



Bell Intermediate School

Home of the Roadrunners

12345 Springdale Street
Garden Grove, CA 92845
Phone: (714) 663-6466
Fax: (714) 663-6238



Principal

Stephanie Bartlett
sbartlett@ggusd.us

Assistant Principal

Laura Propst
lpropst@ggusd.us

School Counselor

Elizabeth Gilmore
egilmore@ggusd.us

Name:

ID #

Grade

**We are all a link
in the chain...**



**What commitments will
you make this year to
start a chain reaction?**

I will demonstrate **KINDNESS** by...

I will demonstrate **RESPECT** by...

I will **LEAD RESPONSIBLY** by...

I will **LEARN ACTIVELY** by....



bell.ggusd.us



@bellggusd

Bell Schedule

Campus gates open for students at 7:52 am

REGULAR

PER. 1	8:12 - 9:07
PER. 2	9:12 - 10:00
PER. 3	10:05 - 10:53
PER. 4	10:58 - 11:46
LUNCH	11:46 - 12:16
PER. 5	12:21 - 1:09
PER. 6	1:14 - 2:02

COLLABORATION

PER. 1	8:12 - 8:54
PER. 2	8:59 - 9:40
PER. 3	9:45 - 10:26
PER. 4	10:31 - 11:12
PER. 5	11:17 - 11:58
LUNCH	11:58 - 12:28
PER. 6	12:33 - 1:14
TEACHER COLLABORATION	1:17 - 2:20

ADVISEMENT

PER. 1	8:12 - 8:55
PER. 2	9:00 - 9:43
ADVISEMENT	9:48 - 10:23
PER. 3	10:28 - 11:10
PER. 4	11:15 - 11:57
LUNCH	11:57 - 12:27
PER. 5	12:32 - 1:14
PER. 6	1:19 - 2:02

MINIMUM DAY

PER. 1/2	8:12 - 9:31	(79)
PER. 3/4	9:36 - 10:54	(78)
PER. 5/6	10:59 - 12:17	(78)
LUNCH	12:17 - 12:47	(30)

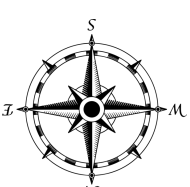
BENCHMARK

PER. 1/2	8:12 - 9:57	(104)
PER. 3/4	10:05 - 11:45	(100)
LUNCH	11:45 - 12:15	(30)
PER. 5/6	12:20 - 2:02	(102)





GARDEN GROVE UNIFIED SCHOOL DISTRICT
Bell Intermediate School
 Campus Map 2024-2025



18P Sloan	17P Lindgren	16P Perales
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D

BIKE
RACKS

Boys PE Gore Maytorena	Girls PE Lee
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E

STAGE

S1 Csakan	S2 Dance
AC1 Kane	AC2 Saldana/ Hidalgo

F

Handball
Courts

Bell Intermediate School
 12345 Springdale St.
 Garden Grove, CA 92845
 Phone: (714) 663-6466
 Fax: (714) 663-6238

Tennis Courts

12 Hidalgo	13 McLearie	14 Ybarra	15 Fields
11 Komer	10 Muckey	9	Library Media Center

C

Shade
Structure
(Quad)

5 Sorenson	4 Parcell	6 Chiri	7 Holmes	8 Cueva
3 Griffin	2 Kim	1 Roeder		

STAFF

B

A Office & Lounge	HE 1 & 2	HE 3 Tran
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No Ride Zone

H M1 Fawley/Martyn

G Custodian	Kitchen	MPPR
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No Ride Zone

STUDENT DROP OFF
AND PICK UP

PARKING LOT

No Ride Zone

BUS DROP OFF & PICK UP ONLY
 7:45 - 8:30AM and 12:30 - 2:30PM
 Visitor Parking: 8:30-12:30PM

Springdale Street



GGUSD Strategic Plan: The Garden Grove Way

What is my role in the Garden Grove Way?

Our Vision

To ensure student success, we will provide a rigorous and supportive academic experience that motivates all learners to meet high expectations.

Our Mission

We are committed to preparing all students to be successful and responsible citizens who contribute and thrive in a diverse society.



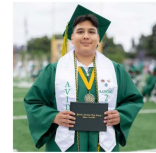
Goal 1: Academic Skills

Academic Content
Academic English
Scholarly Habits



Goal 2: Personal Skills

Motivation
Socioemotional Well-Being
Climate & Culture



Goal 3: Lifelong Success

College & Career Readiness
College & Career Success

- What will you do this year to perform well in your academic classes and practice Scholarly Habits?

- What motivates me to be my best?
- What things make me feel good about myself?
- How can I contribute to helping our school culture be positive?

- What can I do NOW to make sure that I am college and career ready?
- What qualities to successful people have, and how can I cultivate those same qualities?

Charting My Path Toward Lifelong Success

2024 SBAC Math

2024 SBAC ELA

2023 DWA

2024 ELPAC
(if applicable)

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Quarter 1 GPA & Reflection

Class	Grade	Points
1:		
2:		
3:		
4:		
5:		
6:		
Total Points _____/6 = _____GPA		

Subject	Q1 Benchmark Performance
English	
Math	
Science	
History	

Goal 1
 **Academic Skills**

Goal 2
 **Personal Skills**

Goal 3
 **Lifelong Success**

Reflection

Academic Skills

What changes will you make to see your grades improve?

What days and times can you stay after school to get extra help?

Personal Skills

How can your parents and/or your teachers support you?

How can you stay motivated when things become difficult?

Lifelong Success

Of what are you most proud?

Quarter 2 GPA & Reflection

Class	Grade	Points
1:		
2:		
3:		
4:		
5:		
6:		
Total Points _____ / 6 = _____ GPA		

	Q2 Benchmark Performance	Change from Q1		
English		+	-	=
Math		+	-	=
Science		+	-	=
History		+	-	=

Goal 1
 Academic Skills

Goal 2
 Personal Skills

Goal 3
 Lifelong Success

Reflection

Academic Skills

What changes will you make to see your grades improve?

What days and times can you stay after school to get extra help?

Personal Skills

How can your parents and/or your teachers support you?

How can you stay motivated when things become difficult?

Lifelong Success

Of what are you most proud?

Quarter 3 GPA & Reflection

Class	Grade	Points
1:		
2:		
3:		
4:		
5:		
6:		
Total Points _____/6 = _____GPA		

	Q3 Benchmark Performance	Change from Q2		
English		+	-	=
Math		+	-	=
Science		+	-	=
History		+	-	=

Goal 1
 Academic Skills

Goal 2
 Personal Skills

Goal 3
 Lifelong Success

Reflection

Academic Skills

What changes will you make to see your grades improve?

What days and times can you stay after school to get extra help?

Personal Skills

How can your parents and/or your teachers support you?

How can you stay motivated when things become difficult?

Lifelong Success

Of what are you most proud?

Quarter 4 GPA & Reflection

Class	Grade	Points
1:		
2:		
3:		
4:		
5:		
6:		
Total Points _____ / 6 = _____ GPA		

	Q4 Benchmark Performance	Change from Q3		
English		+	-	=
Math		+	-	=
Science		+	-	=
History		+	-	=

Goal 1
 **Academic Skills**

Goal 2
 **Personal Skills**

Goal 3
 **Lifelong Success**

Reflection

Academic Skills

What changes will you make to see your grades improve?

What days and times can you stay after school to get extra help?

Personal Skills

How can your parents and/or your teachers support you?

How can you stay motivated when things become difficult?

Lifelong Success

Of what are you most proud?

ROADRUNNER ROUTINES FOR SUCCESS

AREA/ SETTING	BE KIND & RESPECTFUL	ENSURE SAFETY	LEAD RESPONSIBLY	LEARN ACTIVELY
Classroom	<ul style="list-style-type: none"> - use respectful words & manners - listen when others are speaking - encourage others positively 	<ul style="list-style-type: none"> - use materials properly - enter & exit all rooms carefully & promptly - be aware of your surroundings 	<ul style="list-style-type: none"> - volunteer in class - do the right thing even if no one is watching - have a growth mindset & encourage others 	<ul style="list-style-type: none"> - SLANT (sit-up, lean forward, ask & answer questions, nod, track) - participate appropriately in group discussions - come to class prepared
Technology	<ul style="list-style-type: none"> - keep all settings & maintain keyboard as provided - report any issues with your chromebook to your teacher - communicate in a respectful and courteous way 	<ul style="list-style-type: none"> - handle chromebooks properly - keep food/drink or candy/gum away - log out of your account and protect your password 	<ul style="list-style-type: none"> - return to proper location and plug in device - practice digital citizenship - report any misuse of technology 	<ul style="list-style-type: none"> - access only assigned sites - stay focused on assigned task - access Google Classroom, Aeries & Email regularly
Lunch Routines	<ul style="list-style-type: none"> - take pride in the campus - wait your turn in line patiently - thank the cafeteria workers for their service 	<ul style="list-style-type: none"> - behave appropriately with adults and peers - walk to lunch lines and in the quad - check out, use and return athletic equipment appropriately 	<ul style="list-style-type: none"> - include others - model <i>correct</i> behavior - treat others the way you want to be treated 	<ul style="list-style-type: none"> - reach out to spend time with a new person - go to extra help hours as needed - attend club meetings
Extracurricular Routines	<ul style="list-style-type: none"> - use appropriate language - encourage others 	<ul style="list-style-type: none"> - use and return equipment properly - keep your hands and feet to yourself 	<ul style="list-style-type: none"> - include others - practice good sportsmanship 	<ul style="list-style-type: none"> - get involved with a new club or activity
Before/After School Routines	<ul style="list-style-type: none"> - use positive language - respect personal space - follow cell phone policies - be mindful of the dress code 	<ul style="list-style-type: none"> - arrive to school programs on time and exit campus quickly at dismissal - Follow the directions for traffic - walk bikes and skateboards 	<ul style="list-style-type: none"> - respect yourself and others - encourage your peers to take pride in our school 	<ul style="list-style-type: none"> - take the opportunities available for extra help - use time wisely to plan for your day
Passing Period	<ul style="list-style-type: none"> - smile and greet others - engage in positive discussions with appropriate language 	<ul style="list-style-type: none"> - walk while on campus - be aware of others - keep campus clean 	<ul style="list-style-type: none"> - practice time management - arrive to class prepared and on time 	<ul style="list-style-type: none"> - be purposeful in between classes - keep a productive pace
Bathrooms	<ul style="list-style-type: none"> - allow for privacy - wait your turn patiently 	<ul style="list-style-type: none"> - go, flush, wash, leave promptly - be aware of maximum occupancy 	<ul style="list-style-type: none"> - clean up after yourself - use water and paper wisely 	<ul style="list-style-type: none"> - return to class timely
Office	<ul style="list-style-type: none"> - address office staff with courtesy - wait patiently 	<ul style="list-style-type: none"> - use the appropriate doors to enter and exit - use the attendance window when possible 	<ul style="list-style-type: none"> - follow office procedures - ask clear questions 	<ul style="list-style-type: none"> - read new informational postings
MPR/Assemblies	<ul style="list-style-type: none"> - enter and leave quietly - actively listen to presenters - wait to be dismissed 	<ul style="list-style-type: none"> - walk in and sit with your class - listen to and follow all instructions 	<ul style="list-style-type: none"> - enter the MPR quietly ready to listen and learn - actively listen & participate in the assembly 	<ul style="list-style-type: none"> - SLANT (sit-up, lean forward, ask & answer questions, nod, track) - participate appropriately
On the Bus	<ul style="list-style-type: none"> - use quiet voices - greet and thank your bus driver - clean up after yourself 	<ul style="list-style-type: none"> - stay seated - keep music/phone volume low - keep hands and feet to yourself - have bus pass ready 	<ul style="list-style-type: none"> - use appropriate language - follow bus rules 	<ul style="list-style-type: none"> - meet a new person - be flexible with seating
In the Community	<ul style="list-style-type: none"> - practice BELL manners - clean up after yourself - be courteous to others with your words and actions 	<ul style="list-style-type: none"> - follow safety rules/laws - be aware of your surroundings including people 	<ul style="list-style-type: none"> - represent BELL pride - take care of your community 	<ul style="list-style-type: none"> - utilize community resources - be an active member of your community

All About Bell Intermediate...

Bell is a closed campus for school safety. Visitors must check in through the front office. Only adults listed on the emergency card may check students out of the school

Supervision on campus takes place from 7:52 am to 2:17 pm. Students arriving before 7:55 am must wait by the gates until campus opens.

All scholars are expected to leave campus by 2:17 pm unless in a school-approved activity.

How do I contact people on campus?

- Most official school communication will come through **ParentSquare**.
- You can access current grades, attendance, and transcripts through **AERIES**: www.mykids.ggusd.us
- A staff email directory can be found on our school website (www.bell.ggusd.us), or links to teacher email can be found in AERIES
- Families can also follow our social media accounts, found at the bottom of the first page of the planner

Academics

GGUSD expects ALL students to:

- Maintain a minimum accumulative 2.0 GPA
- Maintain acceptable behavior and conform to all rules and regulations
- Attend school every day (except for illness) and be on time to class.

What do my grades mean in 7-12?

Only those grades that are given at the conclusion of a quarter are recorded on student transcripts. At the intermediate level, each quarter grade is independent.

- A** - achievement is above the standard; consistent demonstration of outstanding effort
- B** - achievement is above the standard
- C** - achievement meets the standard
- D** - achievement is near the standard
- F** - achievement is below the standard

Grades are generally divided into three categories:

- Homework (10% or less) - Independent Practice
- Formative Assessments (40% or less) - Progress Monitoring
- Summative Assessments (60% or more) - Assessment of Mastery

Check our Extra Help page available in the office; this lists all teacher office hours, library hours, and ELOs

Student Recognition

- Principal's Honor Roll: 4.0 – 3.6 / Quarterly
- Honor Roll: 3.59 – 3.0 / Quarterly
- Student of the Month
- Athlete of the Month
- PBIS Incentives
- 8th Grade Awards: recognizes 8th grade scholars for academic growth and excellence

Club ROC

Roadrunner Outstanding Citizens
Students earning 10 Os in work habits and citizenship with no Ns or Us allowed. Club ROC members are granted special privileges to leave for lunch three minutes on Fridays.

GARDEN GROVE UNIFIED SCHOOL DISTRICT
BELL INTERMEDIATE SCHOOL

ROADRUNNER CODE of CONDUCT



We believe in a safe and welcoming environment, so that all students have the opportunity to be successful.

GGUSD BOARD POLICY 5151 STUDENT DISCIPLINE

All students are expected to comply with the rules and regulations, pursue the required course of study, and submit to the authority of the teachers and administrators of the school.

Every pupil must attend school punctually and regularly; conform to the rules and regulations of the school; obey promptly the directions of the teachers and others in authority; observe good order and propriety of deportment; be diligent in study; be respectful to teachers and others in authority; be kind and courteous to school mates; and refrain from the use of profane and vulgar language.

**The following rules and expectations are not all-inclusive. They are listed to guide student behavior and create a safe learning environment for all students throughout the campus and the classroom.*

Student Eligibility for Activities

To participate in activities at school, students must practice academic integrity, follow school rules and conduct themselves in an orderly manner, be respectful to adults and considerate of others. They must also maintain a quarterly grade point average of 2.0 or above. The criteria for the restriction list is one or more of the following:

- Lower than a 2.0 GPA (Grade Point Average)
- Not serving all required detentions prior to the event
- Four N/U's in citizenship/work habits
- Suspensions

The Restriction List is generated each quarter. Students on the Restriction List are unable to participate in activities such as school dances, the 8th grade promotion party, activities, and field trips.

Bell Intermediate honors its successful 8th grade students at our annual Commencement ceremony on the last day of school. **Students must have a cumulative GPA of 1.0 or higher to participate. Students identified for retention, or those who do not meet school/district standards for behavior or academic achievement, will not be able to participate in the Commencement ceremony.**

Things to Know...

Medications: All prescriptions and over the counter medications must be handled through the Nurse's Office.

School ID: Students are expected to carry their school identification card (I.D.) with them at all times.

Scholars are loaned textbooks/Chromebooks and are required to keep these materials in good condition. Scholars are responsible for the cost and replacement. Fines must be cleared in order to participate in end of the year activities, including commencement.

Scholars must wear their helmets when riding to school and back home. Riders can lock up their bikes and store skateboards/scooters as a courtesy. This privilege can be revoked for students who do not abide by the safety rules. Riding on campus is **not** permitted at any time. Bell is not responsible for lost, stolen or damaged property.



Bell Roadrunners Are on Time for Classes!

Students are expected to be in class and in their seats when the bell rings for every period. When students are late to class they disrupt the learning environment for all students. The passing periods are 5 minutes which allows enough time to use the restroom and get to the next class.

What are the consequences for being tardy to class?

Period 1

Tardies #1-3:
Student will receive a verbal warning by teacher

Tardy #4:
Teacher/student conference, detention assigned by the office

Tardy #5: AP contact parent and student, detention assigned by the office

Periods 2-6

Tardy #1: Student will receive a verbal warning by teacher

Tardy #2:
Teacher/student conference, detention assigned by the office

Tardies #3-4:
Progressive detention assigned by the office

Tardy #5:
Parent/student conference w/AP, after school detention assigned

6+ Tardies in ANY Period

- Parent Conference
- Attendance Contract (SART)
- Loss of school activities/privileges

Consequences listed above are progressive



School Administration reserves the right to modify this policy to ensure a safe campus for all students.



Attendance Matters!

Missing a day of school here and there may not seem like much, but absences add up!

When students miss **2** days a month...

They will miss **20 days** a year.

7th and 8th graders will miss **5 weeks** of instruction in math, science, and history over the year.

7th graders and all students in Special Education will miss **2.5 months** of instruction in Literature, Reading, & Writing, while 8th graders will miss **5 weeks** of instruction in Literature, Reading, & Writing.

They will miss almost **1/5** of their intermediate school curriculum by the end of their 8th grade year.



When students miss **4** days a month...

They will miss **40 days** a year.

7th and 8th graders will miss **2.5 months** of instruction in math, science, and history over the year.

7th graders and all students in Special Education will miss **5 months** of instruction in Literature, Reading, & Writing, while 8th graders will miss **2.5 months** of instruction in Literature, Reading, & Writing.

They will miss almost **1/4** of their intermediate school curriculum by the end of their 8th grade year.



Attendance Procedures

If a student is going to be absent from school, a parent/guardian must call Bell's Attendance Office between 7:30 a.m. and 1:00 p.m. at (714) 663-6466 on the day of the absence. This will eliminate a call to parents at work or home from Attendance Office personnel.

According to school policy, any student absence not cleared by a note, phone call or e-mail from the parent/guardian will become a truancy. **Only the following absences are deemed excusable by State Education Code, Section 48200: illness, medical and dental appointments, health department quarantine, mandated court appearances, and attending funeral services for an immediate family member.** Upon returning to school, any student with an **absence must clear their absence with the Attendance Office within three days.** Failure to clear their absence within three days will result in the absence turning into a truancy. Please check AERIES.

Students who are absent for 5 consecutive days are required to provide a doctor's note for the absence. Students who are deemed as excessively absent will be required to meet with the school administration and parents to discuss how to improve his/her attendance.

A student who is ill and absent for three or more days may request homework assignments by contacting the Attendance Office. If an absence is expected to last longer than four weeks, parents should contact the school nurse to inquire about eligibility for home teaching. A student with excused absences is permitted to make up any work or test that was missed. It is the student's responsibility to obtain the assignments, complete the work, and turn it in promptly. All work must be completed within a period of time equal to the number of days absent unless other arrangements have been made with teachers.



Bell Roadrunners

Practice Academic Integrity!

Cheating is prohibited and is defined as, but not limited to, *“using or giving any form of aid(s) in completing the assigned work and/or tests for a class.”*

Plagiarism is prohibited and is defined as, but not limited to *“the taking of ideas/work/writings from another source and offering them as your own.”*

What are the consequences for cheating or plagiarism?



First offense: A zero/failing grade with a Parent/Teacher conference, lowered Work Habits/Citizenship grade and Administration notified.

Second offense: same as above and a referral to AP with assigned detention and loss of School activities/privileges for that quarter with in-house suspension.



School Administration reserves the right to modify this policy to ensure a safe campus for all students.

Bell Roadrunners Dress for Success!

Clothing worn by students will be opaque and appropriately cover the student's body.

- Student clothing must cover undergarments, or where undergarments typically would be, at all times.
- Clothing must cover all areas of the midriffs and must not expose cleavage, buttocks, or genitals.

All clothing and accessories are prohibited from:

- Advocating violence or referencing criminal activity (including, but not limited to, the use of drugs, alcohol or gang affiliations);
- Including pornography, hate speech (as defined by law), or political slogans;
- Including images or language that creates a hostile or intimidating environment for any protected class.

Clothing worn by students will align with the instructional purpose and meet safety requirements so it does not cause a disruption to the educational environment.

- Appropriate footwear must be worn on campus at all times. Flip flops and slippers or any shoes that are open-toed/backless (ie: Crocs) are not permitted.
- PE clothes are not to be worn outside of Physical Education class.
- Earbuds / headphones are not permitted on campus for safety reasons.
- Jewelry or accessories that could cause injury or cause a distraction or disturbance or that can create a health or safety hazard. This includes but is not limited to chains, rings, pins, and spiked accessories. Ammunition or look-alike ammunition of any type may not be worn. Accessories that are considered a hazard during PE class should be removed to ensure safety.
- Sleepwear, slippers, blankets, or costume-like headwear are not acceptable.
- Oversized clothing is not allowed. Pants that will not stay on without a belt are considered oversized.

Wearing hats on campus is a privilege that may be revoked at any time during the school year. Hats must be removed as students enter the classroom unless the headwear is such that is a cultural item. **Students who would like to wear hats outside have the following options:** purchasing a Bell hat from the office, wearing a plain (no logo) black, blue, or gray hat, wearing a College/University hat as Bell is a college going atmosphere. No exceptions. All other hats **and beanies** will be confiscated.



Students may be asked to change into PE clothes or call parents to bring appropriate clothes. Items will be held until the end of the school day.

School Administration reserves the right to modify this policy to ensure a safe campus for all students.



Bell Roadrunners are Respectful!

Bell Intermediate prohibits all types of bullying, cyber-bullying and harassment.

- Bullying is defined as: when someone says or does something intentionally hurtful and they keep doing it even when you tell them to stop or show them that you are upset.
- Any Offense: Possible detention or suspension, parent conference, student contract, police notification, and/or referral to GGUSD Discipline Committee for removal from Bell.

Students and families may anonymously report concerns to Admin using STOPit:

Web: <https://appweb.stopitsolutions.com/directory>
Phone: 1-916-562-3130



Bell is No Place for Hate!

Bell has ZERO TOLERANCE for racial or gender slurs; these terms have no place on Bell's campus, as every student should feel welcome.

*We work to be a **No Place for Hate School** by participating in activities that focus on inclusion throughout the year.*

Profanity is not welcome at Bell Intermediate

Non-directed: Detention, and parent contact/conference.

Directed: Parent contact/conference and use of student behavior contract. Detention or possible suspension depending on circumstances.

School Administration reserves the right to modify this policy to ensure a safe campus for all students.



IS IT BULLYING?



WHEN SOMEONE SAYS OR DOES SOMETHING
UNINTENTIONALLY AND THEY DO IT ONCE, THAT'S

RUDE

WHEN SOMEONE SAYS OR DOES SOMETHING
INTENTIONALLY HURTFUL AND THEY DO IT ONCE, THAT'S

MEAN

WHEN SOMEONE SAYS OR DOES SOMETHING
INTENTIONALLY HURTFUL AND THEY KEEP DOING IT -EVEN
WHEN YOU TELL THEM TO STOP OR SHOW THEM THAT
YOU'RE UPSET, THAT'S

BULLYING

Bell Roadrunners

Use Cell Phones Responsibly!

Cell Phones must be turned off and in backpacks while on school grounds and during school hours.

This includes before/after school, during passing periods, in the restroom, in the locker room, and during lunch time.

The office phone is available during school hours for emergencies.



What are the consequences for using my phone on campus?

First Offense: Confiscated and returned to student

Second Offense: Confiscated, parent contacted, and detention assigned

Third + Offense: Confiscated, cell phone contract, parent contacted, and two detentions assigned

School Administration reserves the right to modify this policy to ensure a safe campus for all students.



Discipline @ Bell...

PDA & Horseplay

PDA is limited to high fives and handshakes. Bell maintains a 'self to self' and 'hands off' policy and horseplay is **NOT** permitted at any time.

First Offense: Warning

ALL Other Offenses: Detention and/or parent contact/meeting

Physical/Verbal Threat

To a student: Detention, In-house suspension and/or suspension along with parent contact.

To a staff member: Suspension, parent contact and possible removal from class.

Depending on severity, student may also face possible referral to GGUSD Discipline Committee for removal from Bell and/or police as necessary

Aid or Abet in the Attempt/Infliction of Physical Injury to Another

Any Offense: Parent contact/conference, detention, or suspension based on the situation and progressive discipline record. Possible police contact. May be referred to the District Discipline Committee for removal.

Weapons

Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object that may cause harm.

Any Offense: Parent contact/conference, confiscation of the object, suspension, referral to Discipline Committee, Police notification. Must be referred to the District Discipline Committee for removal from Bell for mandatory expulsion offense.

Class/Campus Disturbance

Class and/or campus disturbances may include (but are not limited to): defiance/disrespect, abusive/ inappropriate/offensive language, horseplay, property misuse/damage, inappropriate use of bicycle/scooter/skateboard, physical contact, play fighting/wrestling.

Any offense, depending on severity:

Detention, discipline contract, and/or parent conference/contact, with the possibility of a parent required to attend school/class with a student, and/or possible suspension.

Fighting

Fighting is **not** tolerated. Students should seek out a counselor or administrator if they are concerned that they may become involved in a fight. Students watching a fight will also be given consequences.

First Offense: Suspension, parent contact/conference, possible referral to GGUSD Disciplines Committee for removal from Bell and/or police as necessary.

Additional Offenses: Suspension, parent conference, referral to GGUSD Discipline Committee and/or police as necessary.

Explosive Materials/Destructive Devices

Possession and/or use of an explosive material (i.e. firecracker, etc):

Detention, or suspension, parent contact/conference. GGUSD Discipline Committee for removal from Bell, police and/or fire department referral as necessary.

Possession of lighters, matches or incendiary devices: Detention, or suspension, parent contact/conference. GGUSD Discipline Committee for removal from Bell, police contact as necessary.

Discipline @ Bell...

Possession of Stolen Property/Destruction of Property/Vandalism/Graffiti

Any Offense: Detention, or suspension and parent contact/conference. Referral to GGUSD Discipline Committee for removal from Bell, Police as necessary. Restitution.

Possession/Use of Tobacco Products

Any Offense: Referral to TUPE program and required AP/parent conference to discuss consequences.

Controlled Substance/Drug Paraphernalia/Alcohol

Possession and/or use of alcoholic beverages, controlled substances and/or drug paraphernalia.

***Per CA Board of Education Policy, e-cigs / vaporizers are considered drug paraphernalia.

Any Offense: Suspension, counseling referral, parent contact/conference, police involvement as necessary, GGUSD Discipline Committee referral for removal from Bell as necessary. In addition, any student possessing, using, or under the influence of any controlled substance during the school day or at any school activity, **may be barred from ALL school activities for the balance of the school year.**

Student/Parent/School Compact

Our school philosophy is that families, students, and school staff should work in partnership to help each student reach his/her potential. As partners we agree to the following:

Student Pledge:

- Believe that I can learn and will learn.
- Read/practice in IXL for at least 30 minutes, five days a week
- Come to class on time, ready to learn and with classroom and homework assignments completed.
- Write assignments and reminders in agenda daily.
- Set aside time every day (approximately 2 hours) to complete my homework.
- Monitor my grades on Aeries, and if I have any grades below a "C," attend after school support.
- Regularly talk to my parents and my teachers about my progress in school.
- Know and follow the school and class rules.
- Follow the school's dress code, cell phone and technology use policies.
- Respect my school, classmates, staff, family and community.

Parent/guardian or family member Pledge:

- Talk to my child regularly about the value of education.
- Make every effort to ensure my child attends school every day, on time, and with materials and completed homework.
- Support the school's discipline, dress code and cell phone policies.
- Monitor my child's progress in school using the Parent Portal.
- Make every effort to attend school events, such as Open House, Back-to-School Night, and other parent information meetings.
- Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition.
- Participate in shared decision making with school staff and other families for the benefit of students.
- Respect the school, staff, students, families, and community.
- Build, develop and support a partnership to help the students achieve high academic standards.

School Pledge:

- Provide high-quality curriculum and instruction.
- Communicate high expectations for every student.
- Endeavor to motivate my students to learn.
- Teach and involve students in classes that are interesting and challenging.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Enforce rules equitably and involve students in creating a safe and caring learning environment in the class.
- Communicate regularly with families about their child's progress in school.
- Provide assistance to families on what they can do to support their child's learning.
- Respect the school, staff, students, families, and community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make the school an accessible and welcoming place for families, helping each student achieve the school's high academic standards.

Digital Citizenship Contract

I acknowledge that Bell Intermediate grants permission to me for academic, non-commercial use of the school/district computer facilities/devices, software and electronic information resources referred to as the Garden Grove Unified School District. I also acknowledge that policies and procedures which require the monitoring, restrictions to inappropriate (as deemed by the school) are in place, but Bell Intermediate cannot monitor all users at all times and can't guarantee that all students will not access inappropriate material. Therefore, I will not hold Hilton D. Bell Intermediate responsible for inappropriate material accessed by students.

In acceptance of using school technology, **I WILL:**

- I will protect the integrity of the technology I use (school equipment & programs).
- I will respect myself and others when I write or talk online. I will communicate in email, Google Classroom, as if a teacher or parent might read it.
- I will respect other students' work, identity, grades, accounts, and personal information.
- I will use the technology for academic purposes only (projects, homework, class assignments, etc.) in school.
- I will be prepared to be held accountable for any inappropriate actions (which can include the loss of access to any technology).
- I will notify an adult when any inappropriate behavior is discovered.
- I will leave settings as they are and not personalize them.

In acceptance of using school technology, **I will NOT:**

- I will not use technology to do anything harmful - **including: sharing personal information about self or others, derogatory/inappropriate/obscene comments or bullying.**
- **I will not follow accounts posing as Bell Intermediate or other GGUSD schools created for the purpose of bullying or harassment.**
- I will not use or share another's account/and or password.
- I will not detour from the assigned activity.
- I will not attempt to bypass system filters and monitors to gain access to content not allowed.

I understand and acknowledge that the approximate replacement cost of a Chromebook is \$380 and a charger is \$60. Chromebooks and chargers are school property, and I will be responsible for any damage to these devices.

I have read and understand my responsibilities and agree to follow the school digital citizenship contract. I understand that if I break these rules, the school may contact my parents. In serious cases the school may take disciplinary actions per school/district and CA Ed code violations. I also understand that if I damage any school technology/devices, I may be responsible for repair costs. If illegal material or activities are involved, it may be necessary to contact the local police department

Please check the following box and sign below.

I have read, understand, and agree to Bell Intermediate's Digital Citizenship Contract.

Student Name

Student Signature

Date

Parent/Guardian Name

Parent/Guardian Signature

Date

Citations & Parenthetical Citations

Citations

- Use MLA style.
- Double space within and between citations.
- Use a hanging indent for each citation.
- List them in alphabetical order. Don't number or bullet them.

Parenthetical Citations

- Use parenthetical citations when you use a fact or information from another source. The format is: (Author's name page number)
- It's in parenthesis and it goes inside the period of the sentence where you used the fact/information.

The first time there were candidates for president who were members of a political party was in 1796 (Appleby et al. 293).

English Textbook

Author. "Title of the story or article." Title of the Book it's Originally From, Title of the Textbook, Other Contributors, Version, Publisher, Publication date, Location.

Haddix, Margaret Peterson. "Yetta." *Uprising, California Collections*, program consultants, Kylene Beers et al., grade 7, Houghton Mifflin Harcourt Publishing, 2017, pp.283-290.

Parenthetical Citation: (Haddix 52)

History Textbook

Author. Title of the Textbook. Publisher, Publication date.

Appleby, Joyce, et al. *Impact California Social Studies. Growth & Conflict*. McGraw-Hill Education, 2019.

Parenthetical Citation: (Appleby et al. 175)

Book

Author. Title of book. Publisher, Publication date.

Dean, Ruth and Melissa Thomson. *Life in the American Colonies*. Lucent Books, 1999.

Parenthetical Citation: (Dean 32)

Web Page with Author.

Author. "Title of article." Title of webpage. Publisher of the website (list only if it's not similar to the name of the webpage), Publication date, URL. (don't include http://)

Goodhart, Adam. "Civil War Battlefields." *National Geographic*, April 2005, ngm.nationalgeographic.com/ngm/0504/feature5/index.html.

Parenthetical Citation: (Goodhart)

Web page without Author

"Title of article." Title of the webpage. Publisher of the webpage (list only if it's not similar to the name of the webpage), Publication date, URL.

"Battle of Bull Run." *History.net*. World History Group, 2017, www.history.com/battle-of-bull-run.

Parenthetical Citation: ("Battle of Bull Run")

Online Database

Author. "Title of Article." Title of Book, Publisher, Date of Publication, Title of Database, URL.

Gosse, Edmund. "The Close of the Middle Ages (1400-1560)." *DISCovering Authors*, Gale, 2003. ResearchinContextgo.galegroup.com/ps/i.do?p=MSIC&sw=w&u=k12_msic&v=2.1&id=GALE%7CEJ2101210300&it=r&asid=d0b139332498a90566f40563fbd3d405.

Parenthetical Citation: (Gosse)

GGUSD ARGUMENTATIVE WRITING RUBRIC- DWA (ON-DEMAND)

Name: _____ Period: _____ Score: _____

The following rubric was used in grading this essay. This essay contains all or most of the characteristics listed under the score received.

	Superior- 6	Strong-5	Proficient-4	Marginal-3	Weak-2	Inadequate-1
Statement of Purpose/ Focus	Exceptionally coherent and well-developed argument	Claim is clear, focused and maintained Alternate or opposing claim(s), when appropriate, are adequately addressed	Claim is clear, and for the most part maintained, though some loosely relevant material may be present Alternate or opposing claim(s), when appropriate, are introduced	Claim may be focused, but is insufficiently sustained Alternate or opposing claim(s), when appropriate, are attempted but unfocused	Claim is unfocused and insufficiently sustained Alternate or opposing claim(s), when appropriate, are unclear	Claim may be confusing, ambiguous, or missing Alternate or opposing claim(s), when appropriate, are not present
Organization	Appropriate use of a variety of transitional strategies Logical progression of ideas from beginning to end Effective introduction and conclusion for audience and purpose	Adequate use of transitional strategies with some variety Adequate progression of ideas from beginning to end Adequate introduction and conclusion	Relevant evidence from source(s) is effectively integrated and cited when appropriate Effective elaboration and explanation of evidence	Use of academic and domain-specific language is appropriate for the audience and purpose Some syntactical variety, but may have minor errors in grammar, usage, and sentence formation	Correct use of punctuation, capitalization, and spelling	Impressive control of language of specifics related to the prompt and text(s)
Elaboration of Evidence	Use of academic and domain-specific language is generally appropriate for the audience and purpose	Some errors in grammar, usage, and sentence formation may be present, but do not obscure meaning	Some errors in grammar, usage, and sentence formation may be present, but do not obscure meaning	Some errors in grammar, usage, and sentence formation may be present, but do not obscure meaning	Some errors in grammar, usage, and sentence formation may be present, but do not obscure meaning	Some errors in grammar, usage, and sentence formation may be present, but do not obscure meaning
Language and Vocabulary	Correct use of punctuation, capitalization, and spelling	Correct use of punctuation, capitalization, and spelling	Correct use of punctuation, capitalization, and spelling	Correct use of punctuation, capitalization, and spelling	Correct use of punctuation, capitalization, and spelling	Correct use of punctuation, capitalization, and spelling
Conventions	Correct use of punctuation, capitalization, and spelling	Correct use of punctuation, capitalization, and spelling	Correct use of punctuation, capitalization, and spelling	Correct use of punctuation, capitalization, and spelling	Correct use of punctuation, capitalization, and spelling	Correct use of punctuation, capitalization, and spelling
*Score of 4 for proficiency required	Correct use of punctuation, capitalization, and spelling	Correct use of punctuation, capitalization, and spelling	Correct use of punctuation, capitalization, and spelling	Correct use of punctuation, capitalization, and spelling	Correct use of punctuation, capitalization, and spelling	Correct use of punctuation, capitalization, and spelling

No score: Off Topic (OT) or No Response (NR)

*A score of 4 or higher is needed to be used as criteria for redesignation.



ARGUMENTATIVE



SPEAKING AND WRITING CHECKLIST

1

CLEAR CLAIM

Claim is clear, focused, and maintained; your argument has a main idea.

2

LOGICAL PROGRESSION OF IDEAS

Your ideas are organized and flow smoothly; similar ideas stay together and DO NOT jump back and forth

3

APPROPRIATE USE OF TRANSITIONS

Transitions help connect your ideas by emphasizing, contrasting, showing order, or adding on to them

4

EFFECTIVE INTRODUCTION AND CONCLUSION

Introduction states the main idea; conclusions tie together your ideas and reconnect them to the main idea

5

INTEGRATION OF RELEVANT AND SPECIFIC EVIDENCE

Uses evidence that directly supports the claim and gives credit to the source that it came from

6

ELABORATION AND EXPLANATION OF THE EVIDENCE

Effectively explains HOW the evidence supports the claim by saying what it means and why it is important

7

PRECISE AND APPROPRIATE LANGUAGE FOR AUDIENCE PURPOSE

Uses academic language and content specific language for the audience and purpose

8

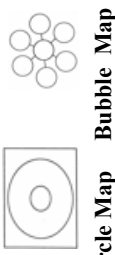

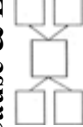

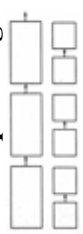

PROPER GRAMMAR USAGE

Shows correct use of subject/verb agreement, uses complete sentences, and makes sense



CORRECT PUNCTUATION, CAPITALIZATION, AND SPELLING

Uses periods, commas, capital letters appropriately; spells grade level words correctly

Language Function & Thinking Map		Simple	Sufficient	Sophisticated
<p>1. Elaboration & Description</p>  <p>Circle Map Bubble Map</p> <ul style="list-style-type: none"> Defining content and text Describes attributes, qualities, characteristics and properties Explain relationships of objects in space Comparing whole to parts Analysis of text 	<ul style="list-style-type: none"> has/have is/are includes/contains for example in other words is called/explains 	<ul style="list-style-type: none"> known for/refers to consists of/illustrates described as displays/demonstrates such as tends to 	<ul style="list-style-type: none"> characterized by associated with considered to be reflects/exhibits/viewed as defined by/understood as in essence 	
<p>2. Compare & Contrast</p>  <p>Double Bubble Map</p> <ul style="list-style-type: none"> Understand and express how two or more things are similar and how they are different Understand and express the relationship between two ideas, concepts, or things 	<ul style="list-style-type: none"> like/also/too are the same/different because but/however unlike/different from both 	<ul style="list-style-type: none"> have in common/similar difference between on the other hand although/while just like/as in contrast/compared to 	<ul style="list-style-type: none"> as opposed to distinction between share common attributes by comparison yet/w/whereas similarly 	
<p>3. Cause & Effect</p>  <p>Multi-flow Map</p> <ul style="list-style-type: none"> Cause and Effect Explain the cause of an outcome Explain why something occurred 	<ul style="list-style-type: none"> if ... then caused/may cause when/After (cause), (effect) so/because of 	<ul style="list-style-type: none"> leads/led to due to/one reason for since ... result of/resulted in thus/consequently/hence 	<ul style="list-style-type: none"> even if... which in turn accordingly/subsequently had an impact on due to the fact that 	
<p>4. Proposition & Support</p>  <p>Multi-flow Map TreeMap</p> <ul style="list-style-type: none"> Defend an opinion Explain reasoning, or justify a position Classifying and sorting 	<ul style="list-style-type: none"> believe/opinion agree/disagree reasons/for example suggests/thinks problem/solution 	<ul style="list-style-type: none"> states/proposes argues/convines supports/proves/evidence position/view/perspective according to 	<ul style="list-style-type: none"> asserts/claims/persuades refutes/defends validates ultimately/apparently nevertheless/moreover 	
<p>5. Sequencing</p>  <p>Flow Map</p> <ul style="list-style-type: none"> Sequencing and ordering Relate steps in a process Express time relationships and actions within a larger event 	<ul style="list-style-type: none"> first/second next/later/then before/after beginning/middle/end finally/ended with 	<ul style="list-style-type: none"> for the past earlier/initially eventually/over time while/during/currently throughout/meanwhile 	<ul style="list-style-type: none"> prior to/previously immediately subsequently/following simultaneously soon thereafter 	
<p>6. Summarizing</p>  <p>Circle Map Tree Map</p> <ul style="list-style-type: none"> Express main ideas and significant details 	<ul style="list-style-type: none"> the author/text says important because mainly 	<ul style="list-style-type: none"> in summary explains/discusses 	<ul style="list-style-type: none"> illustrates/mentions explores/focuses on concludes 	
<p>★ Depending on the language function of the summary, use signal words from the other five language functions above.</p>				



Common Language Functions Combined with Thinking Maps

A-G Requirements for UC and CSU


Grades of "C" or higher are required for all A-G courses.

These courses only meet the MINIMUM requirements set by UC and CSU systems.

A History/Social Studies
2 years Required



B English
4 years Required




C Mathematics
3 years Required
4 years Recommended



D Laboratory Science
2 years Required
3 Years Recommended



E World Language
2 years Required
3 Years Recommended



F Visual/Performing Arts
1 year Required



G College Preparatory Elective
1 year Required



High School Graduation Requirements

220 Credits Minimum


A History/Social Studies
3 Years



B English
4 Years



C Mathematics
3 Years



D Science
2 years




E World Language
No Required

F Fine/Applied Arts
1 year Required



G Specified Electives
65 Credits

H Health
1 Semester



I Physical Education
2 Years



J Pass Math and ELA
Pass Algebra 1

Advisement Reflection

October

Be Kind & Respectful

What is something you will do this month to show respect towards others on the Bell campus?

November

Be Kind & Respectful

What is something you will do this month to prevent and stop cyberbullying?

January

Ensure Safety

Write down one thing you can do to increase your cyber safety.

February

Lead Responsibly

What will you do this month to actively respect the privacy of others?

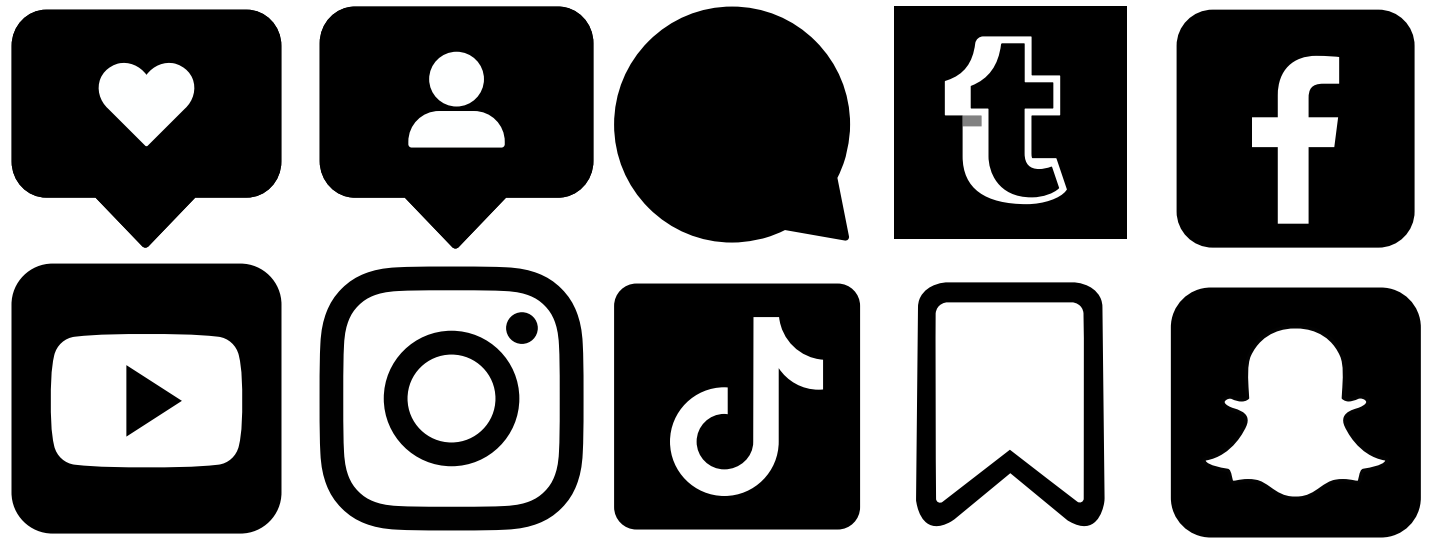
April

Lead Responsibly

Create an affirmation for yourself to use when you are feeling overwhelmed.



BEFORE YOU POST



THINK

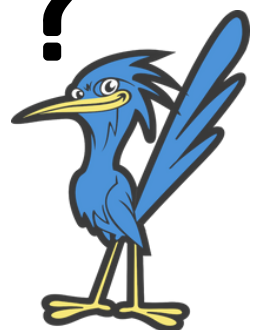
IS IT **T** RUE?

IS IT **H** ELPFUL?

IS IT **I** NSPIRING?

IS IT **N** ECESSARY?

IS IT **K** IND?



Studies show that social-emotional learning (SEL) increases students' academic performance, improves behavior, and leads to improved life outcomes. It is important to incorporate SEL skills into our everyday lives!

Self-awareness-one's capacity to interact with others in a way that shows respect for others' ideas and recognizes your impact on others.

Social awareness-initiation of and persistence in completing tasks of varying difficulty (setting goals).

Relationship skills-actions that promote and maintain positive connections with others.

Responsible decision-making- problem-solving that involves learning from others and her/his own previous experiences, using her/his values to guide her/his action, and accepting responsibility for her/his decisions.

Self-Management- is the ability to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation and agency to accomplish personal and collective goals.

**dream
believe
achieve**

**YOU ARE
★
Special**

**Be
BRAVE**

**You Are
amazing!**

**Keep
Going!!**

**STAY
POSITIVE**

**You Got
This!**

My SEL Skills

Self-Awareness

Social
Awareness

Relationship
Skills

Responsible
Decision-Making

Self-
Management