

Kinard Core Knowledge Middle School

Quick Reference Guide

This document is a quick reference about Kinard's communication practices, behavioral expectations, and academic expectations. Please refer to the Kinard website and teachers' learning pages for detailed information.

Communication Practices

Student Planner

Consistently using a planner helps students stay organized and is a valuable life skill. Therefore, it is expected that students use a planner to keep them organized. To meet different developmental needs, 6th graders will be provided with a paper planner and 7th and 8th graders may use a planner of their choice. Planners will serve as a communication, organizational, and reference tool between home and school. Students will be expected to record all assignments and reminders in a planner as they are assigned. Assignments are posted daily in each room and can be used by students as a visual reference in this process. Students are expected to take their planner home nightly, use it as a “to-do” reference, and bring it back to school the next day.

Online Resources

Information about class work and homework will be provided on teachers' learning pages. These can be accessed through the [staff directory](#) on the Kinard website. Additional details and resources for learning can be found on teachers' learning pages, Google Classroom, or by contacting the teacher directly. Teachers will provide students with instructions for these online tools, and they should be used to supplement but not take the place of the student's planner. We recognize that these tools are a work in progress, and we strive to continuously improve this form of communication. Please realize assignments and due dates are subject to change based on the classroom pace and needs of the students.

Synergy (ParentVUE/StudentVUE)

[ParentVUE/StudentVUE](#) is a tool that enables students and parents to regularly review academic progress. At a minimum, teachers update grades by the 1st and 3rd week of each month.

- If you need support with [ParentVUE/StudentVUE](#), visit the [district's website](#) or contact Kinard's Student Services office at 970-488-5414.
- We suggest that students and parents check ParentVUE/StudentVUE regularly to monitor progress, and students may contact the teacher if they have questions regarding their grades.
- Please see additional information about Standards Based Instruction, Assessment, and Reporting in the Academic Expectations section below.

Email/Phone

If you or your child still have questions after checking the planner, online resources, and ParentVUE/StudentVUE, please help us promote self-advocacy by encouraging your child to seek out the teacher with whom they have a concern or a question. If parents would like to contact teachers with questions or concerns, email is preferred. The goal is for teachers to return school calls and emails within two school days. Email addresses and phone numbers for all teachers are available on Kinard's [website](#).

Behavioral Expectations

Classroom Expectations

Character education is one of the pillars of our school. We explicitly teach students about Kinard Character and reinforce these expectations frequently. We also ask students to practice the 6 Ps as part of maximizing their learning opportunities.

<i>Kinard Character</i>	<i>The 6 Ps</i>
Respect: Treating others the way you want to be treated. It's about being kind, asking questions, listening to what they have to say and considering their feelings. Responsibility: Taking ownership for your actions, words, and the impact you have on yourself and others. Positive Choices: Picking the better options that can make things go better for you and others. Service: Doing helpful things for others or your community without expecting anything in return.	Prompt: Be on time where you belong. Prepared: Bring all materials and be ready to learn. PMA: Have a positive mental attitude. J Participate: Follow all directions and engage in learning. Polite: Speak and act with dignity and respect. Productive: Complete all tasks on time with quality.

Hall (Purple) Passes

Student learning and safety are our top priorities; therefore, students should limit their time outside of class. Students are given five minutes of passing time between classes and should take care of their needs during that time whenever possible. Students in the hall or common areas during class time are required to have a purple pass written by a staff member.

Cell Phones and Other Electronic Devices

In accordance with district policy and to ensure that students focus on learning and engage fully in school activities without unnecessary distractions, the use of cell phones or any other electronic devices is not permitted during school hours or during school sponsored activities. We aim to create a productive learning environment that promotes academic success and personal development for every student. Cell phones, headphones, and all other electronic accessories are to be silenced and/or out of sight during school hours and during school activities. This includes classrooms, hallways, restrooms, buses and any other areas within the school premises. Cell phones can be stored in lockers or designated areas upon arrival at school and may only be retrieved at the end of the school day. Other options to contact parents will be provided to students as needed.

Dress Policy

At Kinard, we follow the PSD dress policy, which can be found in the 2026-2027 Poudre School District [Student Rights and Code of Conduct](#). Districtwide standards on student apparel are intended to establish minimum standards of dress, prevent students from wearing apparel that is disruptive, and ensure the maintenance of safe and orderly schools. This dress code applies to all students on school grounds during the school day, on a District vehicle, and at a District or school sponsored activity or event, and off District property if connected to a District curricular or noncurricular activity or event.

- Students must wear a top, bottom, and footwear.
- Some courses may require adjustments to attire and hairstyle to ensure safety during activities.
- Some courses and school-sponsored extracurricular activities may require specific attire that may be more restrictive or less restrictive than these requirements.
- Items that expose private parts of the body (genitals, nipples, or buttocks).
- Items with sexually suggestive language or messages.
- Items that promote conduct that is illegal, violent, or contrary to District policies regarding drugs, alcohol, tobacco, or secret societies/gang activity.
- Items that depict hate speech or otherwise violate District policies on harassment or discrimination.
- Items that are profane, vulgar, or obscene.
- Items that make the students face unidentifiable, unless the item is a protective mask, clothing/headgear worn for religious purposes, or clothing/headgear worn for medical purposes.

Attendance and Absences

Attendance is a critical factor in the learning process. Absences can significantly detract from learning.

- Parents, please call the 24-hour attendance line, preferably before 8:00 a.m., at 970-488-5401 if a student will be absent from school. Even if you let the teacher know of your child's absence, you still need to call the attendance line and report the absence.
- Unless a teacher specifically excuses a class or homework assignment, students will be responsible for obtaining and completing missed assignments. It is the expectation that students get their classwork or homework by checking teacher's learning pages or classroom boards, asking peers, or meeting directly with the teacher at an appropriate time. We recognize that a student may occasionally need parent and teacher support while learning to take responsibility for his or her own work.
- Class assignments and homework for the days absent are due in a timely manner, as agreed upon by student and instructor following the student's return to school. If circumstances require additional time, students are encouraged to advocate for their needs.
- Parents or guardians may call, email, or send a written note to excuse a student during the school day. The attendance office will provide the student with a dismissal slip to present to the teacher. When leaving from or returning to the building, the student must check in with the office.

Classroom Tardies

Being “prompt” to class is one of Kinard's school-wide expectations and life-long skills. Our teachers will speak to the tardy behavior, contact parents for support, and refer a student for administrative intervention if needed.

Expectations Outside the Classroom

<i>Location</i>	<i>Respect</i>	<i>Responsibility</i>
<i>Media Center</i>	• Use appropriate language, tone, and voice level • Respect others' space • Respect materials used and loaned to you	• Return materials on time • Ask for help and follow directions
<i>Hallways / Locker Pods</i>	• Respect others' space • Use appropriate language, tone, and voice level • Open and close lockers quietly	• Use purple pass • Keep locker/hallway area clean and free of litter • Keep locker locked
<i>Restrooms</i>	• Respect the privacy of all • Clean up after yourself • Wash hands • Respect school property • Use appropriate language, tone, and voice level	• Use during passing periods when possible • Have a purple pass during class time • Be responsible for school property • Report damaged property or accidents
<i>Assemblies</i>	• Sit in designated area • Be polite and courteous • Be silent when the speaker addresses the audience • Respect others' space and possessions • Use appropriate language, tone, and voice level • Appropriately applaud the activity upon completion or during positive recognition	• Sit in designated area • Ask permission to leave designated area • Enter and exit in an orderly fashion • Wait your turn • Follow staff directions
<i>Lunchroom / Cafeteria</i>	• Use appropriate language, tone, and voice level • Respect others' space and possessions • Patiently wait your turn in line • Be polite to lunch workers • Be respectful of classes in session while in the hallway (no running, no loud voices) • Be respectful of playground equipment • Be respectful of PE classes	• Keep hands, feet, and objects to yourself • Clean up after yourself • Recycle/compost • Report accidents and spills immediately to supervisors • Report back to class on time • Return playground equipment by the end of lunch

Academic Expectations

Grades are a tool for providing feedback to students and communicating information about what students know and are able to do. Using the ParentVUE and StudentVUE features of Synergy, our student information system, we will report information about students' overall academic progress and work habits.

Standards-Based Grading

We use standards-based grading and reporting to communicate students' progress and information about student achievement. The overall course grade will be a numeric score for all classes. Grades in courses earning high school credit will also be converted to a letter grade at the end of the second semester.

- The overall course grade is based on assessments and teachers' professional analysis of student learning.
 - Assessments measure what students know and are able to do at a particular point in time. They are also used as part of the instructional process to provide information needed to adjust teaching and learning while they are happening.
 - Students may be provided multiple opportunities to demonstrate proficiency on practice assignments and assessments.
- Individual assessments will be evaluated based on the Colorado Academic Standards and the Core Knowledge Sequence. Students' level of academic proficiency will be reported for each assessment and standard using the following proficiency scale:

Proficiency Score	Academic Achievement	Descriptor
4 (3.5-4)	<i>Advanced</i>	<i>The student consistently demonstrates an in-depth understanding of the standard/benchmark, exceeding course-level expectations. The student applies and extends the key concepts, processes, and skills. Performance is characterized by high levels of quality and complexity.</i>
3 (2.5-3.49)	<i>Proficient</i>	<i>The student consistently demonstrates a thorough understanding of the standard/benchmark and meets course-level expectations. The student applies the key concepts, processes, and skills.</i>
2 (1.5-2.49)	<i>Approaching Proficient</i>	<i>The student demonstrates some understanding of the standard/benchmark. Performance is inconsistent and varies in regard to accuracy and quality.</i>
1 (0.5-1.49)	<i>In Progress</i>	<i>The student does not demonstrate an understanding of the standard/benchmark. Student is well below course-level expectations. Performance is inconsistent even with support.</i>
0 (0.0-0.49)	<i>Insufficient Evidence</i>	<i>The student has not completed a sufficient amount of work to determine a proficiency level.</i>

Descriptors modified from Ken O'Connor's "The School Leader's Guide to Grading."

Middle School Courses Earning High School Credit

Some of our courses allow students the opportunity to earn high school credit for classes taken at the middle school level. These courses include Algebra 1, Geometry, Algebra 2, Spanish 1B, Spanish 2, French 1B, and French 2. For these classes, the conversion scale below will be used to convert the numerical score to a letter grade at the end of the second semester. These letter grades will be used for high school transcript/credit purposes.

Proficiency Score	Letter Score for High School Transcript
3.0-4.0	A
2.5-2.99	B
2.0-2.49	C
1.5-1.99	D

Work Habits

Preparation, positive behavior, participation, and productivity are behaviors that are critical for success in school. These work habits will be taught, evaluated, and reported in classes. They will also be communicated using the work habits rubric and a 4, 3, 2, 1 proficiency scale.

Indicators	4 <i>Consistently exceeds expectations</i>	3 <i>Frequently meets expectations</i>	2 <i>Sometimes meets expectations</i>	1 <i>Never/Rarely meets expectations</i>
I am Prepared	I am consistently prepared. I am early or on time to class. I consistently bring needed materials to class and am ready to work.	I am frequently prepared. I am early or on time to class. I frequently bring needed materials to class and am ready to work.	I am sometimes prepared. I am sometimes tardy to class. I sometimes bring needed materials to class and am sometimes ready to work.	I am never or rarely prepared. I am late to class often. I never or rarely bring needed materials to class and am never or rarely ready to work.
I Demonstrate Positive Classroom Behavior	I consistently stay focused on the task and what needs to be done. I am self-directed. I consistently have a positive attitude.	I frequently stay focused on the task and what needs to be done. I am self-directed. I frequently have a positive attitude.	I sometimes stay focused on the task and what needs to be done. I am sometimes self-directed and sometimes have a positive attitude.	I never or rarely focus on the task and what needs to be done. I rarely have a positive attitude.
I Participate	I consistently participate. I share information or ideas when participating in discussions or groups. I am a definite leader.	I frequently share information or ideas when participating in discussions or groups. I am often a leader.	I sometimes participate. I share information or ideas inconsistently when participating in discussions or groups.	I never or rarely participate. I never or rarely share ideas. In groups, I rely on the work of others.
I am Productive	I am consistently productive. I am punctual or early turning in assignments. I exceed stated assignment requirements.	I am frequently productive. I am punctual in turning in assignments. I meet the stated assignment requirements.	I am sometimes productive. I am sometimes punctual in turning in assignments. I sometimes meet stated assignment requirements.	I am never or rarely productive. I am not punctual in turning in assignments. I never or rarely meet the stated assignment requirements.

Additional Academic Guidelines

Homework or Independent Practice

Homework is a purposeful, standards-aligned extension of classroom learning designed to reinforce skills and promote student ownership; it is equitably designed to ensure all students can succeed independently within a reasonable timeframe. It does not replace primary instruction, and it is intentionally designed and assigned by common teacher teams to ensure a consistent learning experience for all students.

If students miss turning in practice assignments or have a pattern of turning in poorly completed work, appropriate educational interventions will be applied by Kinard staff. The best way for students and parents to check student progress is to regularly review StudentVUE or ParentVUE, including the comments that may be noted on assignments. If there are questions about grades or assignments, we encourage the student to follow up directly with the teacher.

Late Work

It is the expectation of students that all work is completed and turned in on time. Interventions may be put in place to support students who need additional time or support. Turning work in on time is an expectation reflected in the work habits score (see Work Habits Rubric); alternatively, student work can be scored as an assessment for classes such as music. Late work is generally not accepted after the end of a unit of study.

Retakes, Corrections, and Improvements

Depending on the nature of the assignment, many teachers require or allow students to retake assessments or make corrections and improvements to increase student learning. Students are encouraged to communicate directly with teachers about corrections or revisions and related due dates.

Extra Credit

Extra credit is not used in a standards-based grading system; instead, students should focus on completing assigned work on time and with quality.

Whom to Contact When...

All Kinard staff email addresses and phone numbers are available in the [Staff Directory](#) on the Kinard website.

Attendance Line	970-488-5401	Main Number	970-488-5400
Health Office	970-488-5441	Student Services	970-488-5416

Contact Information by Topic		
Advanced Learning Plans (ALP)	Wendi Grigg	970-488-5447
State and Standardized Assessments	Cecilia Bonertz	970-488-5407
Athletics	Kyle Healy	970-488-5415
Attendance	Victoria Peairs	970-488-5400
Clubs	Erin LaRue	970-488-5410
ELO (Extended Learning Opportunity)	Cecilia Bonertz	970-488-5407
Lockers	Erica Wightman	970-488-5416
New Students & Schedules	Karen Irvine Patti Young	970-488-5408 970-488-5406
Parent Partnership	Cecilia Bonertz	970-488-5407
Report Cards	Holly Garcia	970-488-5414
School Choice	Holly Garcia	970-488-5414
School Website	Kyle Healy	970-488-5415
Supervision & Evaluation: Certified Staff	Lindsey Matkin	970-488-5403
Supervision & Evaluation: Classified Staff	Erin LaRue	970-488-5410
504 Plans	Karen Irvine Patti Young	970-488-5408 970-488-5406