semester Finals at the Las Flores Home Education Independent Study Academy. Supervising teachers, administration, or designated proctors will monitor students as they take these assessments. Teachers will keep track of the Unit Post-Tests students take through a checklist that will have the date the test was taken. Semester Finals must be unlocked by the supervising teacher after verification that the student has finished all coursework. Please see the Appendix for the complete Online Class Assessment Policy signed by students at the start of the school year.

Dress Code

The Bellflower Unified School District subscribes to the philosophy that students will be provided with a quality education in a safe, appropriate environment. In this regard, the Board has determined that the presence of certain types of clothing and attire can cause a substantial disruption of our material interference with instructional and other school activities, and create potential health and safety concerns. Specifically, the Board believes that it is necessary to establish a dress and grooming policy designed to promote the safety and well-being of students, prohibit the wearing or display of clothing, attire, jewelry, or materials that evidence membership in or affiliation with any gang; which are obscene,

sexually explicit or suggestive or may promote unlawful or unsavory behaviors; including the use/abuse of drugs and alcohol. For the purpose of this policy, a gang is defined as a group or individual who advocates and practices violent or otherwise unlawful behavior or is counterproductive to the education and welfare of students or the learning environment. The possession of paraphernalia, or the overt acts of using symbols identified with such groups or individuals shall be prohibited.

In recognition of the instructional responsibilities and goals of the Bellflower Unified School District, the District hereby adopts that school site-initiated dress and grooming policies include, but are not limited to, the following rules relative to the dress and appearance of students, which will be strictly enforced.

1. All clothes must be neat, clean, in good repair, not frayed, and be an appropriate size and length (e.g., no baggy, oversized pants, short skirts or short shorts).
2. Girls may not wear sheer, low cut, revealing blouses, bare midriff, or braless outfits.
3. Undergarments shall be worn and must not be visible at any time.
4. Clothing or jewelry which depicts or suggests sexually related or obscene gestures, pictures, or wording, which promotes the use/abuse of drugs or alcohol, promotes unlawful or unsavory behavior, shall not be worn on campus or at school activities.
5. No student shall wear articles of clothing, jewelry, or accessories which pose a threat to the physical well-being and safety of the student or others (e.g., spiked collars or spiked wristbands, chains, belts of excessive length, hoop earrings, or any writing or type of writing on said articles).
6. No clothing or articles of clothing or methods of grooming (including, but not limited to gloves, bandannas, belt buckles, shoestrings, wristbands, jewelry, tattoos, extreme hair styles) which has been related to a group or gang, or which may create potential health and safety concerns or provoke others to acts of violence or to be intimidated by fear of violence, or could possibly disrupt to the educational process, shall be worn on campus or to any school activity.
7. Specific requirements for school dress shall be reviewed annually by administration and parents/guardians and outlined in the Discipline Rules and Consequences matrix at each school.
8. No unsafe footwear, such as spiked heels, flip-flops, Heelys, or open-toed shoes.

The responsibility for the proper attire of all students attending the Bellflower Unified School District rests with the parents/guardians.

The responsibility for determining and enforcing the dress and grooming code rests with the school administration and staff on each campus. Violators of this policy shall be subject to the appropriate school and district discipline procedures, including suspension and expulsion.

Tiered Reengagement

Pursuant to Senate Bill 153 (Chapter 38, Statutes of 2024) and Assembly Bill 176 (Chapter 998, Statutes of 2024), tiered reengagement strategies must be implemented to support students who exhibit indicators that Independent Study may not be the most suitable educational setting. These indicators include, but are not limited to:

- Insufficient academic progress
- Lack of attendance generation
- Frequent absences from synchronous instruction
- Noncompliance with the written agreement

Tiered reengagement procedures are intended to provide escalating levels of support to students and their families to help ensure success in an Independent Study educational setting. Supervising teachers are responsible for documenting all reengagement efforts. If a student does not respond to these interventions, they may be placed under an Independent Study Evaluation.

Appendix



BELLFLOWER UNIFIED SCHOOL DISTRICT
Las Flores Home Education Independent Study Academy
INDEPENDENT STUDY
MASTER AGREEMENT
2025-2026

Please print clearly:

Student Name:		Grade:	
Address:		Birth Date:	
City and Zip Code:			
District of Residence:	Home Phone #:	2nd Phone #:	
Contract Beginning Date: August 18, 2025		Contract Ending Date: June 4, 2026	

School Responsibility:

- The major objective for the duration of this agreement is to enable the student to keep current with grade studies for the period covered by this agreement.
- This agreement is to enable the student to successfully reach the objectives and complete the assignments identified in the *Assignments & Goals* sheet that will be part of this agreement. **With the support of the parent, guardian, or caregiver the student will submit assignments on or before the designated appointment time on the Assignment & Goals sheet.** Work completed in this program must demonstrate SATISFACTORY PROGRESS, as noted in the *Methods of Evaluation* section. Progress will be communicated and documented by the BUSD certificated supervising teacher during weekly and/or monthly work check-ins, progress reports, and/or report cards.
- All students will have access to courses that meet CSU/UC A-G subject requirements.
- According to the Bellflower Unified School District's policy for independent study in grades TK-12 "independent study assignments shall be completed no more than one week after assigned for all grade levels and programs. However, when necessary based on the specific circumstances of the student's approved program (e.g. TK-8 Core program), the Superintendent or designee may allow for a longer period of time between the date an assignment is made and when it is due, up to the termination date of the agreement (i.e. monthly turn in dates)."
- Changes related to the attendance period will be documented on the *Assignments & Goals* sheet of the Master Agreement by the BUSD supervising teacher.
- Independent Study is an educational option/voluntary. Students may return to "in-person" instruction at any time.
- All families will have access to a certificated teacher of record, BUSD adopted core curricula, district-funded online platforms and all technology necessary to participate fully in the educational program and complete assigned work. All curriculum and methods of study are consistent with established BUSD guidelines and California State Content Standards. *Parents are not provided with anything of value that is not provided for other students enrolled in similar public schools.*
- Bellflower Unified School District will provide access and support for electronic signatures to constitute acceptance of the terms outlined in this written agreement.

Objectives, Methods of Study, Methods of Evaluation, and Resources:

- The student will complete the courses listed below during the school year as they are outlined in the school district course descriptions. All course objectives will be consistent with the established district guidelines. The *Assignments & Goals* sheets will include additional descriptions of major objectives, resources, and activities of the course of study covered by the agreement and the methods for evaluating work for each attendance period.

Elementary

<i>Subject/Classes</i>	<i>Grade End of Year</i>	<i>Teacher Initialed</i>	<i>Date</i>
English Language Arts			6/4/26
Math			6/4/26
Social Studies			6/4/26
Science			6/4/26
Physical Education/Health			6/4/26

Secondary**

<i>Subject/Classes</i>	<i>Semester Enter (F) or (S)</i>	<i>Credits Scheduled</i>	<i>Credits Earned</i>	<i>Grade</i>	<i>Teacher Initialed</i>	<i>Date</i>

**A subsidiary document indicating additional classes may be used on an as needed basis depending on the student's adds/drops over the course of the year and should then be considered as part of this Master Agreement.

Frequency and Time of Appointments:

- Parents/students in grades TK-12 are responsible for attending work completion/work turn-in appointments as scheduled on the *Assignments & Goals* sheet. Academic progress will be communicated and documented during this meeting. Attendance at these meetings are a **condition for continued enrollment**. For grades TK-12, the date and time of the meetings will be stated on the *Assignments & Goals* sheet. More frequent contacts may be arranged as necessary. Student and teacher interaction will occur **at a minimum 30-90 minutes over the course of a school week** on-site, via video conferencing, phone, or email as per the student's grade, program, and teacher discretion. Time for interactions will be documented and tracked on the *Assignments & Goals* sheet. Parent and teacher interactions will occur at a minimum 1 day a month as documented on the *Assignments & Goals* sheet.

Manner of Submitting Work:

- The manner of submitting work will be one-on-one, small group, classroom, email, U.S. mail, fax, or other means pre-approved by the BUSD supervising teacher and shall be submitted on or before the date and time on the *Assignments & Goals* sheet. Meetings may be virtual or in-person. This may be changed due to any district, county or state mandates.

Methods of Support

- Students who are not performing at grade level, or need support in other areas, such as, English learners, individuals with exceptional needs in order to be consistent with the pupils IEP or 504 plan, pupils in foster care or experiencing homelessness and pupils requiring mental health support will have access to one or more of the following:
 - Support from an instructional aide
 - Small group instruction
 - Weekly teacher office hours
 - Access to social emotional counseling
 - Intervention classes
 - Supplemental instructional programs

Methods of Evaluation:

- The methods of evaluation used to determine if the student met the academic objectives for each attendance period are varied and may include presentations, written or oral reports, written or oral tests, interviews, projects, demonstrations of skill, technology based presentations, completed assignments, portfolios, and teacher observation. The assignment specific methods of evaluation will be noted on the *Assignments & Goals* sheet.
- The student will complete the studies listed on the *Assignments & Goals* sheet.
 - Las Flores Home Education Independent Study Academy teachers will monitor student work to ensure that learning is meeting the identified objectives and grade-level standard. Status in the independent study program may undergo **evaluation** for the following:
 - Poor Attendance/work completion. If a student misses 3 or more assignments for the reporting period, then the student may be placed under evaluation to determine if independent study is the appropriate placement. EC51747(b) and 51847(c)(4)
 - Missing 50% of scheduled synchronous instruction or daily live interaction time in a month and/or 4 or more tardies/early outs in a month to core/classic classes without prior approval by the supervising teacher.
 - Missing scheduled three work check meetings.
 - Patterns of repeated absences **including lack of participation in synchronous and/or daily live interaction**, and/or lack of work production **in core/classic classes** that have been determined excessive and/or detrimental to my student's progress toward grade-level standards.
 - Work submitted is evaluated as **Does Not Meet Standard** and/or there is inconsistent evidence of improvement or skill development as documented in work checks or classroom observation by certificated teachers.
 - Inability to consistently follow the rules and standards as outlined in the Home Education Independent Study Academy *Parent & Student Handbook*.
 - The *Assignments & Goals* sheet shall specify the length of time in which each independent study assignment must be completed. However, when necessary based on the specific circumstances of the student's approved program, the Superintendent or designee may allow for a longer period of time between the date an assignment is made and when it is due, up to the termination date of the agreement. EC 51747(b)(c)(4). No assignments will be reviewed or evaluated after the contracted work collects meeting time agreed upon during the contract signing period. Work collected and evaluated throughout the work collection period. **All assignments regardless of date assigned must be completed by the formal evaluation date established in this agreement unless otherwise agreed upon.**

Student's Agreement

- Independent Study is a form of education that I have chosen.
- I must follow the rules and standards as outlined in the Home Education Independent Study Academy *Parent & Student Handbook* or my continued enrollment in independent study may be evaluated, and I may not be able to continue in independent study.
- I understand that if I fail to turn in my assignments by the designated appointment time on the Assignment & Goals sheet or fail to complete all the work on my assignment sheet, I will receive absences. These absences may require an evaluation of my standing in independent study.
- If I do not complete three or more days of assignments in one attendance month (i.e. I have 3 absences due to lack of work completion), my incomplete work may result in evaluation of my placement independent study, and I may not be allowed to continue (BP 6158).
- I agree to attempt to complete one day of instruction per school day for my grade level for the length of time covered by this agreement. Work will be expected to be completed by a particular date as outlined in the written agreement and *Assignments & Goals sheet*.

Parent/Guardian/Caregiver's Agreement

I understand that the major objective of independent study is to provide a voluntary educational alternative for my child. I agree to the above conditions listed under "Student's Agreement." I also understand that:

- Learning objectives are consistent with and evaluated in the same manner that they would be if he or she were enrolled in a traditional school program.
- If my child has an individualized education program (IEP), the IEP must specifically state that Independent Study is the appropriate placement that meets your child's offer of free, appropriate public education (FAPE).
- If my child is suspended or expelled, instruction may be provided if offered the alternative of classroom instruction.
- Unless otherwise indicated, the supervising teacher who signs this agreement will meet with my student and me on a regular basis as specified on page 1 to direct the child's study and measure progress toward the objectives in this agreement. It is my responsibility to promptly reschedule any appointment missed because of any emergency.
- An evaluation of continued enrollment may be made if 3 scheduled appointments with the BUSD teacher are broken and not rescheduled.
- I am responsible for providing direct daily instruction in English (TK-8) and/or for supervising my child while he or she is completing the assigned work and for ensuring the submission of all completed assignments necessary for evaluation.
- No attendance credit may be given for my student's work if it is submitted after the due date and time established on the written agreement and that if I become aware of special or extenuating circumstance that will prohibit my child from turning in the assigned work by the appointment time, I will contact the Independent Study teacher a reasonable amount of time prior to make alternative arrangements for work to be turned in by the designated appointment time on the Assignments & Goals sheet.
- I am liable for the cost of replacement or repair for damaged or destroyed books and other school property checked out to my student. It is my responsibility to provide any needed transportation for my student's scheduled meetings and any other travel covered by this agreement.
- Six or more tardies/early outs in a month to core classes without prior approval by the supervising teacher will be considered *excessive* and cause the student's placement in the core program to be evaluated by the supervising teacher and administrator and possibly terminated.
- Patterns of repeated absences and/or lack of work production in core/intervention classes, synchronous instruction, and daily live interaction that have been determined excessive and/or detrimental to my student's progress toward grade-level standards, will cause my student's placement in the core program to be evaluated and possibly terminated.
- All students in grades 3-8 and 11 are required to take the CAASPP standardized summative achievement tests in ELA and math; students in grade 5, 8, and high school are required to take the CAASPP summative achievement test in science; students in grades 5, 7, and 9 are required to participate in the Fitnessgram (PFT).
- All students are required to take the district standardized assessments for math, reading, and writing *on campus*.
- Continued enrollment in BUSD's independent study programs will be based on the above, student's progress towards goals and grade-level standards, student's ability to maintain appropriate pacing in courses, and a mutual agreement between the parent, student, and teacher that the Las Flores Home Education Independent Study Academy is an appropriate and successful placement for the student.
- Students electing to return to in-person instruction will be able to do so within no later than five instructional days and returning to the home school is subject to availability. I must contact the supervising teacher to initiate the reentry to in-person instruction process.
- Students on permit who are removed from the Home Education Independent Study Academy's program will have their permit revoked and be expected to return to their home district immediately.

AGREEMENT:

I have read and understand the terms of this agreement and hereby agree to all the provisions set forth within.

_____ Student Signature	_____ Date
_____ Parent/Guardian/Caregiver Signature	_____ Date
_____ Supervising Teacher Signature	_____ Date
_____ Other Signature	_____ Date
_____ Other Signature	_____ Date



**BELLFLOWER UNIFIED SCHOOL DISTRICT
LAS FLORES HOME EDUCATION INDEPENDENT STUDY ACADEMY HIGH SCHOOL
ASSIGNMENTS & GOALS**

Student:	Grade:	Attendance Week:
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Courses	Assignments and Activities	Assignment Value (hours)	Completed Value (hrs)
English 10			
Integrated Math 1			
World Geography			
World History			
Physical Education			
World Language			

Methods of Study:

☒ Reading ☒ Written Work ☐ Investigations ☐ Research ☐ Field trips ☐ Other _____

Resources:

☐ Textbooks ☒ Educational Media ☐ Enrich Friday ☒ Technology ☒ Online Courses
☐ Field Trips ☐ Math Manipulatives ☐ Community Resources ☐ Supplem. Materials ☒ Mentors / Tutors

Evaluation: Student work will be evaluated based on completed assignments, teacher observation, student demonstrations, and portfolio assessment.

BUSD Supervising Teacher's Signature

FROM: M/D/YY To: M/D/YY
Assignment Period

Attendance Credit

Deadline for turning in work: Friday, M/D/YY 2:00 p.m.

Las Flores Independent Study Evaluation

Student Name: _____ Grade: _____ Date: _____

As per the Independent Study Contract, one or more of the following agreements has been violated:

____ Student has missed three or more days of assignments in one attendance period.

Details regarding this violation:

____ Student has not followed the rules and/or standards outlined in the Student/Parent Handbook and/or the master agreement (e.g. behavior, high school service hour requirement, academic integrity, etc.).

Details regarding this violation:

____ Student has chronically been picked up late from core classes without prior approval from the principal.

Details regarding this violation:

____ Parent has missed three or more scheduled appointments with the supervising teacher.

Details regarding this violation:

____ Student has missed 50% of scheduled synchronous instruction or daily live interaction time in a month and/or been tardy/picked up early to required synchronous classes four or more times in one attendance month.

Details regarding this violation:

____ Student's absences and/or lack of work production in synchronous requirements and/or asynchronous work has been deemed excessive and/or detrimental to progress toward grade-level standards.

Details regarding this violation:

____ Student is not keeping current with grade level studies for the period covered by the agreement and/or is not making progress toward goals and/or grade-level standards.

Details regarding this violation:

[illegible]

Student	Date
Parent	Date
Supervising Teacher	Date
Administrator	Date

**Board Policy Manual
Bellflower Unified School District****Policy 6020: Parent Involvement****Status:** ADOPTED**Original Adopted Date:** 11/14/2013 | **Last Reviewed Date:** 11/14/2013

The Superintendent or designee shall work with staff and parents/guardians to develop and implement effective parent/guardian involvement activities to improve student academic achievement and school performance and to build the capacity of the school for strong parent/guardian involvement as regulated by the Education Code and in accordance with federal regulations.

Parents/guardians shall be notified and encouraged to participate in their children's education and of the opportunities available to them to do so.

The Superintendent or designee shall report to the Board of Education on the effectiveness of the district's parent/guardian involvement efforts, including, but not limited to, input from parents/guardians and school staff on the adequacy of parent/guardian involvement opportunities and barriers that may inhibit parent/guardian participation.

**Board Policy Manual
Bellflower Unified School District****Regulation 6020: Parent Involvement****Status:** ADOPTED**Original Adopted Date:** 11/14/2013 | **Last Revised Date:** 01/11/2018 | **Last Reviewed Date:** 01/11/2018

To ensure that parents/guardians and family members of students participating in Title I programs are provided with opportunities to be involved in their children's education, the district shall:

1. Involve parents/guardians and family members in the joint development of a district plan that meets the requirements of 20 USC 6312 and in development of school support and improvement plans pursuant to 20 USC 6311

The Superintendent or designee may:

- a. In accordance with Education Code 52063, establish a district-level parent advisory committee and, as applicable, an English learner parent advisory committee to review and comment on the plan in accordance with the review schedule established by the Board.
 - b. Invite input on the plan from other district committees and school site councils
 - c. Communicate with parents/guardians through the district newsletter, web site, or other methods regarding the plan and the opportunity to provide input
 - d. Provide copies of working drafts of the plan to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand
 - e. Ensure that there is an opportunity for public comment on the plan prior to the Board's approval.
 - f. Ensure that school-level policies on parent/guardian and family engagement address the role of school site councils and other parents/guardians as appropriate in the development and review of school plans
2. Provide the support necessary to assist and build the capacity of Title I schools in planning and implementing effective parent/guardian and family engagement activities to improve student academic achievement and school performance.

The Superintendent or designee shall:

- a. Assist parents/guardians in understanding such topics as the challenging state academic content standards and academic achievement standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children
- b. Provide parents/guardians with materials and training, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to help them work with their children to improve their children's achievement
- c. With the assistance of parents/guardians, educate teachers, specialized instructional support personnel, principals and other school leaders, and other staff, in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools
- d. To the extent feasible and appropriate, coordinate and integrate parent/guardian involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents/guardians in fully participating in their children's education
- e. Ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to the parents/guardians of participating students in a format and, to the extent practicable, in a language the parents/guardians can understand
- f. Provide other such reasonable support for parent/guardian involvement activities as parents/guardians

may request

- g. Inform parents/guardians and parent organizations of the existence and purpose of parent information and resource centers in the state that provide training, information, and support to parents/guardians of participating students
3. To the extent feasible and appropriate, coordinate and integrate Title I parent/guardian and family engagement strategies with parent/guardian and family engagement of other programs to ensure consistency with federal, state and local laws.
 4. Conduct meaningful involvement of parents/guardians and family members, an annual evaluation of the content and effectiveness of the parent/guardian and family engagement policy in improving the academic quality of the schools served by Title I, including identification of:
 - a. Barriers to participation in parent/guardian and family engagement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background
 - b. The needs of parents/guardians and family members, so they can better assist with their children's learning and engage with school personnel and teachers
 - c. Strategies to support successful school and family interactions

The Superintendent or designee shall notify parents/guardians of this review and assessment through regular school communications mechanisms and shall provide a copy of the assessment to parents/guardians upon their request.

5. Use the findings of the evaluation conducted pursuant to item #4 above to design evidence-based strategies for more effective parent/guardian and family involvement and, if necessary, to revise the parent/guardian and family engagement policy.
6. Involve parents in activities of schools served by Title I, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents/guardians or family members served by the district to adequately represent the needs of the population served by the district for the purposes of developing, revising, and reviewing the parent/guardian and family engagement policy.

The Superintendent or designee may:

- a. Include information about school activities in district communications to parents/guardians and family members
- b. To the extent practicable, assist schools with translation services or other accommodations needed to encourage participation of parents/guardians and family members
- c. Establish processes to encourage parent/guardian input regarding their expectations and concerns for their children

The Board policy and administrative regulation containing parent/guardian and family engagement strategies shall be incorporated into the district's local control and accountability plan in accordance with 20 USC 6312 and shall be distributed to parents/guardians of students participating in Title I programs.

At each school receiving Title I funds, a written policy on parent/guardian and family engagement shall be developed jointly with the parents/guardians and family members of participating students. Such policy shall describe the means by which the school will:

1. Convene an annual meeting, at a convenient time, to which all parents/guardians of participating students shall be invited and encouraged to attend, in order to inform parents/guardians of their school's participation in Title I and to explain Title I requirements and the right of parents/guardians to be involved.
2. Offer a flexible number of meetings, such as meetings in the morning or evening, for which related transportation, childcare, and/or home visits may be provided as such services relate to parent/guardian involvement.

3. Involve parents/guardians in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school's parent/guardian and family engagement policy and, if applicable, the joint development of the plan for school wide programs pursuant to 20 USC 6314. The school may use an existing process for involving parents/guardians in the joint planning and design of the school's programs if the process includes adequate representation of parents/guardians of participating students.
4. Provide the parents/guardians of participating students all of the following:
 - a. Timely information about Title I programs
 - b. A description and explanation of the school's curriculum, forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards
 - c. If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to their children's education, and, as soon as practicably possible, responses to the suggestions of parents/guardians
5. If the school wide program plan is not satisfactory to the parents/guardians of participating students, submit any parent/guardian comments when the school makes the plan available to the district.
6. Jointly develop with the parents/guardians of participating students a school-parent compact that outlines how parents/guardians, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents/guardians will build a partnership to help students achieve state standards.

This compact shall address:

- a. The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's challenging academic achievement standards
- b. Ways in which parents/guardians will be responsible for supporting their children's learning, volunteering in the classroom, and participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time
- c. The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:
 - i. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the student's achievement
 - ii. Frequent reports to parents/guardians on their children's progress
 - iii. Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities
 - iv. Regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand
7. Build the capacity of the school and parents/guardians for strong parent involvement by implementing the required activities described in item #2 in the section "District Strategies for Title I Schools" above
8. To the extent practicable, provide opportunities for the informed participation of parents/guardians and family members (including parents/guardians and family members with limited English proficiency, parents/guardians and family members with disabilities, and parents/guardians and family members of migrant children), including providing information and school reports required under 20 USC 6311(h) in a format and language such parents/guardians can understand.

If the school has a parent involvement policy that applies to all parents/guardians, it may amend that policy to meet the above requirements.

Each school's parent/guardian and family engagement policy shall be made available to the local community. Parents/guardians shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand.

District Strategies for Non-Title I Schools

For each school that does not receive federal Title I funds, the Superintendent or designee shall, at a minimum:

1. Engage parents/guardians positively in their children's education by helping them develop skills to use at home that support their children's academic efforts at school and their children's development as responsible members of society
 2. Inform parents/guardians that they can directly affect the success of their children's learning, by providing them with techniques and strategies that they may use to improve their children's academic success and to assist their children in learning at home
 3. Build consistent and effective communication between the home and school so that parents/guardians may know when and how to assist their children in support of classroom learning activities
 4. Train teachers and administrators to communicate effectively with parents/guardians content of staff development activities pertaining to home-school communications
 5. Integrate parent/guardian and family engagement programs into school plans for academic accountability
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Bellflower Unified School District
School Parent and Family Engagement Policy
Las Flores Home Education Independent Study Academy



Las Flores Home Education Independent Study Academy, with parents and family members, has jointly developed, mutually agreed upon, and distributed to, parents and family members of students in the school, the following requirements.

Describe how parents and family members of students in the school are involved in jointly developing, distributing to, a written school parent and family engagement policy:

- School Site Council (SSC) collaborates to write and review the School Parent and Family Engagement Policy annually.
- The School Parent and Family Engagement Policy is uploaded into Data Confirmation through Aeries to be distributed to all families in the school at the beginning of the year.

Describe how parents and family members of students in the school, may amend a parent and family engagement school policy that applies to all parents and family members, if necessary:

- All parents are welcome to attend SSC meetings as members of the public to address agenda items. Agendas with meeting dates, times, and locations will be posted 72 hours in advance. Parents may share their suggestions or concerns with SSC as they are reviewing and updating the School Parent and Family Engagement Policy.

Describe how parents and family members of students in the school can, if they find that the plan under ESSA Section 1112 is not satisfactory to the parents and family members, and the LEA shall submit the parent comments with the plan when the LEA submits the plan to the State (ESSA Section 1116[b][4]):

- BUSD's Local Control and Accountability Plan (LCAP) is shared with multiple parent advisory groups: District Advisory Group, Parent Advisory Committee, and District English Language Advisory Committee. During each presentation of the LCAP, opportunities for parents to comment and discussions to provide input are fostered.
- BUSD's LCAP survey solicits input from all educational partners including staff, parents, and community members. Comments are collected in a digital format and addressed accordingly through our advisory committees as the LCAP is reviewed and updated.
- BUSD shares educational partners' feedback and BUSD responses to the feedback at all advisory committee meetings, with the Board of Education, and submits this information to the State with the LCAP as part of the educational partners feedback section.

Describe the steps that the school takes to offer a flexible number of meetings, such as meetings in the morning, afternoon, evening, or other ways to provide assistance, with categorical funds provided for transportation, child care, or home visits, as such services relate to parental involvement:

- In person and/or virtual, regular parent meetings are provided at a variety of times throughout the day to help meet the needs of each family and ensure they are able to attend. Meetings are recorded to allow parents to view the meeting if unable to attend. Recordings are posted with the minutes on the school's website.

Bellflower Unified School District
School Parent and Family Engagement Policy
Las Flores Home Education Independent Study Academy



Describe how parents and family members of students in the school are involved, and in an organized, ongoing, and timely way, in the planning, review, and improvement of programs, including the planning, review, and improvement of the school parent and family engagement policy:

- All parents are welcome to attend SSC meetings as members of the public to address agenda items. Agendas with meeting dates, times, and locations will be posted 72 hours in advance. Parents may participate in the planning, review and improvement of the School Plan for Student Achievement and the School Parent and Family Engagement Policy.

Describe how the school is providing parents and family members of students in the school: timely information about school programs; a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children:

- During Parent Orientation Overview ("Back to School Night") and initial conferences, teachers share about the adopted curriculum, and academic assessments with the parents of students in their individual classes.
- During weekly/monthly parent conferences, the adopted curriculum, academic assessments, and individual achievement data which includes achievement levels as measured by California State content standards and how they pertain to each individual student.

Las Flores's School Parent and Family Engagement Policy was developed jointly and agreed on with parents and family members of students in the school on February 24, 2025. The School will distribute the policy to all parents and family members annually on or before August 18, 2024.

Tami Zylla
Director, District Independent Study Services
Las Flores Home Education Independent Study Academy:

A handwritten signature in black ink, appearing to read "Tami Zylla", written over a horizontal line.

Date: February 24, 2025

ParentSquare: District and School Communication to Parents

Bellflower Unified School District uses ParentSquare for school communication, primarily with email, text and app notifications. ParentSquare automatically generates an account for each parent, using their preferred email address and phone number. We encourage parents to access their accounts so they can download the mobile app and update their preferences on when and how they are notified

Here's what you can do with ParentSquare:

- Receive messages from the school via email, text or app notification
- Choose to receive information as it comes or all at once with a daily digest at 6pm
- Communicate in your preferred language
- Sign up for parent-teacher conferences
- Sign forms & permission slips, receive report cards, sign up to volunteer and more all from your desktop or mobile device

[Parents & Guardians Getting Started Guide English](#)

[Parents & Guardians Getting Started Guide Spanish](#)

Download the App:

iOS



Android



**Las Flores Educational Center
Home Education Independent Study Academy
BICYCLE CONTRACT**

This contract must be on file in order for a student to ride a bicycle to school.

BICYCLE RULES AND REGULATIONS:

- Only third through twelfth grade students may ride bicycles to school.
- Bicycles must be walked at all times while entering and exiting the campus to the bike rack.
- Students with bicycles must enter and exit through the side gate between the cafeteria and the main building where the bike rack is located. No other gates may be used and bicycles are not allowed in any other area of the campus. ***Please note that the custodian will open the side gate between the cafeteria and the main building for access to the bike rack from 8:15-8:30 only.***
- Bicycles must be walked across driveways and public crosswalks.
- Bicycles must be individually locked in the bicycle rack.
- The Bellflower Unified School District accepts no responsibility or liability for lost or stolen bicycles or bicycle equipment.
- **ALL BICYCLE RIDERS MUST WEAR A HELMET AT ALL TIMES.**

CONSEQUENCES:

Students who disobey rules or regulations:

- 1ST OFFENSE: Student will receive a referral to be signed by the parent and returned to school.
- 2ND OFFENSE: Student will not be allowed to ride a bicycle for the remainder of the school year.

The form below must be signed and returned to the school office prior to riding a bicycle.

I _____, will obey all bicycle rules and regulations. I will individually lock my bicycle in the bike rack. I will also wear a bicycle helmet whenever I am riding my bicycle.

Room: _____ Make/model/color of bicycle: _____

Parent Signature: _____ Date: _____

MORNING DROP OFF



“DROP OFF ZONE”-8:15-8:30 every school day

Staff & Parent Volunteers may be present to help students safely exit vehicles and keep traffic moving

How it works:

1. Entering the Drop off Zone:
 - a. **Front of school**, vehicles will enter from the east (Woodruff Avenue)
 - b. **Back of school**, vehicles will enter from the west (Bixby Avenue)
2. Drive between cones and the curb
3. Students unload closest to curb (NOT into the street)
4. Vehicle proceeds forward to exit and next vehicle in line pulls forward

The rules:

- No parking/unattended vehicles in Drop Off Zone
- NO U-TURNS to enter the Drop Off Zone
- There should be NO DOUBLE PARKING
- Please do not encourage students to exit the vehicle alone outside of the Drop Off Zone

OPEN STREET PARKING

We strongly encourage students to have an adult escort across Palm St. and Beach St.

Please do not cross in front of or between cars in the Drop Off Zone.

If you cannot park and safely escort the student in, please consider using the Drop Off Zone instead.

Please DO NOT block driveways.

STAFF PARKING

Please leave these areas open for our wonderful Las Flores teachers and staff

AFTERNOON PICK UP

T-Th 2:50-3:00

F-11:30-11:40

****T/W/TH/F: GRADES 5-8 and YOUNGER SIBLINGS** of 5-8 graders, will be released from the FRONT GATE near cafeteria**

****T/W/TH/F: GRADES TK-4 and 9-12 (and younger siblings)**, pick up students from BACK GATE on Beach St.**

BELLFLOWER UNIFIED SCHOOL DISTRICT WELLNESS POLICY*

The Bellflower Unified School District is committed to providing safe and healthful school environments that promote and protect student's health, well-being and ability to learn by supporting healthful eating and physical activity. All students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis. Schools will provide nutrition education and physical education that foster lifelong habits of healthful eating and physical activity. Schools will establish linkages between health education, school meal programs, extracurricular activities, and other related services such as counseling.

NUTRITION**Water**

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day and throughout every school campus. The District will make drinking water available where school meals are served during mealtimes. In addition, students will be allowed to bring and carry (approved) water bottles filled with only water with them throughout the day. Water cups/jugs will be available in the cafeteria if a drinking fountain is not present.

Outside Food and Snacks

Fast food items are not to be brought on campus for or by students to be eaten or sold. Only healthful snacks such as fruit, crackers, vegetables, etc. should be sent with students. Unhealthful snacks such as chips, candy and cookies are not recommended. Per the USDA Smart Snacks Guidelines, flavored and/or carbonated beverages are not permitted. Snacks sent with students are for the consumption of the student only. Food may not be shared with friends.**

Celebrations and Rewards

All foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition California state nutrition including through:

- ☆ Bellflower Unified School District acknowledges the special occasion of each student's birthday. In lieu of food items such as cupcakes, punch and other unhealthful snacks, a positive way to celebrate a student's birthday is to recognize their birthday by donating a book to their classroom library. Happy Birthday pencils given to the student's teacher to distribute might also be a fun way of sharing the happy day.
- ☆ With regard to rewards and incentives, the District will encourage teachers and other relevant school staff to utilize alternative student rewards. Foods and beverages that do not meet USDA Meal Pattern Guidelines and Smart Snacks Requirements will not be used as a reward.

**Fundraising**

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus during the school day. It is recommended that schools use only non-food fundraisers, and encourage those promoting physical activity (such as walk-a-thons, jump rope for heart, fun runs, etc.).

National School Breakfast/Lunch Program

The district participates in the National School Breakfast/Lunch Program that provides nutritious meals on a voluntary, low-cost basis to students. The program offers free or reduced-price meals for students who meet the standards for participation.

- ☆ Applications for the free and reduced lunch program are available at <https://www.schoolcafe.com/>

- ☆ These forms must be completed and returned to the school for processing.
- ☆ Each family needs to complete one application by listing all students and household members on one application.
- ☆ Applications must be completed by each family annually.
- ☆ Completed applications are processed by the Food Services Manager and families who qualify are notified.

Federal Regulations Regarding the School Lunch Program

Federal regulations require that all foods purchased at school must be eaten by students while at school or attending school functions.

- ☆ Students who do not qualify for the free or reduced lunch program may bring cash to pay for meals.
- ☆ Please be sure the money is in a sealed envelope with the student's name and room number.
- ☆ It is strongly recommended that parents take advantage of the pre-paid lunch account.
- ☆ Parents may submit a check made out to BUSD Food Services or use a credit card. To use this service you would call the Nutrition Services office at (562) 866-4192 ext. 7803.
- ☆ Balanced breakfasts, lunches, milk and orange juice are sold daily in the school cafeteria. Prices are subject to change.
- ☆ If a child forgets their money, they will be provided a small meal that will be charged to their account.

PHYSICAL ACTIVITY

Physical activity during the school day (including but not limited to recess, physical activity breaks, or physical education) will not be withheld as punishment except in cases involving student and school safety. [This does not include participation on sports teams that have specific academic requirements]. The District will provide teachers and other school staff with professional development to foster alternative ways to discipline students (e.g., PBIS).

All elementary students in each grade will receive physical education for at least 200 minutes every ten days.

McGraw Hill Education: Study Sync (Gr 9-12): Online Teacher Edition, Student Edition, and Resources

1. Go to: <https://connected.mcgraw-hill.com/connected>
2. Enter *User Name* and *Password*
3. Username: LASFLOREL
4. Password: lasfl374
5. Choose the Teacher Edition or Student Edition for the textbook you need

PLEASE DO NOT CHANGE USER NAME AND PASSWORD

For any guidance required using the website, call Tech Support at

800-437-3715 Monday - Friday 7 AM - 8 PM EST

EdOptions Academy

1. Go to <https://academy.platoweb.com/>
2. Enter your username and password in the space provided.
3. Click the log In button.

If you do not remember your login information click the "Forgot User Name / Password" link for assistance. Upon login you will be taken to your student Home tab.

IXL Learning

Login information for the program will be provided by supervising teachers directly to the students.

Traditional Scheduling vs. Block Scheduling

Traditional Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday	Total Hours in a week
English	1 hour	1 hour	1 hour	1 hour	1 hour	5 (5.5% of class)
Math	1 hour	1 hour	1 hour	1 hour	1 hour	5 (5.5% of class)
Science	1 hour	1 hour	1 hour	1 hour	1 hour	5 (5.5% of class)
Social Science	1 hour	1 hour	1 hour	1 hour	1 hour	5 (5.5% of class)
PE/Elective	1 hour	1 hour	1 hour	1 hour	1 hour	5 (5.5% of class)
Elective	1 hour	1 hour	1 hour	1 hour	1 hour	5 (5.5% of class)
						30 hours

Block Scheduling with THREE Online Classes

FIRST Third of Semester 8/15-9/20				
PE	Math	English	Science	
5 hours a week	5 hours a week	5 hours a week	15 hours a week (16.5% of class)	30 hours in a week
SECOND Third of Semester 9/24-10/29				
PE	Math	English	Social Science	
5 hours a week	5 hours a week	5 hours a week	15 hours a week (16.5% of class)	30 hours in a week
LAST Third of Semester 10/30-12/13				
PE	Math	English	Elective	
5 hours a week	5 hours a week	5 hours a week	15 hours a week (16.5% of class)	30 hours in a week

Block Scheduling with FOUR Online Classes

FIRST Half of Quarter 1 8/15-9/13				
English	Math	Science		
5 hours a week	5 hours a week	20 hours a week (22% of class)		30 hours in a week
SECOND Half of Quarter 1 9/14-10/11				
English	Math	Social Science		
5 hours a week	5 hours a week	20 hours a week (22% of class)		30 hours in a week
THIRD Half of Quarter 2 10/15-11/8				
English	Math	Elective		
5 hours a week	5 hours a week	20 hours a week (22% of class)		30 hours in a week
Fourth Half of Quarter 2 11/12-12/13				
English	Math	Elective		
5 hours a week	5 hours a week	20 hours a week (22% of class)		30 hours in a week

UC/CSU Course Requirements

The "a-g" Subject Requirements Courses must be completed with a grade of C or better.

a. HISTORY/SOCIAL SCIENCE: 2 YEARS REQUIRED

- One year of World History or Geography
- One year of US History or one-half year of US History and one-half year of American Government/Civics

b. ENGLISH: 4 YEARS REQUIRED

- Four years of college preparatory English
- Students may only use 1 year of ESL/ELD

c. MATHEMATICS: 3 YEARS REQUIRED 4 YEARS RECOMMENDED

- Integrated Math I/Algebra I
- Integrated Math II/Geometry
- Integrated Math III/Algebra II
- Math Analysis/Honors Math Analysis
- Statistics/AP Statistics
- AP Calculus (AB) or (BC) **Courses taken in 7th and 8th grade may be considered (Integrated Math I or higher)

d. LABORATORY SCIENCE: 2 YEARS REQUIRED 3 YEARS RECOMMENDED

- Biology
- Chemistry
- Physics

e. LANGUAGE OTHER THAN ENGLISH: 2 YEARS REQUIRED 3 YEARS RECOMMENDED •

Two years of the same world language

f. VISUAL & PERFORMING ARTS: 1 YEAR REQUIRED

- A yearlong approved arts course from a single VPA discipline:
- See Mayfair's "a-g" approved courses' list

g. COLLEGE PREPARATORY ELECTIVE: 1 YEAR REQUIRED

- One year (two semesters), in addition to those required in "a-f" above
- See "a-g" approved courses' list.

ADDITIONAL INFORMATION

- CSU website: <http://calstate.edu/> • UC Website: <http://www.universityofcalifornia.edu/>
- Course requirements may differ for private colleges/universities: <http://www.californiacolleges.edu/>

STUDENTS WILL ALSO NEED TO TAKE APPROPRIATE COLLEGE TESTS:

- SAT information: <http://www.collegeboard.com/>
- ACT information: <http://actstudent.org/> 7

“a-g” Course Checklist

Freshman applicants must complete a specific set of 15 college prep courses (known as a-g) to be eligible for admission to the California State University and the University of California. A unit is equal to one academic year or two semesters. **Each course needs to be completed with a grade of C or better.** The courses are as follows:

The “a-g” subject requirements	Years Required			
	1 year	2 years	3 years	4 years
a. History/Social Science - Two Years One year of US History or US History and American Government, and one year of social science.				
b. English - Four years Composition and literature designated as college preparatory.				
c. Mathematics - Three years Integrated Math I, Integrated Math II, and advanced math. Courses taken in 7th/8th grade may be considered.				
d. Laboratory Science - Two years At least one biological science and one physical science.				
e. Language other than English - Two years in the same language College prep language courses taken in 7th and 8th grade may be included.				
f. Visual & Performing Arts - One Year Art, dance, theater/drama, music				
g. College Preparatory Electives - One Year Any additional courses (not previously listed) that are included in the UC “a-g” list				

Although the shaded boxes denote courses that are not required, additional years are recommended.

Las Flores Home Education Graduation Requirements

Students must earn a passing grade in both fall and spring semester.

SUBJECT AREA		CREDITS
HISTORY/SOCIAL SCIENCE • Geography (1 semester) • Modern World history • US History • Government • Economics (1 semester)	4 years	40
ENGLISH • English 9 • English 10 • English 11 or AP Language • English 12 or AP Literature • Cerritos College 72 or 100	4 years	40
MATHEMATICS • Integrated Math 1 • Integrated Math 2 • Integrated Math 3 • Consumer Math (1 semester) • Personal Finance • Statistics or AP Statistics • AP Calculus (AB) or (BC)	2 years	20
SCIENCE: BIOLOGICAL • Biology (lab)	1 year	10
SCIENCE: PHYSICAL • Chemistry	1 year	10
FINE ARTS OR WORLD LANGUAGE	1 year	10
PHYSICAL EDUCATION	2 years	20
PRACTICAL ARTS *may be waived if student completes an additional year of the same language	1 year	5
HEALTH	1 Semester	5
ADDITIONAL YEAR OF MATH or SCIENCE	1 year	10
ADDITIONAL ELECTIVE CREDITS		50
TOTAL CREDITS		220

**Las Flores Home Education Independent Study Academy
Four Year Planning Sheet**

9th GRADE	1st Semester	2nd Semester	Summer Grade	Meets "a-g"
Eng 9				
Geography/Health				
PE				
Science				
Math				
College Prep Elective				
10th GRADE	1st Semester	2nd Semester	Summer Grade	Meets "a-g"
English 10				
World History				
PE				
Science				
Math				
College Prep Elective				
11th GRADE	1st Semester	2nd Semester	Summer Grade	Meets "a-g"
English 11				
US History				
Science				
Math				
College Prep Elective				
College Prep Elective				
12th GRADE				
English 12				
Government				
Economics (1 sem)				
Math/Science				
College Prep Elective				

Volunteer Name: _____ Grade: _____ Semester: _____

[illegible]

Civic Engagement Project Option: Community Gardening

1. Identify and Inquire

- Civic Need: Many communities lack access to fresh produce, green spaces, or environmental education.
- Research local community gardens, school gardens, or urban agriculture initiatives.
- Learn about food deserts, sustainability, and how gardening benefits communities and the environment.
- Interview garden coordinators or community members about challenges and needs.

2. Consider Varied Responses

- Explore roles you could take: planting, weeding, composting, creating educational signage, or organizing harvest events.
- Decide whether to focus on growing food, beautifying spaces, or educating others about gardening.
- Develop a plan for regular participation and specific tasks.

3. Take Action

- Volunteer regularly (e.g., 15–20+ hours) at a community or school garden.
- Track hours and document activities like planting seeds, watering, harvesting, or maintaining garden beds.
- Help organize or participate in garden-related events (workshops, harvest festivals, donations to food pantries).
- Collaborate with other volunteers and community members.

4. Reflect on Efforts

- Write reflections covering:
 - What you learned about food systems, sustainability, and community needs.
 - How your work contributed to improving access to healthy food or community beautification.
 - Challenges faced in the garden and problem-solving strategies.
 - Personal growth in responsibility, environmental stewardship, and civic engagement.
- Optionally, create a photo diary or presentation showcasing the garden progress and community impact.

Civic Engagement Project Option: Tutoring or Mentoring Youth

1. Identify and Inquire

- Civic Need: Educational support gaps—many students need extra help to succeed academically, especially in underserved communities.
- Research local schools, after-school programs, or community centers that offer tutoring or mentoring services.
- Interview teachers, program coordinators, or current tutors/mentors to understand challenges students face and how support makes a difference.

2. Consider Varied Responses

- Explore different tutoring or mentoring programs (in-person, virtual, peer-to-peer).
- Decide on age group or subject area to focus on (e.g., math tutoring for middle schoolers, reading mentorship for elementary students).
- Plan a schedule that fits both the student's availability and the needs of the learners.

3. Take Action

- Volunteer as a tutor or mentor for a minimum number of hours (e.g., 20+ hours).
- Provide consistent academic or social support to assigned students: help with homework, practice reading, build study skills, or offer encouragement and guidance.
- Track service hours with dates, duration, activities, and supervisor signatures.
- Engage actively, adapting approaches to each student's needs.

4. Reflect on Efforts

- Write reflections addressing:
 - Insights gained about educational challenges and inequities
 - Impact of tutoring/mentoring on the students served
 - Personal growth in communication, leadership, and civic responsibility
 - Challenges and strategies for overcoming them
- Optionally, create a presentation or digital journal summarizing the experience and lessons learned.

Civic Engagement Project Option: Student Representative on the Superintendent's Advisory Committee

1. Identify and Inquire

- **Civic Need:** School districts make decisions that affect all students, yet many students—especially from independent study or alternative programs—are underrepresented in those conversations.
- The student researches the role of the **Superintendent's Advisory Committee**, learning how it functions, who it represents, and what civic issues are discussed (e.g., school safety, equity, curriculum, wellness, student rights).
- Interviews or gathers input from peers in the independent study program to understand their needs and perspectives.
- Reflects on: *"Whose voice is missing at the table? How can I represent my peers?"*

2. Consider Varied Responses

- Discusses multiple ways to bring student voice into district policy: advisory groups, surveys, site councils, town halls, etc.
- Weighs options like leading a peer forum or submitting proposals versus directly serving on the committee.
- Chooses to serve as a student representative and commit to regular participation, advocacy, and follow-through.

3. Take Action

- Attends regular advisory committee meetings throughout the semester or year.
- Shares feedback from independent study students during meetings on key issues (e.g., access to mental health services, extracurricular equity, online curriculum feedback).
- Participates in policy discussions, gives recommendations, votes (if applicable), and helps shape district priorities.
- Logs each meeting with date, duration, topic(s), and personal contributions or observations.
- Brings updates back to the independent study school community or student peers.

4. Reflect on Efforts

- Keeps a reflection journal (written, video, or audio) after each meeting:
 - What issues were discussed?
 - What did I contribute or learn?
 - How did my perspective as an independent study student inform the discussion?
- Writes a final reflection or presentation summarizing:
 - The importance of student voice in decision-making
 - Civic lessons learned about governance, equity, and representation
 - How this role changed their view of leadership and advocacy

Las Flores Behavior Matrix

Leopards	All	Classroom	Playground	Hallway	Lunch Area/ Cafeteria
have a Positive Attitude	✓ Compliment others ✓ Patient with others	✓ Do your best ✓ Persevere ✓ (show) Growth mindset	✓ Communicate calmly ✓ Include others and assume good intentions ✓ Accept input/directions from staff	✓ Walk quietly with a purpose ✓ Acknowledge others	✓ Be polite ✓ Be well mannered ✓ Show gratitude
Accept Responsibility	✓ Take ownership of your actions ✓ Take pride in what you do ✓ Keep your area clean	✓ Ask questions when you don't understand something ✓ Complete assigned tasks ✓ Have all necessary materials ✓ Utilize technology appropriately	✓ Use equipment correctly and put equipment away ✓ Throw trash away ✓ Stay in designated areas ✓ Use the restroom before the bell	✓ Walk down the center of the hall ✓ Get to your destination in a timely manner	✓ Clean your area and wait to be dismissed before you play ✓ Walk and place lunch and school materials at your class' line-up location ✓ Bring all belongings back into the classroom
are Willing to Learn	✓ Actively engage in all activities ✓ View all people as a valuable (learning) resource ✓ Utilize feedback	✓ Be attentive and track the speaker ✓ Prepare for lessons quickly ✓ Participate in all classroom activities	✓ Listen to and follow all rules of a game ✓ Be open to others' viewpoints	✓ Get to your destination in a timely manner	✓ Come to attention quickly ✓ Follow all directions
Show Respect	✓ Listen and acknowledge everyone's ideas and opinions ✓ Do what is asked the first time ✓ Keep hands, feet, and objects to yourself ✓ When seated, sit appropriately	✓ Follow classroom rules ✓ Wait your turn ✓ Disagree politely ✓ Take care of materials	✓ Be a good sport ✓ Wait your turn ✓ Share equipment and return it when done	✓ Walk quietly	✓ Sit on the bench instead of tabletops ✓ Respond to staff directions quickly ✓ Pick up trash

Las Flores Classroom Behavior Matrix

Leopards	All	Collaborative Work (including whole group instruction)	Independent Work	Use of Materials	Entering and Exiting
have a Positive Attitude	✓ Compliment others ✓ Be patient with others ✓ Show kindness	✓ Encourage and respect others ✓ Communicate calmly ✓ Include others	✓ Have a growth mindset ✓ Accept feedback from staff ✓ Have pride in your work	✓ Appreciate what you are offered ✓ Share with others what you can	✓ Acknowledge others ✓ Be mindful of others
Accept Responsibility	✓ Be honest ✓ Take accountability for your actions ✓ Keep hands, feet, and objects to yourself	✓ Participate and remain focused ✓ Ask questions when you don't understand ✓ Have all necessary materials ✓ Be prepared	✓ Keep your area organized ✓ Complete assigned tasks on time ✓ Take ownership of your work ✓ Make sure your work is your own	✓ Put all supplies where they belong ✓ Use materials appropriately ✓ Clean your area	✓ Enter the classroom only when invited ✓ Wait to be dismissed ✓ Use an appropriate noise level
are Willing to Learn	✓ Be actively engaged ✓ Follow directions ✓ Use time wisely ✓ Use SLANT ✓ Be prepared	✓ Be attentive, listen carefully, and participate in all activities ✓ Be ready to learn and prepare for activities quickly ✓ Acknowledge others' viewpoints respectfully	✓ Attend to precision ✓ Read and follow the directions ✓ Stay on task and focused	✓ Have all appropriate materials	✓ Come to attention and get to your destination quickly and quietly
Show Respect	✓ Listen and acknowledge everyone's ideas and opinions ✓ Do what is asked the first time ✓ Keep hands, feet, and objects to yourself	✓ Be attentive ✓ Disagree politely and appreciate diverse responses ✓ Encourage and support those in need when appropriate	✓ Work quietly ✓ Complete work neatly and as directed ✓ Be mindful of those around you	✓ Share materials ✓ Keep desk and surrounding areas neat and orderly ✓ Treat all materials and the classroom well	✓ Walk to your destination ✓ Use a proper noise level ✓ Line up facing forward ✓ Kindly acknowledge if you bump into someone

Las Flores Playground Behavior Matrix

Leopards	Play Structure	Lunch Line	Swings	Field	Bathrooms	Lunch Area/ Cafeteria
Positive Attitude have a	✓ Resolve minor conflicts with understanding ✓ Take ownership for your actions	✓ Wait patiently and keep your place in line	✓ Wait patiently on the blacktop for a swing to be available	✓ Display good sportsmanship regardless of the game's outcome	✓ Wait patiently when sinks or stalls are all occupied	✓ Accept the lunch provided to you with gratitude
Accept Responsibility	✓ Keep equipment in designated areas ✓ Go <i>down</i> slides and <i>up</i> ladders. ✓ Walk ✓ Share space	✓ Go through the food line quickly	✓ Sit upright and keep bottom on the seat of the swing ✓ Swing straight and facing the school ✓ Bring swing to a stop before leaving the seat	✓ Limit physical contact during games ✓ Leave center field for team games and perimeter for non-competitive play ✓ Follow established rules of the game	✓ Flush toilets after use ✓ Wash hands after using the bathroom ✓ Throw paper towels in trash can ✓ Refrain from using your phone	✓ Clean your area and wait to be dismissed before you play ✓ Walk and place lunch and school materials at your class' line-up location ✓ Bring all belongings back into the classroom
Willing to Learn are	✓ Follow staff instructions and explanations	✓ Follow staff instructions and explanations	✓ Follow staff instructions and explanations	✓ Follow staff instructions and explanations	✓ Follow staff instructions and explanations	✓ Follow staff instructions and explanations
Show Respect	✓ Respect the personal space of others ✓ Follow rules and guidelines given by staff and posted on equipment ✓ Share spaces with others	✓ Patiently wait your turn to be served a lunch ✓ Keep hands to yourself when waiting in line ✓ Respect the personal space of others waiting in line	✓ Limit your swinging time when others are waiting ✓ If all swings are full count to 30 slowly and then ask them for a turn	✓ Have rules that affect both teams the same ✓ Prioritize safety and fairness above winning	✓ Respect the privacy of others using the restroom ✓ Use the restroom quickly and quietly and wait patiently if all sinks or stalls are in use	✓ Sit on the bench instead of tabletops ✓ Use good table manners ✓ Clean the table, bench, and ground in your space when finished

PBIS Behavior Incentive List (5-12)

Below you will find a list of the incentives that can be “purchased” with the Las Flores PAWS. The last Thursday of each month, students or classes who have earned enough PAWS will be able to select ONE item from this list as a reward for demonstrating exceptional behavior. Incentive requests will be submitted to the classroom teachers who will coordinate with the administrator regarding “distribution” of the incentive as necessary. Individual classrooms will determine whether PAWS will be collected for classroom incentives, individual incentives, or both as well as the method of collection.**

Individual Incentives

10 PAWS

- Award certificate for free meal
- Chew gum for the day
- Show and Tell

30 PAWS

- 5 minutes of “break time” (as determined by the teacher)
- Extra 5 minutes of recess (with 2 friends)
- 1 indoor class game (teacher choice)
- Extra “Pajama Day” for the class
- A miniature golf pass

45 PAWS

- No Homework for a Day (Math or ELA)

60 PAWS

- Have class period outside (reward shared with the class)
- 2 indoor class games
- \$5 gift card
- No Homework for a Day (Math AND ELA)
- Extra 10 minutes of recess

90 PAWS

- Teacher versus students game (teacher choice)

- 3 indoor class games

120 PAWS

- Class party
- Extra 15 minutes of recess
- Teacher lip sync battle
- Teacher versus students game (student choice)

****Please note that teachers are free to generate PAWS rewards based on the needs and desires of their students with prior approval from administration.**

Las Flores Educational Center
Home Education Independent Study Academy
Office Discipline Referral

Name: _____

Location

Date: _____ Time: _____

Teacher: _____

Grade: K 1 2 3 4 5 6 7 8 9 10

Referring Staff: _____

- ☐ Playground ☐ Library
☐ Cafeteria ☐ Bathroom
☐ Hallway ☐ Arrival/Dismissal
☐ Classroom ☐ Other _____

Problem Behavior	Possible Motivation	Teacher/Administrator Decision
Minor ☐ Inappropriate language ☐ Physical contact ☐ Defiance ☐ Disrespect ☐ Property misuse ☐ Disruption of instruction ☐ Cheating ☐ Technology misuse ☐ Other _____	☐ Obtain peer attention ☐ Obtain adult attention ☐ Obtain items/activities ☐ Avoid peer(s) ☐ Avoid adult ☐ Avoid task or activity ☐ Don't know ☐ Other _____	☐ Loss of privilege ☐ Time in office ☐ Conference with student ☐ Parent contact ☐ Individualized instruction ☐ Moving seat ☐ Behavior contract ☐ Referral to counselor ☐ Redo assignment/test ☐ Formal apology (verbal and/or written) ☐ Notification of proper authorities ☐ Time afterschool ☐ Multi-flow map/Cause and Effect written response ☐ Put on IS evaluation ☐ Removal from IS ☐ Extended Time-out ☐ Out of school suspension ☐ Restorative Practices ☐ Community Service ☐ Referral to SST ☐ Other _____
Major ☐ Threatening language ☐ Fighting/Physical aggression ☐ Overt Defiance ☐ Stealing ☐ Harassment/Taunting ☐ Property damage/vandalism ☐ Extreme disruption ☐ Plagiarism ☐ Extreme technology violation ☐ Other _____		

Others involved in incident: ☐ None ☐ Peers ☐ Staff ☐ Teacher ☐ Substitute ☐ OtherIf peers were involved, list *by student number*: _____

Explanation of incident by referring staff: _____

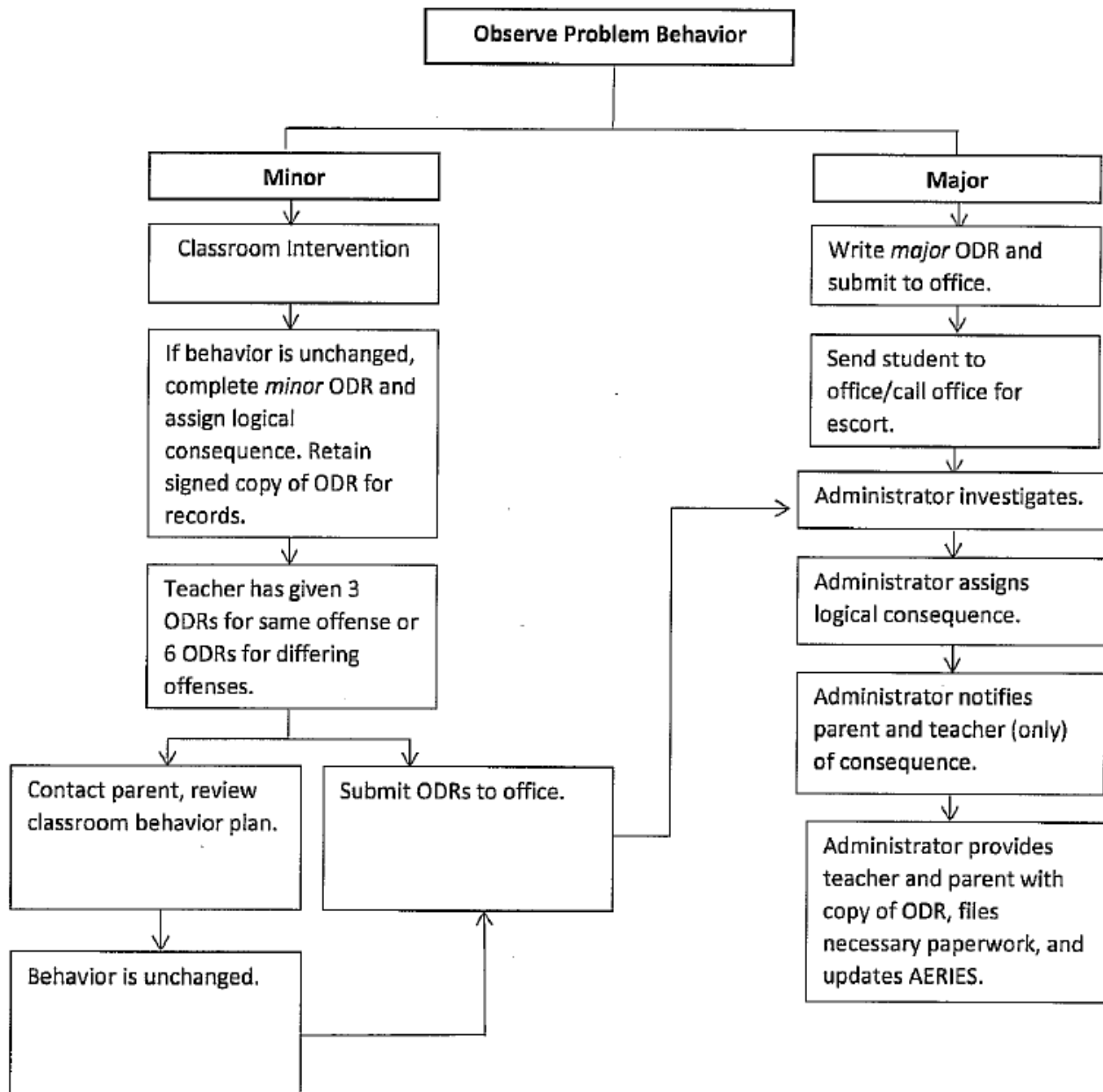
☐ Witness/participant incident report(s) attached

Parent Signature: _____ Date: _____

Student Signature: _____ Date: _____

Las Flores Educational Center
Home Education Independent Study Academy

Behavior Flow Map



**Board Policy Manual
Bellflower Unified School District****Policy 5131.9: Academic Honesty****Status:** ADOPTED**Original Adopted Date:** 05/08/2014 | **Last Reviewed Date:** 05/08/2014

The Board of Education believes that academic honesty and personal integrity are fundamental components of a student's education and character development. The Board expects that students will not cheat, lie, plagiarize or commit other acts of academic dishonesty.

Students, parents/guardians, staff and administrators shall be responsible for creating and maintaining a positive school climate that encourages honesty. Students found to have committed an act of academic dishonesty shall be subject to district and school-site discipline rules including but not limited to the divesting of previous honors earned.

**Board Policy Manual
Bellflower Unified School District****Policy 5131.8: Mobile Communication Devices****Status:** ADOPTED**Original Adopted Date:** 03/27/2025 | **Last Reviewed Date:** 03/27/2025**Purpose and Rationale:**

The Board of Education values a school environment that promotes learning, connection, and well-being. While mobile communication devices offer convenience and benefits, the way they are used on campus should enhance, not detract from, students' educational experience and social interactions. This policy encourages students to use their devices responsibly, with a focus on fostering in-person connections and reducing the negative effects of inappropriate social media use, distraction, and over-reliance on devices.

Permitted Use:

Elementary Schools: To foster face-to-face interactions and minimize distractions, students must store devices out of sight for the entire instructional day, with notifications disabled. This approach promotes focus, engagement, and in-person connections.

Secondary Schools: To support students' development of responsible technology use, mobile devices may only be used during designated non-instructional times, such as lunch and breaks, as defined by the site principal or designee. During instructional periods, devices must remain stored out of sight and silent, with notifications disabled, to maintain a focused learning environment. This balance ensures that technology is used appropriately without interfering with academics or meaningful face-to-face interactions.

Exceptions Required by Education Code:

A student shall not be prohibited from possessing or using a mobile communication device under the following circumstances (Education Code 48901.5, 48901.7):

1. In case of an emergency or a perceived threat of danger.
2. When a teacher or administrator grants permission for specific educational or health-related needs, subject to reasonable limitations.
3. When necessary for the student's health, as determined by a licensed physician or surgeon.
4. When required by the student's individualized education program.

Exception for Digital ID Cards:

If applicable, students are permitted to use mobile devices on school premises for accessing their digital ID cards, which may be required for identification or school business purposes. Such use must comply with school administration guidelines to minimize disruption to the educational environment.

Privacy and Search:

Mobile communication devices shall not infringe upon the privacy rights of others. A school official may search a student's device if there is reasonable suspicion that it contains evidence of a violation of law or school policy, in accordance with BP/AR 5145.12 - Search and Seizure.

Enforcement and Disciplinary Actions:

Each school site shall develop a clear, consistent enforcement policy for unauthorized mobile device use, including specific consequences. These site-specific policies must align with applicable board policies, Education Code provisions, and other relevant laws to ensure fairness and compliance.

Consequences may include, but are not limited to:

- Confiscation of the device.
- Parent notification.
- Progressive disciplinary actions, such as detention or loss of privileges.

Confiscated devices will be securely stored until returned to the student, handed to the principal or designee, or given directly to the student's parent or guardian, as appropriate. Each site's policy should be communicated clearly

to students, parents, and staff at the start of each school year.

The district will not be responsible for any device that is lost, stolen, or damaged while on campus or at a school activity.

Implementation:

The Board of Education is committed to supporting schools in developing consistent yet flexible policies for mobile device use that reflect the needs of their unique communities. To ensure effective implementation, the district will provide general principles for enforcement and guidelines for developing site-specific procedures.

Responsibilities for Schools and Staff:

- **Collaborative Policy Development:** The principal or designee at each school site will work collaboratively with staff to develop clear policies, procedures, and consequences related to enforcement. These policies should align with district priorities and reflect the unique needs of each school community.
- **Ensure Consistent Enforcement:** Principals or their designees are responsible for ensuring consistent enforcement of their site-specific policies, including training staff and addressing discrepancies to maintain fairness and adherence to district guidelines.
- **Model Digital Responsibility:** Staff are encouraged to minimize personal use of devices during instructional time to set an example of responsible behavior for students.
- **Promote Digital Citizenship:** Schools shall incorporate education on privacy, respectful communication, and the impact of digital behaviors into their existing routines or curriculum.
- **Encourage Device-Free Social Spaces:** Schools are encouraged to create device-free opportunities during lunch or break times to foster face-to-face connections.
- **Inform and Engage Students and Families:** The Superintendent or designee shall ensure students and families are informed of the mobile device policy annually through student and parent handbooks, district and school websites, and other appropriate communication channels. Schools should also engage students in understanding and supporting the rationale behind the policy to encourage adherence and mutual respect.

The Superintendent or designee will facilitate collaboration across schools to share best practices and monitor implementation for consistency.

Monitoring and Review

The Superintendent or designee shall oversee the implementation and effectiveness of this policy through periodic reviews and feedback from school sites.

Key Actions for Monitoring:

- **Stakeholder Input:** Gather qualitative feedback from students, staff, and families about the impact of the policy on learning environments and school culture.
- **Trends and Observations:** Monitor general trends in areas such as classroom engagement, disciplinary actions, or other indicators as reported by school leaders, without requiring additional formal data collection.
- **Policy Refinement:** Based on feedback and observations, adjust the policy or implementation guidelines as necessary to better align with district priorities and community needs.

The Superintendent or designee shall provide periodic updates to the Board of Education summarizing feedback, implementation consistency across sites, and any recommendations for refinements.

Mobile Device Use - Secondary

The Bellflower Unified School District Board of Education has approved Board Policy 5131.8 in alignment with State Legislation AB 272 and AB 3216 to limit or prohibit the use of mobile communication device by students while at school or while students are under the supervision and control of an employee or employees of the school district.

During instructional periods, devices **may not** be used or displayed and must:

- be kept silent, with notifications turned off, and stored in the location specified by the classroom teacher—out of sight
- not be used as an electronic listening or recording device without prior consent of the teacher and principal. Any pupil in violation shall be subject to appropriate disciplinary action. Electronic Listening or Recording Device – EC 51512

Students may use mobile devices in the following instances:

- During an emergency or response to a perceived threat of danger.
- When a teacher or administrator grants permission for a specific learning objective.
- When a licensed physician or surgeon determines the possession or use is necessary for the student's health and well-being. (ex. diabetic student with blood sugar monitoring app)
- When the possession or use is required by the student's IEP.
- During designated non-instructional times, such as before/after school, snack, lunch and breaks, and in the designated cell phone zones as defined by the site principal or designee.

Inappropriate use of cell phones will be considered a violation of school rules and appropriate consequences will be issued.

Mobile Devices (not an exhaustive list) Include:

PDS
Tablets

MP3 players
Apple watches, glasses, etc.

Personal game devices
Headphones, Airpods, etc.

Consequence for Misuse:

Students not adhering to the mobile device policy will be issued consequences.

Continual disregard for the school mobile device policy will be considered an act of defiance and appropriate consequences will be issued. Consequences may include, but are not limited to**:

- Immediate confiscation of the device and parent notification.
- Confiscation of the device, Office Discipline Referral, parent notification, and consequence designated by administration.
- Confiscation of the device, Office Discipline Referral, parent notification, consequence designated by administration, and parent/guardian required to pick the device at the office.

***Discipline incidents regarding mobile devices will follow the school's Tiered Re-engagement Protocols and may lead to a student being placed on evaluation and possibly the inability to remain at Las Flores.*

Confiscated devices will be securely stored until returned to the student, handed to an administrator or designee, or given directly to the student's parent or guardian, as appropriate. The district will not be responsible for any device that is lost, stolen, or damaged while on campus or at a school activity.



**Las Flores Home Education
Independent Study Academy**

Online Classes Assessment Guide

EdOptions Academy/Edmentum

Activity Type	Notes, Collaboration and Location Policy	Retake Policy
• Discussion • Tutorials • Unit Activity	• May do at home • May write/use own notes • May collaborate with peers (e.g. make Thinking maps together) • May use another tab to find other resources	• No limits on re-dos • (Students cannot undo discussion posts, but they can add to the threads)
• Tutorial Mastery Tests (at the end of Tutorials) and Quizzes	• May do at home • May use own notes • No peer collaboration • Single tab only	• Must get at least 80% correct • Unlimited retakes, but students must redo tutorial before retrying mastery test
• Unit Post-Tests, Midterms	• Must do at school with proctor • One page of own notes allowed • No peer collaboration • Single tab only • All activities from that unit must be completed and submitted	• No retakes allowed
• Semester Final	• Same as unit post-tests	• No retakes allowed

My signature below states that my student and I understand the policy for online education at Las Flores Home Education Independent Study Academy. I will actively monitor that I will appropriately monitor my student with instruction at home and implement the Academic Integrity Policy (Parent Handbook).

_____ (Guardian/Parent) _____ (Date)

_____ (Student) _____ (Date)

Updated 3/15/24

Online Classes Assessment GuideEdgenuity

Activity Type	Notes, Collaboration and Location Policy	Retake Policy
- Lessons (including questions embedded in the lessons) - Unit Activities/Projects	- May do at home - May write/use own notes - May collaborate with peers (e.g. make Thinking maps together) - May use another tab to find other resources	- Students must receive an 80% or better before <u>or max out on attempts</u> to be able to move on, and all units must be done sequentially. - Activities are embedded throughout the unit and will be open to students to complete for the entirety of the unit.
Quizzes	- May do at home - May use own notes - No peer collaboration - Single tab only	1 quiz retake per unit (per Edgenuity)
Unit Post-Tests, Midterms	Must do at school with proctor - One page of own notes allowed - No peer collaboration - Single tab only - All activities from that unit must be completed and submitted	No retakes allowed
Semester Final	Same as unit post-tests	No retakes allowed

My signature below states that my student and I understand the policy for online education at Las Flores Home Education Independent Study Academy. I will actively monitor that I will appropriately monitor my student with instruction at home and implement the Academic Integrity Policy (Parent Handbook).

_____ (Guardian/Parent) _____ (Date)

_____ (Student) _____ (Date)

Updated 3/15/24

Las Flores Home Education Independent Study Academy High School Grading Periods

Grading Period	Grade Period Ending Dates	Available to Parents
1st Quarter Progress Reports	Friday October 10, 2025	<u>Emailed</u> to parents on or before Friday, October 17, 2025 (as needed)
1st Semester Grades	Friday December 19, 2025	Transcripts available in <u>Parent Portal</u> Wednesday, January 7, 2026
3rd Quarter Progress Reports	Thursday March 12, 2026	<u>Emailed</u> to parents on or before Friday, March 20, 2026 (as needed)
2nd Semester Grades	Thursday June 4, 2026	Transcripts available in <u>Parent Portal</u> Friday, June 12, 2026

**** The above dates for progress reports align with the end of each quarter (the midpoint for the semester). However, progress reports can be sent at any time that a teacher sees that a student is in danger of failing (AR 5121). A signature or notice of acknowledgement (e.g. read receipt) of the conversation/notification regarding student progress may be required. *NOTE: online teachers also send progress reports to the parent/guardian emails they have on file (please be sure to check your SPAM folders.)*****