

FHMS Student Handbook

Student Handbook

Fort Herriman Middle School

Home of the Diamondbacks



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Welcome to Fort Herriman Middle School



Mission Statement, RATTLE Values, and School Song

Mission

Our mission is to provide each student opportunities for high levels of academic learning and to nurture social and emotional well-being in a safe environment.

RATTLE Values

- R – Respects Self and Others
- A – Always in the Right Place
- T – Takes Responsibility
- T – Totally Prepared
- L – Lives to Learn
- E – Exhibits Character

School Song

"Fort Herriman Pride"

(Written by Mrs. Thackeray's TA class of 2007-08)

We are Fort Herriman! We have a lot of pride!
We know we are the future, so we stand side by side!
We take turns so all can learn, prepared to meet our goals,
We respect ourselves and others, and we love to rock and roll!
Strong as the copper mountains, purple, teal, and black,
We all exhibit character, we are the Diamondbacks!
R - A - T and T - L - E, so cheer us on to victory
F H M S -- We are the best! (clap, clap) Heck yes!

School Colors

Purple	Teal	Black

Calendar and Schedule

Calendar & Bell Schedules

For a full calendar of important dates, including holidays and other days school will be closed, see the district middle school calendar [here](#). The FHMS bells schedules can be found [here](#).

	FHMS Bell Schedule			
	Mon-Thurs		Friday	
1st	8:00	8:50	10:00	10:35
2nd	8:55	9:40	10:40	11:15
3rd	9:45	10:30	11:20	11:55
4th	10:35	11:20	12:00	12:35
A Lunch	11:20	11:50	12:35	1:05
5th (A)	11:55	12:40	1:10	1:45
5th (B)	11:25	12:10	12:40	1:15
B Lunch	12:10	12:40	1:15	1:45
6th	12:45	1:30	1:50	2:25
TA	1:35	2:10	-	-
7th	2:15	3:00	2:30	3:00

TA

Monday through Thursday we have a homeroom class period called TA. The TA class period is a time where students engage in homeroom activities with their class and TA teacher. Students must check their grades and use TA time to catch up on their schoolwork. TA is used as a time to facilitate our school wide intervention time called EI (essential intervention). Teachers will invite students to come to their class during EI who may need additional help on a particular standard or to learn a concept.

Grades and Citizenship

Grading Philosophy

The purpose of a grade is to communicate a student's level of learning. Teachers will measure student learning on each content standard. All assessment of learning on assignments and assessments will follow the common proficiency scale used across all middle schools in Jordan District:

4 - Advanced	The student is proficient and demonstrates a deeper level of learning or an advanced application of concepts, skills, and/or processes of the standard(s).
3 - Proficient	The student consistently demonstrates an understanding of concepts, skills, and/or processes of the standard(s).
2 - Approaching	The student demonstrates some understanding of concepts, skills, and/or processes of the standard(s), but lacks proficiency in key areas.
1 - Beginning	The student demonstrates minimal understanding of concepts, skills, and/or processes of the standard(s), and requires support to complete tasks.
0 - No Evidence	The student has provided insufficient evidence to be assessed.

A due date is the date when a teacher expects work to be completed and collected so that they can begin assessing that work in order to assign a grade. A deadline is the last day that work can be completed for that term in order to allow the teacher time to finalize grades.

Teachers will assign *due dates* for each assignment or assessment in order to communicate when work should be completed. The purpose of a grade is to reflect learning, thus there is no penalty to the academic grade for work turned in after the due date or on a subsequent attempt, although the teacher may require additional work prior to allowing another attempt. However, citizenship grades in each class will communicate a student's consistency in turning work in on time, and will contribute to an overall citizenship grade for the class.

When absent, it is a student's responsibility to work with their teachers to come up with a plan to learn what was missed and demonstrate that learning. When an assessment of learning does not show proficiency, a teacher may require additional work to be completed prior to a student attempting that assessment again.

Each teacher may provide a welcome letter at the start of each term, which covers classroom procedures, materials needed, books and media to be studied, due dates, safety protocols for labs, prerequisites for reassessment, and other relevant information and resources. In the case that a parent finds any required literature used for a particular assignment objectionable, an alternate assignment can be provided upon request. Parents and students should familiarize themselves with this information for each course.

Citizenship Grades

The purpose of a citizenship grade is to communicate a student's social and behavioral skills as a citizen of our school community that are not reflected in the traditional academic grade. The following core skills make up the citizenship grade:

FHMS Citizenship Rubric

H	ACCOUNTABILITY	4 Almost Always	- I <i>almost always</i> get to class on time. - I <i>almost always</i> turn in my assignments. - I <i>almost always</i> stay on task.
23-24 points	On-time (on time to class, using passing periods appropriately)	3 Most of the time	- I get to class on time <i>most of the time</i>. - I turn in my assignments <i>most of the time</i>. - I stay on task <i>most of the time</i>.
S	Assignments (turns in assignments and works to stay on top of class material)	2 Occasionally	- I <i>occasionally</i> get to class on time. - I <i>occasionally</i> turn in my assignments. - I <i>occasionally</i> stay on task.
14-22 points	On-task (uses class time efficiently and appropriately)	1 Rarely	- I <i>rarely</i> get to class on time. - I <i>rarely</i> turn in my assignments. - I <i>rarely</i> stay on task.
N	CHARACTER	4 Almost Always	- I <i>almost always</i> show a growth mindset. - I <i>almost always</i> demonstrate strong relationships between peers and adults. - I <i>almost always</i> meet teacher and school expectations.
9-13 points	Growth Mindset (effort, good attitude)	3 Most of the time	- I show a growth mindset <i>most of the time</i>. - I demonstrate strong relationships between peers and adults <i>most of the time</i>. - I meet teacher and school expectations <i>most of the time</i>.
U	Strong Relationships (students, self, and teacher)	2 Occasionally	- I <i>occasionally</i> show a growth mindset. - I <i>occasionally</i> demonstrate strong relationships between peers and adults. - I <i>occasionally</i> meet teacher and school expectations.
6-8 points	Meets Expectations (follows rules, academic honesty)	1 Rarely	- I <i>rarely</i> show a growth mindset. - I <i>rarely</i> demonstrate strong relationships between peers and adults. - I <i>rarely</i> meet teacher and school expectations.

Main Office

Fee Waivers

According to [Policy AA408 - Fees](#), the state requires that schools receive documentation of fee waiver eligibility. The fee waiver form can be found [here](#). Information and application forms can also be obtained at the school's main office. A list of all class fees charged at Fort Herriman Middle School can be found on the Jordan School District [website](#).

Paying for School Lunch

When making deposits to a student's lunch account, it should be done before school in the Main Office.

Selling Merchandise

According to [Policy AA439 - Selling in Schools and Offices](#), students cannot bring items from home to sell at school. Any student who is found selling items at school will have the items confiscated and parents may come personally to the school and retrieve them. If a student is repeatedly found selling at school, administrators may assign consequences to the student.

Visitors

All visitors wishing to enter the school during the day must check in at the main office, obtain a visitor badge, and wear the badge for the duration of your stay. Visitors must also check out in the main office when they leave. Students may not have friends or other relatives attend classes with them.

Attendance Office

Attendance

Regular school attendance is a huge contributing factor to academic success. When a student misses class, there are certain learning experiences that cannot be replicated. At Fort Herriman Middle School, we will work with parents and guardians to help all students attend their classes and grow academically.

Students are not allowed to leave the Fort Herriman Middle School campus without verified permission through the attendance office. Students leaving the school without following the proper procedures will be considered truant. Students that do not abide by this policy may be assigned consequences by an administrator and a parent will be contacted.

Check In

A student coming to school late should always report to the attendance office to check in. If the attendance is excused by a parent or guardian, a note or phone call must be received by the attendance office in advance or at the time of the check-in.

Check Out

During the school day when a student needs to leave school for any reason, it is imperative that the student check out through the attendance office. A parent or guardian must show a valid ID to sign their student out. **Please add the names of those you authorize to check out your student on the Skyward Parent Contact and Emergency Contact information page. You may UPDATE this information throughout the school year. ONLY those names listed on the Skyward Parent/Emergency Contact page will be allowed to check out your student.**

When checking your student out please allow sufficient time to send for the student. Parents must come in to sign the student out and show ID. We will send for your student at that time.

Excused Absences

If your student is absent, please contact our attendance office to excuse the absence. Any absence not excused will be considered unexcused or truant. If you know your student will be absent ahead of time, please have your student work with their teacher to get assignments they will miss before they leave. For unexpected absences, students should continue to engage in their class content through [Canvas](#).

Prolonged Absences

If a student will have a prolonged absence, please contact an administrator to discuss options on how to best address educational needs while the student is away from school. Parents and students are encouraged to maintain communication with their teachers via email or phone during times of prolonged absence.

Counseling Center

Schedule Changes

Class schedule changes will be considered only after necessary movements to accommodate overloaded classes and possible personnel changes. Changing classes to be with friends or in a specific lunch will not be considered. When class changes are requested due to conflicts, a parent, student, teacher, and administrator must first conference to try and resolve the issue.

School Wide Expectations

What can you expect from teachers?

We are lucky at FHMS to have great teachers who know their stuff and also know how to work with students.

Here are some things you can expect from your teachers:

FHMS teachers will:

- Get to know and care about each student.
- Treat everyone with dignity and respect.
- Strive for excellence in their attendance, punctuality, work ethic, and character.
- Prepare engaging lessons and teach appropriate content.
- Create a classroom culture that supports learning.
- Monitor student learning in multiple ways and communicate progress with parents and students.

What we expect of Students

FHMS is in a terrific community with supportive families and awesome students. Our students are capable of great things! We hope you will help us make Fort Herriman an excellent place to work and learn.

Here are some expectations we have of our students:

FHMS Students will:

- Treat everyone with dignity and respect.
- Strive for excellence in their attendance, punctuality, work ethic, and character.
- Minimize distractions and promote an environment where learners can thrive.
- Take care of each other and our building.
- Focus on learning, developing skills and talents, and becoming contributing members of the community.

Academic Integrity

At FHMS, we believe in the importance of academic integrity. This means being honest and responsible in your studies. Academic integrity involves doing your own work, giving credit to others when you use their ideas, and following the rules for assignments and exams.

Examples of Academic Integrity Infractions:

- Plagiarism: Copying someone else's work or ideas without proper citation.
- Cheating: Using unauthorized materials or help during a test or on an assignment.

- Fabrication: Making up data or information and presenting it as fact.
- Facilitation: Helping someone else commit an act of academic dishonesty.

Potential Consequences:

- Warning, redoing the assignment, and a meeting with parents/guardians.
- Repeated or Severe Offenses: Lowering of grades, detention, or suspension.

Maintaining academic integrity ensures a fair and honest academic environment for everyone.

Assemblies

Students are expected to behave respectfully and appropriately during assemblies with the following guidelines:

- Show respect during the National Anthem, Pledge of Allegiance, and school song
- Sit with your teacher
- Pay attention to the presenters and engage appropriately
- Cell phones should be silenced and stowed away during assemblies

Backpacks & Lockers

Students are allowed to bring backpacks to school and carry them throughout the day. In addition, students may request a locker so they can store personal belongings. Please remember that any and all items in a student's backpack and locker are the student's responsibility, and combinations should not be shared. Students may also be assigned a PE locker. It is the student's responsibility to make sure anything they leave in the locker room is placed in their locker and locked. Items left in unlocked lockers, on benches, or any unsecure area may be taken. The school is not responsible for any lost or stolen items.

Requesting a locker

Students who want a locker need to go to the attendance office and request a locker. They will receive a locker disclosure statement that needs to be read and signed prior to receiving a locker assignment and combination.

Busing

Riding the bus is a privilege, allowing students to get to and from school safely and conveniently. The bus is an extension of the school building and all of the same school and district policies apply on the bus. Students misbehaving on the bus may be subjected to school discipline, including no longer being allowed to ride the bus.

Cafeteria

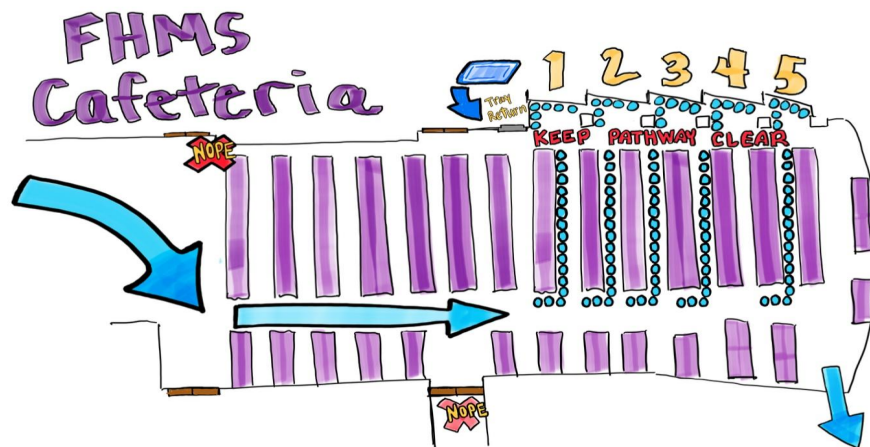
We expect the same respectful behavior in the cafeteria that you demonstrate in other areas of the building, by following RATTLE Values and adult directions. Here are specific expectations for cafeteria behavior:

- Stand at the blue tiles when waiting to purchase your lunch.
- Maximum of eight (8) students at the counter at a time.
- Wait your turn; no butting in line.
- Clean up after yourself.
- Stay in designated areas.
- All food must be consumed in the cafeteria.
- Students must tidy their table before leaving
- Students can play outside (weather permitting)
 - Clean up trash before heading outside
 - Stay in designated areas
 - No food or trash outside
 - Stay away from vehicles
 - No tackle sports or excessively rough or violent play

Entering and Exiting the cafeteria

Please use good judgment about entering and exiting the cafeteria. Running to or from the cafeteria is not allowed. Please do not form large groups that block pathways. Students are encouraged to stay seated. If students need to walk around or stand, they are encouraged to go outside after they finish eating and cleaning up their area.

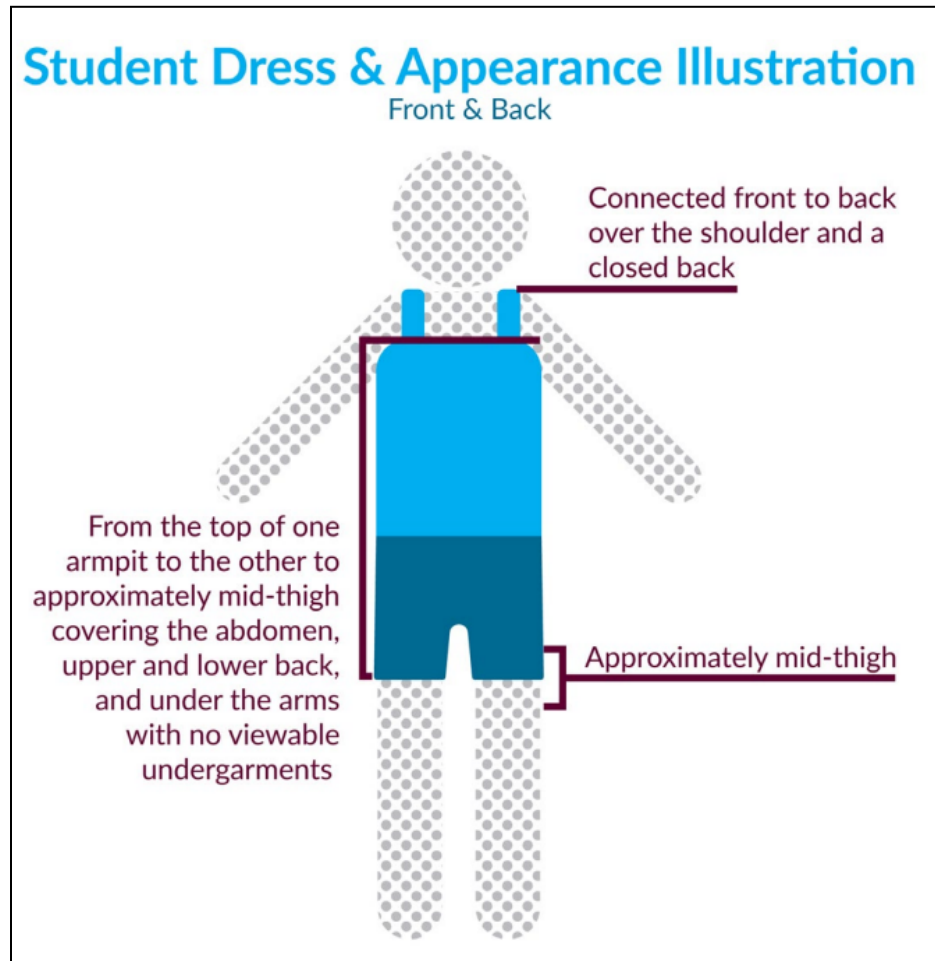
Use the following map to see the routes for entering the cafeteria and forming the lines.



For more detailed information about menus, free or reduced lunch applications, and meal prices, please visit the [JSD nutrition services website](#).

Dress Code

We expect students to dress in a way that does not disrupt the learning environment or pose a safety risk to others. [The following guidelines](#) have been provided by the Jordan School District:



Spirit Days and Costume Dress

The School Dress Code and all Student Expectations still apply on special activity days, i.e. Spirit Week activities and Halloween.

- Students must come to school already dressed for the day, including makeup or hair color application.
- No cross-dressing or costumes degrading racial, ethnic, or religious groups.
- No masks.
- Full-face makeup is not allowed.
- Props or costume parts should not obstruct other students or be a distraction in class.
- No weapons or facsimile of weapons are allowed.

Emergencies and False Emergencies

As required by state law, the school will practice emergency drills to prepare students for unforeseen emergency situations. Students are expected to follow the instructions of their teachers and other adults involved with the drills and maintain appropriate behavior.

Threats of violence or disruption, telephone bomb threats, telephone 911 calls, pushing emergency call buttons in classrooms, etc. are considered false emergencies and are not allowed. These types of actions may involve school consequences and police involvement.

Hall Passes

Hall passes should be used minimally. During class time, you are permitted to use a hall pass when you have teacher permission. Hall passes are not to be used to avoid class activities or to meet up with other students in the halls. Only one student per class can use a hall pass at a time. Misuse of hall passes may result in the loss of hall pass privileges, or other disciplinary actions as necessary.

Digital Citizenship

Being a good digital citizen means using technology responsibly and respectfully. As we integrate more digital tools into our learning, it's important to understand how to use devices and the internet appropriately.

Appropriate Use of Devices

Classroom use: Devices at school should only be used for educational purposes as directed by your teacher.

Respectful use: Use your learning devices in a way that is respectful and not disturbing to those around you.

Care: Handle school learning devices with care to avoid damages.

Appropriate Online Activity

Respect others: Use kind and respectful language in your online communication.

Privacy: Protect your personal information and respect the privacy of others and their information.

Safety: Report any inappropriate or unsafe online behavior to a trusted adult.

Responsibility: Avoid engaging in spreading rumors, sharing harmful content, or cyberbullying.

Keep in mind that all conversations and activity on school devices is monitored. Also, the creation of, possessing, and sharing of sexual content on devices is prohibited and may include consequences at the school level as well as with local law enforcement.

By practicing good digital citizenship, we create a safe and productive learning environment for everyone.

Learning Devices: Chromebooks

Students will be assigned a Chromebook and charger at the beginning of the school year. Students are expected to bring their device to school each day, fully charged. Devices should be carried in backpacks to prevent them from being dropped and damaged. Thus, backpacks should be handled with care and with the understanding that there is a Chromebook in them. Students are responsible for any and all damage done to their devices.

Cellphones / Smartphones : Personal Electronic Devices at School

Is it necessary for students to bring a personal electronic device to school?

FHMS recommends students leave their personal devices like smartphones, smart watches and earbuds at home. Personal electronic devices distract students from their studies and learning activities. Parents and students are encouraged to consider with intention whether or not personal devices should be brought to school. The body of research is quickly growing showing the many negative effects of smartphone use by middle school aged and younger students.

School Concerns regarding personal devices

In the school setting, here are some of the concerns regarding student personal electronic devices:

- Personal devices create distractions that disrupt learning
 - Students distract themselves by watching videos, playing games, texting, listening to music, scrolling social media, etc.
- Personal devices are used for inappropriate activities
 - Students coordinate meetups, fights, acts of vandalism, sluffing, etc.

- Students record video, audio, or images of others for the purpose of teasing, ridiculing, or bullying
- Students access and share inappropriate content that is not subject to the school content filters. This might include:
 - Pornographic or sexual content
 - Content that promotes violence, hatred, bigotry, racism, foul language, self harm, vandalism, etc.

Does my student need a personal device for accessing class content?

Students will have access to school issued learning materials and devices (Chromebooks).

Access to a personal electronic device is not necessary for accessing learning materials.

Our main office and attendance office is happy to facilitate communication between parents and students. If you need to talk or need a message sent to your student to coordinate rides, plans, or other logistics, our office staff can help get you in contact with your student.

Recommendations and resources for parents

If parents feel that a personal device is necessary for communication purposes with their student, the school recommends a “dumb phone” (one that doesn’t have access to the internet), or a device with strong restrictions in place.

Parents with questions about how to protect their kids from smartphone distraction, inappropriate content, and smartphone addiction are encouraged to find resources for help and guidance. School personnel are happy to assist. There are also many resources available online. One example is Common Sense Media:

<https://www.commonsensemedia.org/articles/cellphones-and-devices-a-guide-for-parents-and-caregivers>.

School policy and protocols regarding student personal electronic devices

If parents and students decide that it’s a good idea for students to bring personal electronic devices to school, precautions need to be used to make sure the device doesn’t distract the student and others and to ensure the student isn’t accessing inappropriate content.

FHMS follows [Jordan District policy AA453 Use of Personal Electronic and Communication Devices](#). **Student use of personal electronic and communication devices is not permitted during class time.** This includes cell phones, laptops, tablet computers, smart watches,

listening devices, wearable technology, and other similar personal electronic devices. Devices must be silenced and remain out of sight during class time.

Consequences for Electronic Device Policy Violation

In accordance with JSD policy AA453, the consequences for violations are outlined below:

1st offence:

Device is confiscated and stored securely in the main office for pick-up at the end of the day by the student.

2nd + offense:

Device is confiscated and placed in a secure container and stored in the main office for pick-up at the end of the day by parent/guardian.

At Fort Herriman Middle School we believe it's important to treat everyone with dignity and respect, even if they are breaking rules or acting inappropriately. We will approach issues regarding student cell phones and other personal electronic devices with good judgment, professionalism, and according to policy.

Please remember that the school is not responsible for lost or stolen electronic devices. Cell phones, other electronic devices, and earbuds may be used during passing periods and during assigned lunches.

School personnel recognize that some students may have medical situations or other extenuating circumstances where access to a personal device, like a smartphone, may be necessary during class and will work individually with those students. Exceptions may be granted with the approval of the school principal in consultation with their Administrator of Schools.

Food and Drinks

We want to maintain a school environment that is clean and safe for all students. We also want to help students maintain their focus on their studies by avoiding distractions. Food and drinks can be very distracting for middle school students. This section will outline some of our protocols about food and drinks at school.

In general, food and drinks should be consumed in the cafeteria, during lunchtime. There may be special occasions where the school or individual teachers or pods will sanction food and/or drinks as part of a celebration, reward, or other activity. Cleanliness and responsibility are encouraged.

Food and drinks are not allowed during class time (outside of the previously mentioned school-sanctioned activities). However, students may choose to have a water bottle with them as long as it is used appropriately and doesn't become a distraction. Teachers will work individually about exceptions for students with special needs or health concerns.

Classroom food deliveries are not allowed. Please help us maintain an environment that is distraction free by refraining from sending food/drinks to your students through Door Dash, Uber Eats, or other delivery services.

Student Discipline

Bullying, Harassment, & Social Interactions

We believe that fostering a positive and respectful school environment is a shared responsibility. This section outlines our commitment to ensuring every student feels safe and able to learn, while also providing a realistic understanding of typical social interactions that occur as students develop.

Our Commitment to a Safe Learning Environment

Every student has the right to come to school and feel safe. If a student is doing something that significantly gets in the way of someone else being able to learn and feel safe – in person or online – we are committed to addressing it. We take all reports of bullying and harassment seriously and conduct thorough investigations to ensure appropriate action is taken.

Understanding Different Types of Interactions – Not Every Negative Interaction Is Bullying

As students navigate the complexities of middle school social dynamics, they will encounter a range of behaviors. Learning to distinguish between different types of interactions is a crucial life skill.

The official definition of bullying according to Jordan School District policy is “aggressive behavior that is intentional and that involves an imbalance of power or strength. A student is being bullied or victimized when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more students.” The full policy (AS98) can be found [here](#).

It's important to recognize that not every negative interaction rises to the level of bullying. While all students deserve respect, learning to navigate minor social friction is part of growing up. Examples of behaviors that are often **not** bullying include:

- **One-time conflicts or disagreements:** These are normal parts of social interaction.
- **Annoying or irritating behaviors that are not consistently targeted or malicious:** Sometimes middle school kids do annoying things without any intent to cause harm or create an unsafe environment. While we can address such behaviors if they become disruptive, they typically do not meet the definition of bullying.
- **Social Preferences and Group Dynamics:** It is natural for students to form friendships and choose who they spend their time with. Not being invited to every social gathering or not being part of a particular friend group, on its own, is generally not bullying. Exclusion becomes bullying only when it involves a pattern of repeated, intentional, and malicious acts designed to actively harm, isolate, or distress a student, often exploiting a power imbalance.

- **Friendly Banter:** When teasing occurs between friends in a good-natured way and both parties are enjoying the interaction, it's typically not bullying. However, if teasing becomes mean-spirited, one-sided, or consistently causes distress, it crosses the line and will be addressed.

Here's a helpful guide:

- When someone says or does something *unintentionally* hurtful, that's RUDE.
- When someone says or does something *intentionally* hurtful, that's MEAN.
- When someone says or does something *intentionally* hurtful and they keep doing it even if you tell them to stop or show them that you are upset, that's BULLYING.

When to Report and What to Expect

Students should inform an adult if they witness bullying or harassment at school or on social media by filling out an incident report in the office, or at least telling an adult at the school. If a student sees social media content that is hurtful, they should take a screenshot and inform an adult.

Our Follow-Up Process

When a report is made, you can expect the following:

1. **Investigation:** An administrator or school counselor will conduct a thorough investigation, which may include interviewing involved students, witnesses, and reviewing any available evidence (e.g., screenshots, social media posts).
2. **Assessment:** We will assess whether the behavior meets the definition of bullying or harassment as outlined in Jordan School District Policy (AS98).
3. **Intervention & Consequences:**
 - If the behavior is determined to be rude or mean, we will work with the students involved to help them understand the impact of their actions, develop conflict resolution skills, and implement appropriate consequences aimed at education and behavior correction.
 - If the behavior meets the definition of bullying, immediate action will be taken to stop the behavior, ensure the safety of the targeted student, and implement consequences for the student(s) engaging in bullying behavior. This may include restorative practices, in-school consequences, out-of-school suspension, or referral to a district safe schools hearing.
 - In compliance with Jordan District Policy AS94, in the event that the bullying includes a civil rights violation (conduct of an offensive nature that is demeaning because of the race, color, ethnic background, national origin, religion, gender, sex, creed, age, citizenship or disability), it may result in suspension as part of the administrative investigation.

4. **Communication:** We will communicate with the parents of all involved students about the outcome of the investigation and any actions taken, while respecting student privacy rights.

Empowering Students: Developing Social Skills and Resilience

We believe that part of our role is to help students develop strong social-emotional skills. While we are committed to addressing serious issues like bullying, we also encourage students to:

- **Communicate Assertively:** Learn to express their feelings and needs respectfully.
- **Develop Coping Strategies:** Understand that not every minor annoyance requires adult intervention. Sometimes, ignoring, walking away, or practicing positive self-talk can be effective.
- **Build Resilience:** Understand that navigating social challenges is a normal part of growing up and that they have the ability to overcome these challenges.

Dangerous or Disruptive Conduct

Students who engage in dangerous or disruptive conduct, including bringing any weapon or facsimile of a weapon to school, committing arson, frequent drug use and/or distribution, battery or assault, etc., or who engage in activities which violate federal, state or local laws, shall be suspended to a district hearing (see [Policy AS67 – Student Discipline](#)). State Law enables a school to suspend from a public school or refer a student to a district-level hearing for “frequent or flagrant willful disobedience, defiance of proper authority, or disruptive behavior, including the use of foul, profane, vulgar, or abusive language.”

Drug and Alcohol Policy

The administration recognizes that the possession, use or distribution of illegal drugs, alcoholic beverages, or other prohibited substances constitute a hazard to students and is disruptive to the educational process. The following substances are prohibited at school:

- Illegal drugs
- Alcoholic beverages
- Illegal psycho toxic chemicals (inhalants)
- Tobacco / Vape products
- Prescription or over-the-counter medications in excess of an 12-hour dosage

The possession, use, or distribution, by students of any substance listed above is prohibited on school district property and at any school-sponsored extracurricular program or activity, including those held off school property. Violations will result in the strict application of Jordan School District’s [Drug and Alcohol Policy AS90](#).

Fighting, and Self Defense

Resolving Conflicts without Violence

Conflicts are a natural part of life and growing up. It's important to handle them in a way that does not result in violence. Fighting is not allowed at school. There will be consequences if you participate, film, or instigate a fight. Local law enforcement may also get involved.

Here are some things to keep in mind to avoid conflicts that result in violence:

- Stay calm and diffuse the situation. Recognize when you're getting upset and use strategies to calm down. These can include removing yourself from an agitating situation, taking deep breaths, etc. Sometimes humor can be a useful tool for diffusing situations, but be careful not to add fuel to the fire by making fun of the other person. It's okay to walk away, even when the crowd is chanting and teasing.
- Oftentimes conflict is the result of miscommunication and misunderstanding. Try to understand where the other person is coming from and problem-solve together.
- Don't fall into the drama and rumor mill trap. Oftentimes in middle school conflicts are the result of students spreading rumors and gossip about others. Many times, the actual people involved in a fight had very little interaction ahead of time. Unfortunately, their friends fanned the flames of the conflict by telling them rumors about what the other person said or did.
 - Don't spread gossip and rumors
 - Don't let yourself get upset about the gossip and rumors spread by others
 - Remember, gossip is like glitter: it seems shiny and fun, but in the end it's just a mess that's impossible to clean up!

If you are in a situation that you fear will become a fight, tell an assistant principal or counselor. We are here to help you peacefully resolve the conflict so that you don't feel like you have to fight. Injuries, damages, and medical costs associated with fighting are the responsibility of the involved students and their parents.

Is it really self-defense?

In many fights, participants feel justified in taking violent action because they think they are acting in self-defense. In most cases, however, what they think is self-defense is actually mutual combat, retaliation, or revenge. Self defense is doing what is necessary to remove yourself from the conflict. And in most cases, self-defense does not require a physical altercation. In fact, in most conflicts we deal with in schools, the best self-defense is to simply walk away and refuse to engage.

Appropriate Self-Defense in a School Fight Situation

In a school setting, the priority is to maintain a safe and peaceful environment for everyone. If you find yourself in a situation where you need to defend yourself, it's important to do so in a way that minimizes harm and follows school guidelines.

What Appropriate Self-Defense Looks Like:

- **Avoidance:** Whenever possible, try to de-escalate the situation and avoid physical confrontation.
- **Protect Yourself:** If avoidance isn't possible, focus on protecting yourself rather than retaliating. Use defensive moves to shield yourself from harm. And continue to try to get away from the conflict.
- **Seek Help:** Get help from a teacher, staff member, or other students. The goal is to get assistance as quickly as possible.
- **Non-violent Actions:** Use minimal force necessary to protect yourself and avoid causing injury to others.

Remember, the best self-defense is preventing fights from happening by staying calm, communicating effectively, and seeking help. Engaging in physical fights can lead to serious consequences, including school disciplinary action as well as police action. Always prioritize safety and peaceful resolution.

Gang-Related Activity

Student involvement in gang-related activity is prohibited and may include but is not necessarily limited to the following:

- Wearing, possessing, using, distributing, displaying or selling any clothing, jewelry, emblem, badge, symbol, sign or other items which evidence membership in a gang.
- Use of a name which is associated with or attributable to a gang.
- Designating turf or an area for gang activities, occupation, or ownership.

Tardies

Being on time and prepared for learning is an essential skill. Students who are tardy miss important instruction and interrupt the learning of others. A student is considered tardy to class if they are not in the classroom when the tardy bell rings. Teachers, Student Success Aides, and the administrative team will work with students who are consistently tardy to find solutions and assign consequences.

Fort Herriman Middle School

School-Wide Expectations for Grading, Attendance, and Classroom Engagement

Grading

The purpose of a grade is to communicate the learning students achieve in each subject area. Teachers measure learning through various forms of assessment. Generally, most of a student's grade is based on assessments where students demonstrate proficiency for state standards and objectives. The following section shows from what categories students grades are determined:

- 80% Assessments (Tests, quizzes, etc.)
- 20% Assignments, Practice, and Participation

Student work is evaluated on a 4-point scale according to the following criteria:

- 4 – Advanced application of concepts
- 3 – Proficient: Meets Expectations
- 2 – Approaching Proficiency
- 1 – Beginning; Needs support and improvement

Some students need more time for learning than others. Students will have multiple opportunities to turn in assignments and take assessments to demonstrate their learning progress. However, there are some hard deadlines, such as the end of the quarter.

Attendance

It is essential that students attend every class, every day. Activities, discussions, simulations, and presentations that take place during class cannot be duplicated – even by after-school instruction, video tutorials, or makeup work. Educational achievement not only comes through effort, assignments, projects, and tests; it also requires class participation, listening to others' ideas, and engaging in collaborative work.

Making up work from an absence

Our teachers maintain multiple systems for communicating information about learning activities and assessments. Students are expected to take the initiative to follow up about work they miss when they are absent. Students will not be penalized for excused absences. However, they are

still responsible for the learning they may have missed. They will need to work with their teachers to make sure they are on track for their learning assessments.

Classroom Engagement and Expectations

Students who show up and participate in their teachers' lessons have success in learning at school. Distractions can make it difficult for learning to happen. Students are expected to individually do their part to create a positive learning environment.

School-wide classroom expectations for students

- Follow all school policies, classroom rules, and teacher directives.
- Attend every class, every day.
- Be on time and be prepared to participate in learning.
- Minimize distractions and disruptive behavior.
 - Cell phones are not allowed out during class. Phones and other personal electronic devices must be properly stowed in backpacks.
 - Food and drinks are not allowed out during class. A properly used water bottle is okay.
 - Teachers and staff will work individually with students with special needs and health concerns.
- Show respect for all people (students, faculty, staff, volunteers) and property.
 - Refrain from vulgar, violent, or discriminating language or actions.
 - Maintain respectful manners when voicing concerns about class procedures or instructions.

Please help us create an atmosphere where learners can thrive by taking care of each other and the building and grounds.

Fort Herriman Middle School
Student Forms Acknowledgement
2025-2026

All documents are found digitally in the Student Handbook on the FHMS website at fortherriman.jordandistrict.org.

Student Name (print): _____

Grade: _____ TA Teacher: _____

FHMS participates in the National Junior Honor Society by having students provide tutoring for other students who may need help in academic subjects.

Parents, please let us know if we have your permission for your student to participate in this tutoring program (either as a student tutor, or a student receiving help) **by circling one of the following responses:**

I give my permission

I do NOT give my permission

Parents and students, please sign below indicating that you have reviewed the FHMS handbook and expectations for students.

Parent Signature: _____ Date: ____/____/____

Student Signature: _____ Date: ____/____/____