

Our mission is to cultivate a learning community that fosters creativity, encourages meaningful connections, and celebrates personal growth and academic achievement, within a safe and positive environment.



1180 E Sanders Road, Sandy,
UT 84094



Main Office: 801-826-7100

Attendance: 801-826-7111

Counseling: 801-826-7120

Administration

Principal: Shelly Karren

Assistant Principal A - K:
Joseph Olson

Assistant Principal L - Z:
Tonya Rauch

Counseling

Counselor A - F: Ariana Franco

Counselor G - N:
Samantha Panunto

Counselor O - Z: Susan Leete

Citizenship

Citizenship grades are based on **The Warrior Way** which references the school-wide academic and behavioral expectations as students engage in their learning at IHMS. Our goal is for students to become **collaborators, resilient learners, and impactful citizens**. This will be updated throughout each quarter in Qmlativ.

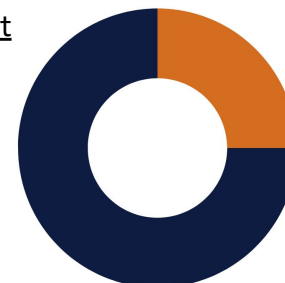
	Collaborator	Resilient Learner
H - 4 Advanced	Consistently listens, communicates, and connects respectfully with others to achieve shared goals.	Consistently perseveres, adapts, and grows when facing difficult challenges.
S - 3 Proficient	Consistently listens, communicates, and connects respectfully with others to achieve shared goals, with minimal reminders.	Consistently perseveres, adapts, and grows when facing difficult challenges, with minimal reminders.
N - 2 Developing	Inconsistently listens, communicates, and connects with others to achieve shared goals.	Inconsistently perseveres, adapts, and grows when facing difficult challenges.
U - 1 Emerging	Frequently interrupts, excludes others, or disengages from others, and does not help achieve shared goals.	Frequently does not persevere, adapt, or grow when facing difficult challenges.

Schoolwide Weighted Grades

75%

Assessment

Tests,
Quizzes,
Labs,
Essays,
Projects,
etc.



25%

Assignment

Homework
and other
practice
assignments
that help
build skills.

Schoolwide Grading Scale

A: 94 - 100

A-: 90 - 93

B+: 86 - 89

B: 82 - 85

B-: 78 - 81

C+: 74 - 77

C: 70 - 73

C-: 66 - 69

D+: 62 - 65

D: 58 - 61

D-: 54 - 57

F: 53 & Below



Late Work Policy

Students will have 5 school days, after an assignment is put on Skyward, to turn in any missing work OR redo an assignment that they received a lower grade on. Regarding the retake or resubmission of assessments (test, quiz, etc.), see the Retake Policy.

Retake Policy



Students will have 5 school days, after the original score is put on Skyward, to retake/redo assessments. In order to qualify for a retake of any assessment, students have to complete the review process at the discretion of their teachers. This may include test corrections, missing assignment completion, etc.

*Students may work with teachers on an extension due to educational leave or extended absences due to illness.

Schoolwide End of Quarter/Semester Deadlines

At the end of each academic quarter/semester, there is a school-wide deadline for the last day teachers will accept work for the quarter. Deadline dates will be one school week (5 school days) before the last day of the quarter. *Please note that there will be some exceptions to this deadline, especially at the end of semester classes.

The table below displays the end of quarter/semester deadlines for the 2026 - 27 school year.

Quarter 1	Quarter 2 (Semester 1)	Quarter 3	Quarter 4 (Semester 2)
Wednesday, October 14	Friday, January 8	Friday, March 12	Friday, May 21



Attendance

Students are expected to attend school daily and to go to class on time. Should students exceed four tardies in any class during any term, an intervention process will take effect which may include check-ins in the Main Office, tardy trackers, meeting(s) with administration, lunch detention(s), or additional supports to promote positive attendance. For more information, see the attendance policy in the IHMS student handbook on the school's website.

Hall Passes - Students will receive a hall pass card at the beginning of each quarter/term that they may use throughout the quarter/term. Teachers will stamp the card and give students a hall pass lanyard when students leave the room. We encourage students to use their passes responsibly.



School-Issued Chromebooks

Technology in school is used to enhance classroom instruction and student learning. All students will be given a Canyons School District Chromebook that they can use for their classes throughout the school year. While using this school-issued Chromebook, students must follow the Acceptable Use Policy expectations. In addition, it is the students' responsibility to bring their charged Chromebook to school with them each day. Students are expected to be respectful of this borrowed property and will be responsible/liable for any deliberate damage, including missing keys and/or broken screens, that occurs while the assigned device is in their possession. Chromebooks should be kept in a locker or a classroom during lunchtime.



Academic Integrity and Plagiarism

Students are expected to complete their own work with academic integrity, as it is assigned by each teacher in their classes. Students should complete all classwork themselves in a way that promotes hard work and honest effort. The first offense will be handled at the classroom level which will include teachers contacting parents/guardians to make them aware of the academic dishonesty that occurred (cheating, plagiarism, etc.). Repeated offenses will be referred to administration.



Personal Technology

Personal technology is any technology NOT issued by the school/district, including cell phones, wireless headphones, etc. Personal technology should be out of sight, off, and put away (in lockers OR backpacks, NOT pants pockets) during school hours; this includes class time, passing periods, and lunch. Students are permitted to use these items before and after school hours.

If technological accessories (smart watches, etc.) become an issue, they may be restricted at school on a case-by-case basis. In addition, the use of personal technology accessories (ex: smart watches) may also be restricted when completing assessments (quizzes, tests, DWSBAs, etc.) during class. Exceptions may be made for students with specific health needs.

We remind students that bringing personal technology comes with risks (e.g., stolen, broken, etc.) and IHMS is not responsible for any of these things should they happen.

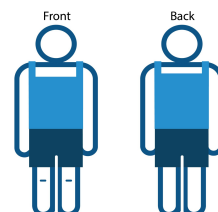
Qmlativ vs. Canvas

Qmlativ is where students' academic and citizenship grades can be viewed.

Canvas houses many of the assignments, resources, and assessments for students' classes.

Dress Code

IHMS observes Canyons School District's Dress Code (policy 500.02). Students need to wear clothes that cover the body as outlined in the figure to the right. In addition, clothing should not be see-through and hats can be worn as long as they do not become a distraction.



School Communication



Parent Square, a communications app, is the main way that information will be conveyed to the Indian Hills community.

Technology Use and Instructional Materials Statement

Middle School Course Disclosure

Our primary focus in Middle School is high-quality, in-class instruction and active student engagement through discussion, collaboration, problem-solving, reading, writing, and hands-on learning experiences. Technology serves as a tool to support and enhance learning.

Students will use district-approved devices, software, and online resources to access instructional materials, collaborate with peers, conduct research, create products, and receive feedback. Teachers intentionally balance screen-based activities with direct instruction, independent practice, small-group learning, and classroom discussions to ensure meaningful engagement and appropriate screen time.

Instructional materials may include textbooks, novels, articles, digital resources, multimedia content, and teacher-created materials aligned to course standards and learning objectives. Students are expected to use technology responsibly, ethically, and in accordance with Canyons School District Acceptable Use policy.

Our goal is to create engaging learning environments where technology supports student learning, critical thinking, creativity, communication, and digital citizenship while maintaining a healthy balance between technology use and face-to-face learning experiences.

In middle school, **collaborators** are students who actively listen, communicate with respect, and engage with diverse perspectives to collaborate and solve problems effectively.

In middle school, **resilient learners** are students who persist through difficulties, use feedback and past mistakes to improve, and take ownership of their progress.

	Collaborator	Resilient Learner
H - 4 Advanced	Consistently... • Listen actively and respectfully • Encourages participation from all group members • Communicates clearly and respectfully • Demonstrates empathy and values diverse perspectives • Helps groups resolve conflicts to reach solutions	Consistently ... • Persists through difficult tasks without giving up • Seeks feedback and applies to to improve performance • Demonstrates self-control when frustrated • Sets goals and independently monitors progress • Encourages peers to persevere through challenges
S - 3 Proficient	Consistently ... • participates appropriately in discussions and group work • Listens to others without interruptions • Communicates respectfully with peers and adults • Contributes to shared goals and responsibilities	Consistently ... • Completes challenging tasks with efforts and persistence • Accepts feedback and makes improvements • Demonstrates appropriate self-regulation • Remains focused on learning goals
N - 2 Developing	Inconsistently ... • Participates in collaborative activities • Requires reminders to listen or communicate respectfully • May struggle to consider different perspectives • Contributes unevenly to group tasks.	Inconsistently ... • Completes tasks, but may require encouragement • Does not always accept or utilize feedback to make improvements • Needs reminders to stay focused and complete tasks
U - 1 E merging	Frequently ... • Interrupts, excludes others, and/or disengages from group work • Demonstrates disrespectful communication • Struggles to work cooperatively with peers • Requires continual intervention during collaborative activities	Frequently ... • Gives up when faced with challenges • Avoids difficult tasks • Resists feedback • Requires significant support to remain engaged in tasks