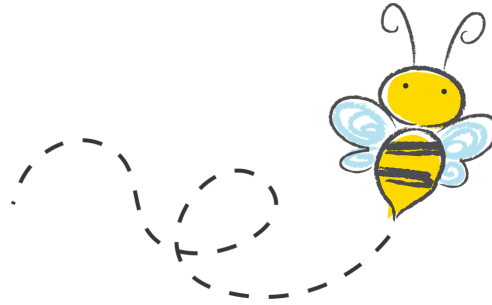


The Florida Ruffin Ridley School



Work Hard Be Kind Help Others

A Guidebook for Students and Families

This guidebook contains general information only. For the most up-to-date information about the Public Schools of Brookline and the Florida Ruffin Ridley School, please refer to the following websites:

The Public Schools of Brookline

www.brookline.k12.ma.us

The Florida Ruffin Ridley School

<https://www.brookline.k12.ma.us/ruffinridley>

TABLE OF CONTENTS

TABLE OF CONTENTS	2
ABOUT THE PUBLIC SCHOOLS OF BROOKLINE	6
MISSION	6
CORE VALUES	6
ABOUT THE FLORIDA RUFFIN RIDLEY SCHOOL	8
A MESSAGE FROM THE ADMINISTRATION	9
GENERAL INFORMATION	10
SCHOOL INFORMATION	10
CONTACT INFORMATION	10
PSB CENTRAL ADMINISTRATION CONTACT INFORMATION	10
BEING INFORMED, CONNECTED, AND INVOLVED	11
BE INFORMED	11
Open House: Kindergarten to Grade 5	11
Back to School Night: Grades 6, 7, and 8	11
Progress Reports and Report Cards	11
Conferences	12
BE CONNECTED	12
Florida Ruffin Ridley School Website	12
Florida Ruffin Ridley School Directory	12
Connect-ED Messages and School Based Communications	13
Communicating with School Based Staff	13
BE INVOLVED	14
Florida Ruffin Ridley School Alliance	14
School Council	14
Special Education Parent Advisory Council	15
DAILY LIFE AT FLORIDA RUFFIN RIDLEY	16
ATTENDANCE	16
School Hours	16
Arrival Procedure	16
Tardy Procedure	16
Absence Procedure	16
Student Absence Notification Program	17



Dismissal Procedure	17
FOOD SERVICES AT FLORIDA RUFFIN RIDLEY	17
Purchasing Meals	17
Free or Reduced Meals	18
Breakfast and Lunch	18
Recess	18
VISITORS	18
CONTACTING YOUR CHILD	19
DROPPING OFF ITEMS	19
GUIDELINES AND EXPECTATIONS	20
SCHOOL-WIDE RULES AND EXPECTATIONS	20
Classroom Expectations	20
Cafeteria Expectations	20
Recess Expectations	20
School Bus Expectations	21
Dress Code	21
RESPONSE TO BEHAVIORS AND INCIDENTS	24
CELL PHONES AND OTHER PERSONAL ELECTRONICS	26
TARDY TO CLASS POLICY	26
ACADEMIC HONESTY	27
EXPECTATIONS FOR EXTRACURRICULAR ACTIVITIES	27
Attendance Eligibility	27
Academic Eligibility	27
LEARNING AT FLORIDA RUFFIN RIDLEY	28
STRUCTURE	28
Classroom Organization	28
Class Placement	29
ACADEMICS	30
Morning Meeting/Advisory	30
Curriculum Information	30
Homework	30
Technology Program and Integration	30
Library and Media Center	30
Field Trips	31
SPECIALS	31
Performing Arts	31



Visual Arts	31
Wellness Education	32
Health Education	32
World Language Program	32
SUPPORT SERVICES AND PROGRAMS	33
CLINICAL TEAM	33
HEALTH SERVICES	33
SPECIAL EDUCATION	34
Learning Center	34
Therapeutic Learning Center	34
ADDITIONAL SUPPORT SERVICES AND PROGRAMS	35
Literacy Specialists and Math Specialists	35
Title I	35
English Learners	35
Metropolitan Council for Educational Opportunity (METCO)	35
Steps to Success	35
SPECIAL EVENTS AND CELEBRATIONS	37
COMMUNITY MEETINGS	37
SPECIAL EVENTS	37
Crafts Fair	37
International Night	37
Science Fair	37
Math Night	37
Big Book Bazaar	37
Spring Carnival	37
EXTRACURRICULAR ACTIVITIES	39
ACADEMIC	39
After Hours University and Teen Advantage	39
Math League	39
MATHCOUNTS	39
Student Council	39
ENRICHMENT	39
Girls On The Run/Heart and Sole	39
Daily After School Enrichment Program	40
Ruffin Ridley School Extended Day Program (RREDP)	40
ATHLETIC	41



Intramural Sports	41
Extramural Sports	41
SUMMER OPPORTUNITIES	41
BEEP Summer Enrichment	41
Brookline Adult & Community Education and Brookline SmartSummers	42
Brookline Recreation	42
Calculus Project	43
Extended School Year (ESY)	43
Project Discovery	44
STAR Academy	44
Summer Connections with Steps to Success	44



ABOUT THE PUBLIC SCHOOLS OF BROOKLINE

MISSION

Our mission is to ensure that every student develops the skills and knowledge to pursue a productive and fulfilling life, to participate thoughtfully in a democracy, and succeed in a diverse and evolving global society.

CORE VALUES

High Achievement for All

Our schools are dedicated to teaching students to be involved, active learners who work hard, think critically and creatively, and communicate effectively. We emphasize high expectations for all students, and support them to reach their full potential in all aspects of achievement, especially in academics, arts, sports, social skills and civic participation, all of which prepare students for success in their lives after high school.

Excellence in Teaching

Passionate, knowledgeable, skillful teachers are the core strength of our school system. We expect our faculty and staff to provide a dynamic and rewarding learning experience for students. Excellent teaching begins with strong relationships between faculty and students and is nurtured by collaboration among colleagues. We are committed to supporting a professional community that creates and sustains an atmosphere of intellectual excitement, innovative instruction and personal growth.

Collaboration

Through collaboration we find new sources of learning and strength. The Public Schools of Brookline actively promote collaborative relationships. We seek out partnerships with community organizations that add value to our school system. We urge and support collaboration and exchange within and across our school community.

Respect for Human Difference

We are committed to acknowledging and celebrating the diversity within our community while affirming the importance of our common humanity. By promoting a safe environment for questioning and challenge, we foster the growth and value that comes from different perspectives, cultures and experiences. Our commitment is to create an atmosphere of safety in which to acknowledge and express differences while advancing true acceptance and respect for all.



Educational Equity

The Public Schools of Brookline are committed to identifying and eliminating barriers to educational achievement in our schools. To this end, we create policies and practices that are fair and just and provide educational opportunities to ensure that every student, regardless of race, color, religion, gender, sexual orientation, marital status, age, national origin, disability, or economic status, meets our standards for achievement, participation, and growth.



ABOUT THE FLORIDA RUFFIN RIDLEY SCHOOL

The Florida Ruffin Ridley School serves Brookline’s vibrant Coolidge Corner neighborhood and is the largest PreK-8 school in Brookline. It has a distinguished reputation as it welcomes students from all over the world, reflects, respects, and embraces human diversity, and it is the public school that President John F. Kennedy attended.

The Florida Ruffin Ridley School is committed to its school motto: “Work hard. Be kind. Help others.” Faculty, staff, students, and families illustrate this in words and actions throughout each school day as they are committed to creating safe, welcoming, and respectful learning environments. As a school committed to developing the whole child, we use a myriad of Social Emotional Learning approaches including, but not limited to Responsive Classroom, Developmental Designs, and Second Step so that we may foster the prosocial behaviors necessary for productive learning environments. Through these programs and other approaches to community building and understanding identity, students learn to respect themselves and others while honoring the diversity of cultures, backgrounds, and learning differences that are part of the fabric of the Florida Ruffin Ridley School.

The Florida Ruffin Ridley School staff represents a wide array of highly qualified educators. The school maintains a strong emphasis on adult learning. Each year Florida Ruffin Ridley School staff are awarded numerous grants from the Brookline Education Foundation that supports learning opportunities.

The Florida Ruffin Ridley School is committed to meeting the needs of all learners. Through strong Tier 1 instruction in the classroom supported by our Response to Intervention (RTI) model our staff is committed to differentiating learning experiences for all students to meet their unique needs. We are also committed to utilizing technology and project based learning experiences to support access, growth, and achievement for all students.

Families of students at the Florida Ruffin Ridley School are active members in the PTO and critical members of the team of individuals that supports each child in our community. As part of the Florida Ruffin Ridley School Alliance, a nonprofit corporation comprised of alumni and current families, and in conjunction with the Florida Ruffin Ridley School faculty and staff, the traditions of caring and mutual respect that are the hallmarks of our community are maintained and enhanced.



A MESSAGE FROM THE ADMINISTRATION

Dear PreK-8 Families,

Welcome to the Florida Ruffin Ridley School, a dynamic preK-8 learning community, where every child is seen, respected, elevated, and valued. Our ability to be highly successful in meeting the intellectual, emotional, and physical needs of our students is dependent upon a strong home-school partnership. We believe that communication is key to maintaining that strong partnership.

This school guidebook contains information about school programs, policies, and procedures and should be used as a reference throughout the year. You will find helpful information about daily life at the Florida Ruffin Ridley School, academic programming, after-school opportunities, and the various ways that families and caregivers can get involved. You will also find some guidelines for student conduct and expectations that will help ensure that your child is safe, comfortable, and has a successful year. Further information about student rights and responsibilities can be found in the “K-12 Rights and Responsibilities” document available on the Public Schools of Brookline website (www.brookline.k12.ma.us).

Please read and discuss the information found in this guidebook with your child(ren). Together, we can help children understand that fair, reasonable, and just expectations paired with logical consequences are essential to the success of a strong community.

We look forward to working with you to support your child’s learning and growth.

Sincerely,

Jennifer Buller
Principal

Steve Simolaris
Lower Elementary Vice Principal, Grades K-2

Erin Burke
Upper Elementary Vice Principal, Grades 3-5

Saeed Ola
Middle School Vice Principal, Grade 6-8



GENERAL INFORMATION

SCHOOL INFORMATION

Address

The Florida Ruffin Ridley School
345 Harvard Street
Brookline, MA 02446

Hours

Mondays- Thursdays: 8:00am - 2:30pm
Fridays: 8:00am - 1:40pm

Phone/Fax Numbers

Main Office: (617) 879-4400
Absence Line: (617) 879-4410
Main Office Fax: (617) 879-4981

CONTACT INFORMATION

Principal

Jennifer Buller (617) 879-4403 jennifer_buller@psbma.org

Lower Elementary Vice Principal, Grades K-2

Steve Simolaris (617) 879-4405 steven_simolaris@psbma.org

Upper Elementary Vice Principal, Grades 3-5

Erin Burke (617) 879-4413 erin_burke@psbma.org

Middle School Vice Principal, Grades 6-8

Saeed Ola (617) 879-4936 saeed_ola@psbma.org

Secretary

Kyra Reardon (617) 879-4400 kyra_reardon@psbma.org

Secretary

Elizabeth Kochantos (617) 879-4400 elizabeth_kochantos@psbma.org

Nurse

Brianna Cormos (617) 879-4404 brianna_cormos@psbma.org

Nurse

Jana Young (617) 879-4404 jana_young@psbma.org

PSB CENTRAL ADMINISTRATION CONTACT INFORMATION

Superintendent's Office: 617-730-2401

Office of Student Enrollment and Registration: 617-264-6492



BEING INFORMED, CONNECTED, AND INVOLVED

BE INFORMED

Open House: Kindergarten to Grade 5

Every fall, an open house is held for families of students in kindergarten to grade 5. Open House provides an opportunity for families to meet their child's teachers and get an overview of the school year. During this time, teachers discuss the grade level curriculum, classroom activities, structure of the year, family conferences, and other important aspects of the school year such as additional opportunities held throughout the year to celebrate student accomplishments and to share completed student work.

Back to School Night: Grades 6, 7, and 8

Every September, an evening open house called Back to School Night is held for families of students in grades 6, 7, and 8. During this event, families are given the opportunity to hear about the grade level curriculum from their child's teachers and visit the classroom spaces to experience their child's learning environment.

Progress Reports and Report Cards

Kindergarten to Grade 5

Families of students in kindergarten through grade 5 will receive information about their child's growth and development in the form of a written progress report prepared by their child's teacher twice each academic year. These reports, based on careful observation, authentic samples of student work, and informal and formal assessments and data, are issued in the fall and at the end of the school year and provide families with valuable information about their student's learning with respect to the content area benchmarks that are described in the Public Schools of Brookline Essential Learning Expectations and Curriculum Overviews. Each progress report can be found by accessing your child(ren)'s information through the [Family Portal](#).

Grades 6-8

Students in grades 6 through 8 receive report cards and interim progress reports (IPRs) quarterly. Report cards are issued at the end of every quarter and interim progress reports are issued in the middle of each quarter. On each report card, students in grades 6 through 8 will receive letter grades for academic achievement and number grades for conduct (effort and behavior). On each interim progress report, students will receive information about their current status in regards to their academic performance and conduct in the classroom from each of their teachers. This information is to give students the opportunity to assess and reflect upon past behavior and determine a course of action to ensure success for the



remainder of the quarter. All IPRs and report cards can be found by accessing your child(ren)'s information through the [Family Portal](#).

Conferences

Kindergarten to Grade 5

Family-Educator conferences are an important opportunity for communication and planning between home and school. In Kindergarten to grade 5, conferences are scheduled twice a year with one in the fall and the other in the spring. Typically these conferences are offered during [Early Release Days](#) as well as during one evening block in the fall and spring. During these conferences, families are given the opportunity to discuss with their child(ren)'s teacher the progress their child has made in regards to the district's essential learning expectations and also discuss any questions or concerns they may have about their child(ren)'s progress and development.

Grades 6-8

In grades 6 through 8, a three-pronged approach is taken towards conferences. In the first prong, students who have specific areas that need to be addressed as noted on their interim progress report and/or report card are scheduled by faculty during the conference times made available by the early release days in the fall. In the second, a portion of the weekly grade level meeting times are used to schedule conferences as they are requested by families or teachers. Finally in the third, families are encouraged to reach out to teachers individually to schedule a meeting to discuss concerns about an individual subject during that teacher's office hours. The goal of this approach is to maximize the amount of time made available thus ensuring high quality and productive conferences.

BE CONNECTED

Florida Ruffin Ridley School Website

The Florida Ruffin Ridley School website is www.brookline.k12.ma.us/ruffinridley and offers school news and announcements, contact information, information about volunteer opportunities, and links to school and town programs.

Florida Ruffin Ridley School Directory

The Florida Ruffin Ridley directory, compiled by the Florida Ruffin Ridley PTO, contains the names, addresses, phone numbers, and email addresses for each student and their family arranged by classes and also includes a list of the administration, faculty, and staff at Florida Ruffin Ridley. The directory is a useful way to stay in touch with other members of the Florida Ruffin Ridley community and reach out to volunteers coordinating school-wide events.



Connect-ED Messages and School Based Communications

The town uses a system called Connect-ED, which makes automated phone calls and emails to advise families of school closings, school delays, or any other urgent or emergency situations. Occasionally, the Connect-ED system is used to make announcements about upcoming events.

It is important that contact information including email addresses and phone numbers of primary and emergency contacts are kept current and accurate. This information is used for school based communication and to notify families and caregivers in case of illness and emergencies. If you would like to change the contact information for these automated messages, please contact the main office or log on to the [Family Portal](#).

Communicating with School Based Staff

Open and frequent communication between home and school is vital to enhance a student's learning. For any situation that may arise, communication is key to resolving most issues. Teachers will inform families of their preferred means of communication and families are welcome to contact teachers directly to discuss any questions or concerns they may have throughout the school year.

Office Hours

All Florida Ruffin Ridley School staff hold one 30 minute “office hour” time per week for families and students to connect. A full directory of our current staff along with their contact information and office hour days and times can be found [here](#).

Phone Calls

Families are asked to leave a voicemail message for teachers during the school day as they are teaching. For time sensitive issues (e.g. unexpected change in after-school plans), please call the main office to speak with someone directly.

Email

All Florida Ruffin Ridley faculty and staff can be contacted by email using the format `firstname_lastname@psbma.org`. The email addresses for all faculty and staff are also listed on the Florida Ruffin Ridley School website. Please know that as email provides a quick and convenient way to communicate, it is best used for short messages and to set up and confirm times for phone calls or meetings.

Communication Structure

At times there are situations that may arise where families and staff may need to communicate to resolve concerns and/or solve challenges. The below structure is the procedure we use at the Florida Ruffin Ridley School to address these situations:



- Families should first reach out to the classroom teacher or specialist specifically to raise a concern and/or seek support for a challenge.
- If the concern is not addressed and/or additional support is needed after communicating with the classroom teacher or specialist, families should then contact the vice principal and/or guidance counselor for the grade level band
 - K-2: Steve Simolaris (steven_simolaris@psbma.org), Jordana Spitz (jordana_spitz@psbma.org)
 - Grades 3-5: Erin Burke (erin_burke@psbma.org), Mary Murphy (mary_murphy2@psbma.org)
 - Grades 6-8: Saeed Ola (saeed_ola@psbma.org), Jennifer Maylone (jennifer_maylone@psbma.org)
- If the concern or challenge is still not addressed, families should then contact the principal
 - Jen Buller (jennifer_buller@psbma.org)

BE INVOLVED

Florida Ruffin Ridley School Alliance

The Florida Ruffin Ridley School Alliance (Florida Ruffin Ridley School PTO and Friends of the Florida Ruffin Ridley School) oversees and coordinates many of the community building, education enrichment, and community support efforts at the Florida Ruffin Ridley School. The FRR community is fostered by organizing events held throughout the school year for families, faculty, and staff; facilitating communication through the website and the weekly email sent to all families; and maintaining a directory of families, faculty, and staff. The educational experience at FRR is enriched through financial support for field trips, classroom supplies, and other school equipment. Community support is provided through assistance to at-risk students and their families. All caregivers and families are considered members of the Florida Ruffin Ridley School Alliance and are invited to attend its meetings. Families are encouraged to participate and contact any of the PTO leaders with questions, concerns, or suggestions.

School Council

The Florida Ruffin Ridley School Council is a committee whose membership includes the school principal and a parent as co-chairs, teacher representatives, parent representatives, and members from the surrounding community. The School Council functions as an advisory council to the principal and works each year, to adopt educational goals for the school that are consistent with local and statewide policies; identify the educational needs of the students attending Florida Ruffin Ridley; review the annual school building budget; and create a [school improvement plan](#). Elections for positions on the School Council are held annually in the spring. All meetings are open to the public and all parents are welcome to attend meetings.



Special Education Parent Advisory Council

The Special Education Parent Advisory Council (SEPAC) is an all-volunteer organization of parents/guardians of children with disabilities who meet to learn more about special education in Brookline. The Special Education Parent Advisory Council sponsors workshops, informational meetings, discussion groups, legislative lobbying efforts, and a variety of other activities to help improve the education of children with disabilities. In addition to sponsoring various workshops and discussion groups, the Special Education Parent Advisory Council meets with the Brookline special education administration staff on a monthly basis to discuss special educational issues and disseminate information on upcoming special educational initiatives.



DAILY LIFE AT FLORIDA RUFFIN RIDLEY

ATTENDANCE

School Hours

The main office is open daily from 7:30am until 3:30pm. School begins promptly at 8:00am. Students arriving after 8:00am must go to the office to sign in and will be marked tardy. The school day ends at 2:30pm on Mondays through Thursdays and at 1:40pm on Fridays.

On early release days, school ends at 12:40pm, allowing teachers time to prepare for and hold conferences or to attend special curriculum workshops. Four early release days are scheduled in the Fall and four are scheduled in the Spring. Please refer to the [district calendar](#) for exact dates and applicable grade levels.

Arrival Procedure

There are three main access points to the school building during arrival: the front entrance off Harvard Street, the Stedman Street entrance, and the Playground entrance. These entrances will be opened for students to begin entering the building at 7:55am and will lock for the day at 8:05am. Anyone who arrives after 8:05am must enter through the front entrance off Harvard Street.

There is **live parking only** on the left side of Stedman Street. Families who need to drive to school are encouraged to use the rolling drop off lane on the left of Stedman Street. Adults should not exit their vehicle while in the drop off lane and children should exit their vehicles on the left side onto the sidewalk.

There is **no driving** in the Harvard Street loop from 7:45am - 8:15am. Families who need to drive to school should use the Stedman Street rolling drop off or park on Harvard Street or in the Centre Street lot and walk their child(ren) to the building.

Tardy Procedure

All Florida Ruffin Ridley students are expected to arrive to school and to be ready to learn by 8:00am. Students arriving to school after 8:00am must sign in at the main office and will be marked tardy for that day. All tardies are recorded daily in student attendance records.

Absence Procedure

As attendance is critical to a student's success in school families are asked, whenever possible, to schedule appointments and plan vacations so that students do not miss school. To report a student's absence, please call the main office 617-879-4410 before 8:00am. Each day a student is absent, the family of that student will receive an automated call. If a call is



received by mistake, please call the main office immediately so that the student's attendance can be confirmed and reported correctly.

Student Absence Notification Program

If a student reaches five (5) or more unexcused absences or tardies in a term, a letter from the principal will be mailed home. Should the pattern continue, an administrator will call a parent or guardian to discuss possible positive interventions. The administrative team will also determine if additional action is required. Families who are struggling with getting their child to school on time are encouraged to contact the school nurse, guidance counselors, or administrators for advice and assistance.

Dismissal Procedure

All students are dismissed at 2:30pm on Mondays through Thursdays and at 1:40pm on Fridays. Students may only remain in the building after dismissal if they are participating in a supervised after-school activity.

K-2 Dismissal

Students in Kindergarten- grade 2 must be dismissed to an adult caregiver or sibling in grades 3-12. There are designated pick up locations for each K-2 classroom outside around the front of the building, along Stedman Street, and in the back playground.

Grades 3-8 Dismissal

Students in grades 3-8 are dismissed directly from their last period class location. Families are encouraged to arrange a designated meet up spot outside of the building if they are picking up their child(ren) at the end of the school day.

Early Dismissal from School

If a student needs to be dismissed early during the school day, families must notify the main office. In order to be dismissed early from school, a parent or guardian must come to the main office to sign the student out. No student may be dismissed without a parent or guardian before the end of the day.

FOOD SERVICES AT FLORIDA RUFFIN RIDLEY

Purchasing Meals

Breakfast and lunch is available to students at Florida Ruffin Ridley. For the 2022-2023 school year, one breakfast and one lunch will be provided free of charge; however, additional breakfasts or lunches will be provided at cost. Menus can be found on the Public Schools of Brookline website. Families can prepay for their children's meals by writing a check in advance and sending it to the main office or directly to the cafeteria staff. All checks are to be made out to "Brookline Food Service." Please make sure to put your checks or cash in a



clearly marked envelope with your child's name on it. Payment can also be made online through the MySchoolBucks website (www.myschoolbucks.com).

Free or Reduced Meals

The application for free or reduced school meals can be found in the “Students & Families” section of the Public Schools of Brookline website (www.brookline.k12.ma.us). Until the application is approved by the Public Schools of Brookline, students must purchase lunch at the full price rate or bring a lunch from home. Students who were approved for free or reduced meals last year will continue receiving free or reduced meals until the second week of October. In order to continue receiving free or reduced meals, a new application must be submitted and approved before the second week of October.

Breakfast and Lunch

Breakfast and lunch are available and healthy meals are prepared at the school. Breakfast is served in the Florida Ruffin Ridley School cafeteria every morning thirty (30) minutes before the start of school. Students can choose to select a hot entree, cereal, yogurt, bagels, juice, and milk. In order to promote good health and nutrition, all students are expected to eat lunch. Nut products are allowed in the cafeteria and nut free tables are available in the cafeteria for students who cannot consume nut products. As a precaution to prevent the spreading of germs as well as to prevent life-threatening allergic reactions, students are encouraged not to share their food with other students.

Recess

Students at Florida Ruffin Ridley have recess either before or after lunch depending on their daily schedule. Students in Kindergarten - grade 5 have 30 minutes daily of recess and students in grades 6-8 have a minimum of 20 minutes daily of recess per the PSB Wellness Policy found on [the School Committee page of the district website](#).

Students should come to school with appropriate outdoor clothing so they may participate in recess, which is held outdoors except during the most inclement weather. We use [this chart](#) to guide our decision making around indoor/outdoor recess and make every attempt to go outdoors when the temperature is in the green or yellow zones.

Students are expected to go outside with the class unless a letter is written from a parent/guardian, to the nurse, indicating that the student cannot go outside for specific health reasons in which case, a doctor’s note may be required.

VISITORS

To help maintain school safety and reduce interruptions to classes all families and visitors must sign in at the main office and receive a visitor’s badge. All visitors to the building must



wear a visitor's badge. Faculty and staff are instructed to send all visitors without a badge to the main office to sign in.

As student safety is our number one priority, all doors remain locked all day. Visitors to the building must arrive at the front entrance off Harvard Street and ring the bell to be admitted. Once inside, all visitors must report directly to the main office.

CONTACTING YOUR CHILD

If you need to contact your child during the school day, please call the main office. The main office will promptly relay the message to the student. Please do not call or text your child(ren)'s cell phone during school hours as it violates our procedures around cell phone use by students. Students have access to a phone in the main office if needed.

DROPPING OFF ITEMS

The main office will help arrange pick-up of forgotten lunches or materials. Families should deliver forgotten items to the main office "Drop-Off Table" just inside the front entrance.

Items that are dropped off will be picked up periodically and delivered throughout the day to students in Kindergarten - grade 2. Students in grades 3-8 who forget items at home should check the table as needed.



GUIDELINES AND EXPECTATIONS

SCHOOL-WIDE RULES AND EXPECTATIONS

All students at the Florida Ruffin Ridley School have the right to an education that takes place in a safe and just environment. It is the responsibility of all members of the school community to strive for a positive climate governed by respect for learning and teaching and kindness to others. School rules are established to help ensure that everyone is physically safe, that the building and materials are cared for and used respectfully, and that the qualities that make for good citizenship are reinforced. As each learning space will develop rules and expectations specific for that area of the school, there are three principles that are always overarching:

Work Hard
Be Kind
Help Others

Classroom Expectations

Each classroom will develop a set of developmentally appropriate rules and expectations to create a safe learning environment that facilitates and supports learning. In general, when students do not respond to preventative measures or redirection, a teacher will follow the following behavior protocol to maintain safety and order, help students recognize and fix their mistakes, and help students develop internal control of their behavior:

- Redirection by teacher
- Reflection facilitated by teacher
- Contact families to discuss supportive measures
- Inclusion of school administration to provide further supports

Cafeteria Expectations

While in the cafeteria for breakfast and lunch, students are expected to abide by the following behavioral expectations:

- Use a quiet and respectful indoor voice
- Clean up by wiping the table and putting trash in the appropriate place

Recess Expectations

While at recess, students are expected to abide by the following behavioral expectations:

- Follow adult directions
- Use equipment and structures safely
- Show teamwork and sportsmanship



- Play safely and take care of others who need help

School Bus Expectations

Riding the bus to and from the Florida Ruffin Ridley School is both a right and a privilege. Students are provided with transportation if they meet the district requirements and if students abide by the rules regarding student conduct on the bus. Students may also take a bus as part of a scheduled and approved field trip.

The privilege of riding the bus may be temporarily denied or permanently revoked if a student's conduct jeopardizes the safe operation of the school bus or the safety of students riding the bus. While riding the bus, students are expected to abide by the following behavioral expectations:

- Follow the directions of all bus personnel
- Stay seated while the bus is in motion and keep the aisle clear
- Keep head, arms, or objects inside the bus
- Use a quiet and respectful voice
- Use language appropriate for the school setting

Students are allowed to use their cell phones and other personal electronics on the bus provided that the use is appropriate and does not jeopardize the safe operation of the bus or the safety of others riding the bus.

Dress Code

Our guiding values for this code are:

- All students should be able to dress comfortably for school without fear of or actual unnecessary discipline or body shaming.
- All students and staff should understand that they are responsible for managing their own personal "distractions" without regulating individual students' clothing/self expression.
- Students should not face unnecessary barriers to school attendance.
- Reasons for conflict and inconsistent and inequitable discipline should be minimized whenever possible.

Our goals of this code are:

- Allow students to wear clothing of their choice that is comfortable.
- Allow students to wear clothing that expresses their self-identified gender.
- Allow students to wear religious attire without fear of discipline or discrimination.
- Maintain a safe learning environment in classes where protective or supportive clothing is needed, such as science labs (eye or body) or PE (athletic attire/shoes).
- Prevent students from wearing clothing with offensive and harmful images or language, including profanity, hate speech, and sexually explicit material.
- Prevent students from wearing clothing with images or language depicting or advocating violence or the use of alcohol or illegal substances.



- Support students who need or prefer supportive clothing or devices to interact in the school environment
- Ensure that all students are treated equitably regardless of gender/gender identification, sexual orientation, race, ethnicity, body type/size, religion, ability, and personal style.

Guidelines

1. Basic Principle: Certain body parts must be covered for all students.

- Clothes must be worn in a way such that genitals, buttocks, and nipples are covered with opaque material.
- Cleavage will not have coverage requirements

All items listed in the “must wear” and “may wear” categories below must meet this basic principle.

2. Students must wear:

- Shirt
- Bottom: pants/sweatpants/shorts/skirt/dress/leggings
- Shoes; activity-specific shoes requirements are permitted (for example for sports)

3. Students may wear:

- Hats: including religious or medical headwear
- Hoodie sweatshirts (covering the head is allowed)
- Fitted pants: including leggings and yoga pants
- Midriff baring shirts
- Pajamas
- Ripped jeans, as long as underwear is not exposed.
- Tank tops: including spaghetti straps, halter tops, and strapless tops
- Athletic attire
- Clothing with commercial or athletic logos provided they do not violate Section 3 above.

4. Students cannot wear:

- Violent language or images.
- Images or language depicting drugs or alcohol (or any illegal item or activity) or the use of hate speech, profanity, pornography.
- Images or language that creates a hostile or intimidating environment based on any protected class.
- Bathing suits
- Visible underwear
 - Visible waistbands or straps on undergarments worn under other clothing are not a violation.

Dress Code Enforcement

A school dress code is only as effective and fair as its enforcement. Historically school dress codes have been written and enforced in ways that disproportionately impact girls, students of color, and gender expansive students. We are proud to take steps to disrupt these inequitable practices and will engage in training yearly with staff around these procedures.



- Enforcement for students in grades preK-8 will be limited to safety and non-violence/non-discrimination and will not include messages predicated on body maturity or “professionalism.”
- Violations will be treated as minor on the continuum of the district wide and our school based Code of Conduct.
- Students will never be removed from a classroom/lose class time solely as a result of a dress code violation.
- Students will never be forced to wear extra school clothing (that isn’t their own) when they are in violation of the code. They can be asked to put on their own onsite clothing, if available, or turn shirts/bottoms inside out to be dressed more to code.
- Students’ adult caregivers will never be called during the school day to bring alternative clothing for the student to wear for the remainder of the day.
- No student will be disproportionately affected by dress code enforcement because of gender, race, body size, disability status, age, or body maturity.
- The dress code will be reviewed in homerooms/advisories in grades 6-8 during the first month of school.

**This dress code was modeled off the Oregon NOW Model Student Dress Code established in 2016*

Notice of Non-discrimination and Civil Rights

In accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act, the Public Schools of Brookline (PSB) does not discriminate on the basis of race, color, and national origin (Title VI), sex (Title IX), disability (Section 504/Title II), and/or age in its educational programs or activities. The requirement not to discriminate extends to employment.

The PSB has designated and authorized the following employees to handle inquiries or complaints regarding the non-discrimination policies:

Maria Letasz, Ed.D., LMHC

Director of Guidance and Clinical Services, PreK-12
 District Title IX and Title VI Coordinator (students) and Section 504/Title II Coordinator
 Physical Address: 2 Clark Road, Brookline, MA 02445
 Email: maria_letasz@psbma.org
 Telephone: 617-308-6400 (text enabled)

Tye'sha Fluker, PHR

Director of Human Resources
 Title IX Coordinator (Staff)
 Physical Address: 333 Washington Street, 5th Floor, Brookline, MA 02445
 Email: tyesha_fluker@psbma.org
 Telephone: 617-730-2410

Any individual may report discrimination or harassment at any time, including during non-business hours, by mail, phone, or email. Reports can also be made to any school building or school administrator.



A copy of the District's Non-discrimination Policy, grievance process, and Title IX procedures can be found on the PSB District Website. Please go to:

www.brookline.k12.ma.us

On the main District Website page click on Civil Rights/Nondiscrimination, this is conveniently located in the QUICK LINKS Section.

Upon receiving notice of Civil Rights-based harassment or discrimination, the Coordinator will promptly respond in accordance with PSB policies and procedures.

Inquiries about the compliance with Civil Rights and application of Title IX and may be referred to the District's Title IX/Civil Rights Coordinators, to the Office for Civil Rights (OCR), or both.

Office for Civil Rights (OCR), Boston Office
US Department of Education
Physical Address: 5 Post Office Square, 8th Fl, Boston, MA 02109-3921
Email: OCR.Boston@ed.gov
Telephone: 617-289-0111
TDD: 800-877-8339
FAX: 617-289-0150

RESPONSE TO BEHAVIORS AND INCIDENTS

PSB Code of Conduct and Progressive Discipline Approach

In 2019 The Public Schools of Brookline implemented a district wide Code of Conduct to guide the disciplinary responses and approaches. (The full Code of Conduct can be found on the [School Committee page of the district website](#))

The goal of the Code of Conduct is to teach students to behave in ways that contribute to academic achievement and school success, and to support a school environment where students and staff are responsible and respectful. We seek to ensure that students remain connected to the learning environment and school community. To that end, we strongly believe in proactive practices with the aim of maximizing learning time in the classroom for all students. We recognize and value the teacher's pivotal role in creating classroom environments that are conducive to engaged learning. Successful, positive conduct is guided by the following principles:

- Effective and engaging instruction, positive school climate, and classroom management are the foundation of effective discipline.
- School discipline is best accomplished by preventing misbehavior before it occurs, and using effective interventions after it occurs.
- School safety and academic success are formed and strengthened when all school staff and personnel build positive relationships with students and are actively engaged in their lives and learning.
- All school staff should promote high standards of behavior by teaching, modeling, and monitoring behavior, and by fairly and consistently correcting misbehavior as necessary.



- School discipline that is paired with meaningful instruction and guidance offers students an opportunity to learn from their mistakes and contribute to the school community, and is more likely to result in getting the student re-engaged in learning.
- Effective school discipline maximizes the amount of time students spend learning and minimizes the amount of time students are removed from their classrooms due to misbehavior.

Using the PSB Code of Conduct as our anchor and guide, our approach to school based discipline is one of progression, education, and reparation.

- Most behaviors that are outside school and classroom based norms and expectations are addressed at the classroom level with reminders, opportunities to practice expected behavior, and connection with families. If harm has occurred as a result of the behavior, students are expected to participate in a repair plan.
- In some instances, such as repeat behaviors that are not responding to classroom based interventions, additional follow up may be necessary with school based staff outside of the classroom. In these instances, students may meet with the grade level band vice principal or principal, have collaborative conversations with adults/caregivers from home and school, and spend some time during the school day relearning and demonstrating expected behavior and safety.
- There are some behaviors that warrant immediate connection with the vice principal/principal prior to any classroom based interventions. At FRR we rely on the PSB Code of Conduct to guide these instances.

Bullying

Conflict between students is a natural part of child development. For most incidents, adults will help students mediate their conflicts and teach them how to develop their own conflict resolution skills. Some incidents, however, are not simply isolated incidents and are repeated, severe, and show an imbalance of power. These instances must be handled differently, should be considered potential bullying, and will be taken seriously and investigated.

If students see or experience unkind behavior or see or experience bullying, they are encouraged to do the following:

1. If possible, give a clear stop signal by saying “Stop.”
2. Leave immediately if the behavior does not stop.
3. Let two adults, one at school and one at home, know what happened

When a student reports bullying behavior, the adults will do the following:

1. Report the incident to the classroom/homeroom teacher and grade level vice principal during the same school day for follow up.
2. The grade level vice principal will contact parents/caregivers of both parties if suspected bullying has occurred. A follow up investigation will be conducted—each case will be different, but both families will be informed about what the investigation will entail. Based on the findings, faculty and staff will increase supervision in the



affected areas, take away privileges that are being abused, and administer consequences to ensure that every student is safe.

For more detailed information, please see [Brookline's Bullying Plan and Policy](#). Bullying reporting forms can also be found in this section of the website.

CELL PHONES AND OTHER PERSONAL ELECTRONICS

Cell phones and other personal electronics, such as portable music players, tablets, handheld game consoles, cameras, audio and video recorders, and wireless headphones/earbuds, smart watches, must be turned off and put away during school hours and during school-led activities unless its use is deemed a necessary component for the completion of an assignment or activity as determined by a Florida Ruffin Ridley School staff member.

Consequences for Unauthorized Use of Cell Phones and Other Personal Electronics

- First Instance: Personal electronics will be confiscated, given to the vice principal, and can be picked up by the student at the end of the day.
- Second Instance: Personal electronics will be confiscated, given to the vice principal, and a parent/guardian will be contacted by the vice principal.
- Third Instance: A parent/guardian and student will meet with an administrator to develop a plan which may include extended and/or permanent restriction of personal electronic devices being brought to school.

Chromebooks and Google Apps for Education

The Google Apps for Education (GAFE) and technology acceptable use agreements for families and students can be found [here](#).

Each year our students in grades 3-8 review and sign an acceptable use contract for their district issued chromebook. A copy of the Florida Ruffin Ridley School chromebook contract for students can be found [here](#).

TARDY TO CLASS POLICY

Students in grades 6 through 8 are given increased responsibility as they prepare for high school and switch classes with less teacher supervision. Students are expected to arrive to each class on time and have all necessary materials to be successful. Being on time and prepared to learn are important aspects of a student's academic, effort, and behavior grades.

Consequences for Being Late to Class (Grades 6-8)

- First Instance: Student will receive a reminder from the teacher about the expectation for being on time to class.



- Second Instance: Teacher will engage student in a solution-oriented conversation about how to arrive to class on time
- Third Instance: Teacher will notify the student’s family of the issue.
- Fourth Instance: Student will be referred to an administrator for consequences and/or a conference with the student’s family.

ACADEMIC HONESTY

Students are expected to uphold academic honesty and integrity when completing class work, homework assignments, and tests.

“**Cheating**” shall refer to the giving or receiving of unauthorized help on individual assignments, including class work, homework, tests, quizzes, and other written projects.

“**Plagiarism**” shall refer to the copying of words, ideas, and opinions of someone else without giving credit to that person in the form of footnotes or references.

Consequences for Cheating or Plagiarism

- First Offense: Student will receive a zero for the assignment. Student will complete and resubmit the assignment to demonstrate understanding of concept(s). Teacher will notify an administrator and a parent/guardian.
- Second Offense: A conference will be held with the student, a parent/guardian, and an administrator to determine a more serious course of action.

EXPECTATIONS FOR EXTRACURRICULAR ACTIVITIES

Attendance Eligibility

Any student who is absent may not participate in after-school activities (e.g. sports practices and games, rehearsals, Devotion After School Enrichment Program classes) on that day.

Academic Eligibility

Students in grades 6 through 8 must maintain an academic grade of a C- or better and a conduct grade (effort and behavior) of a 1 or a 2 on the most recent report card or interim progress report in order to be considered in good standing. Students who do not meet these criteria will be required to problem-solve with their teachers to create a success plan and demonstrate progress towards meeting the goals of that plan in order to continue participating. The administration reserves the right to determine exceptions, if any, to this requirement on a case-by-case basis



LEARNING AT FLORIDA RUFFIN RIDLEY

The academic program at Florida Ruffin Ridley is structured to meet the changing needs of students as they develop and the diversity of learners present in each learning space. Critical thinking and creative problem solving are emphasized at all grade levels in an effort to stimulate a student's intellectual curiosity and ability to acquire the skills needed to live in the 21st century. The use of technology is integrated across disciplines to enhance learning. The primary objectives of the educational program are to challenge students to extend their thinking and knowledge and to enable students to become increasingly confident and joyful learners.

Throughout the grade levels, classroom teachers collaborate with specialists, classroom paraprofessionals, full year interns, student teachers, and family volunteers to enrich the academic program for all students. The Florida Ruffin Ridley school collaborates with several high quality teaching preparation and career development programs such as those found at Boston University, Northeastern University, Lesley University, and Cambridge College to provide learning opportunities for students entering the education professional field.

STRUCTURE

Classroom Organization

Kindergarten to Grade 5

Students in kindergarten to grade 5 are assigned to a homeroom. Depending on the needs of students and the collaboration among the grade level teams, some flexible grouping across classrooms may occur for some aspects of instruction or for special learning experiences. In grade 5 students begin to switch teachers for science and social studies (and sometimes writing) classes as a beginning preparation for the middle school transition. Throughout the week, students will travel with their homeroom to their specials classes (Art, Physical Education, and Music) which are taught by an educator who is different from their homeroom teacher. World Language (Spanish) in Kindergarten - Grade 5 takes place in the homeroom and is taught by a world language educator.

Grade 6

Students are assigned to an advisory and travel with this group to all of their classes according to an assigned schedule which they will receive on the first day of school. The homeroom teacher is the first point of contact for families regarding general concerns about school. The homeroom teacher also leads an advisory group that meets at least once each week. Students in grade 6 also have some additional time each week with their homeroom teacher. This time is used to offer extended time in English and Mathematics and to provide support services.



Grades 7 and 8

Students in grades 7 and 8 are placed in multiple cohorts designed to optimize their learning strengths and social-emotional growth. Students are mixed into cohorts for Math, Science, English Language Arts, and Social Studies, and placed into another cohort for world language and specials (Health, Physical Education, and Art), and then again for Advisory. Students will travel to their classes in these different cohorts according to an assigned schedule which they will receive on the first day of school.

Class Placement

The process for placing students into classes for the following school year takes place in May and June in a series of meetings held with classroom teachers, the guidance counselor, student services staff, the vice principal, and the principal. The goal of this process is to create balanced and equitable classes that provide the optimal learning environment for both the individual student and the group of students as a whole. Furthermore, the faculty and staff at Devotion strive to create groupings that are workable for classroom teachers and that make it possible to provide the most effective student services.

The placement process includes an opportunity for families to provide information or share unusual circumstances that they feel are important or believe the school may not know. All information must be submitted in writing to the principal by mid-April to be considered as part of the process. Submitting information is completely optional. The same consideration and care will be given to every student during the placement process, regardless of whether the placement form is used. Requests for specific teachers either in conversation or in writing will not be considered as part of this process.

Friendships are considered in the placement process, but the primary focus is to provide appropriate learning peers for each student, understanding that each year brings new opportunities for friendships. The Brookline School Committee's "Student Grouping, Inclusion and Placement Practices" policy states:

“When determining class placement of students at any grade level in elementary school and in the creation of middle school class lists, consideration shall be given to various student learning needs. In order to create effective learning environments and maintain valued diversity within each classroom, efforts will be made to place students with some peers who share similar profiles so that teachers can more effectively address the strengths and needs of all students.”



ACADEMICS

Morning Meeting/Advisory

Students in Kindergarten - Grade 5 have a designated block in their schedule for explicit social emotional skill and community building. This block occurs 5 days/week and mostly appears as the first block of each classroom's schedule.

Students in grades 6 through 8 participate in an advisory period four times a week in which students meet with their homeroom teacher or advisor. The purpose of this program is to offer space for explicit social emotional skill building, build and strengthen community, and reflect on experiences during the week and to develop positive relationships among students and between students and staff members.

Curriculum Information

The curriculum at FRR is based on the Learning Expectations for the Public Schools of Brookline. These expectations are benchmarks separated by grade level indicating what every child should know, understand, and be able to do by the end of each school year. Teachers provide an overview of the grade level curriculum at the fall Open House events. Grade level curriculum overviews and more detailed Learning Expectations are available on the Public Schools of Brookline's website (www.brookline.k12.ma.us/page/164).

Homework

The purpose of homework is to reinforce skills that are taught in class and develop independent learning. Each teacher determines the amount and type of homework appropriate on any given night, but a typical pattern finds homework gradually increasing as students move through the year and progress through the grades. Specific classroom procedures in regards to homework are explained in the fall during Open House events.

Technology Program and Integration

The goal of the technology program is to integrate technology into the curriculum across all grade levels and to provide the necessary technology resources, experiences and support for both students and teachers to develop technological skills in an ever-changing digital world. Students and teachers at the Florida Ruffin Ridley School have access to technology throughout the whole day. Each classroom and some large and smaller group learning spaces are equipped with a Smartboard and Lightspeed technology. Chromebooks are located in every classroom and in the library. There is also a mobile computer cart of MacBook Airs in the school for students and teachers to use.

Library and Media Center

The Florida Ruffin Ridley School library procedures and processes print and non-print materials, maintains audio-visual equipment, subscribes to online databases, and functions



as the information center for the school. The library has an extensive collection of print resources, videos, and audiobooks as well as a bank of computers connected to the Internet for educational use. These resources are designed to provide students with opportunities to read and appreciate literature, as well as to research information and become skillful users of information. In addition to visiting during the school day, faculty and students are welcome to visit the library before school or after school during posted hours.

Field Trips

Students take a variety of culturally and educationally enriching field trips during the school year. All students are encouraged to attend the field trips, regardless of cost. Families are asked to contact their child's guidance counselor directly if assistance with the cost of field trips is needed.

SPECIALS

Performing Arts

At the Florida Ruffin Ridley School, students are provided with opportunities to experience music and develop an understanding and appreciation of a variety of musical genres and skills. Through active participation in singing, playing instruments, listening, analyzing, and composing, students initiate a meaningful relationship with music that they take from the classroom and continue to develop throughout the rest of their lives.

Students in K-5 participate in two music classes a week. Starting in grade 4 students select an instrument to learn as part of the Conservatory program. Their instrumental class meets one of the 2 music class periods and they attend a general music class with their homeroom for the other music class period each week. Beginning in grade 5 in one of the classes, students choose to participate in Band, Chorus, or Orchestra and in the other class, students focus on developing an appreciation for a variety of musical genres and a general understanding of how to create, connect, perform, listen, and notate music.

Students in grades 6 through 8 participate in two Conservatory classes a week, choosing among Chorus, Band, Orchestra, Guitar and Ukulele, and Music Production. After-school music programs also exist for students and they include town-wide band, town-wide orchestra, and town-wide chorus.

Visual Arts

The Visual Arts curriculum teaches students to develop skills in both two and three dimensional media. Students learn to express their individual ideas as they experience a variety of artistic materials and concepts, which are integrated into other areas of academic studies. The overall goal of the curriculum is to inspire confidence in each student's ability to



interpret and understand visual arts, and to become creative problem solvers and critical thinkers in visual terms.

Wellness Education

Wellness Education is a part of the total education program that contributes, primarily through movement experiences, to the total growth and development of all students. It is an instructional program that gives attention to all learning domains (psychomotor, cognitive and affective). Students in Kindergarten - Grade 8 participate in individual and team sports, cooperative activities, skill building practice, and physical fitness. Students are expected to work cooperatively and productively with others while experiencing enjoyment when participating in physical activity.

Health Education

The Health Education program fosters habits of mind and body that lead to physical and emotional strength, and the ability to make positive decisions for lifetime wellness. The Health curriculum includes lessons on media literacy, healthy decision making, behavioral and mental health, body systems, character/social competency, disease prevention and management, nutrition, violence prevention, personal/health promotion, reproductive health, safety, and substance awareness. These developmentally appropriate, creative, and informative lessons taught in the Health Education program are designed to facilitate student learning through interaction, assessment, and participation.

World Language Program

The World Language program is based on the content-enriched foreign language in the elementary school (FLES) model. The program provides a sequential language learning experience that aims to acquire language proficiency appropriate to each grade level. In such programs, language lessons include concepts from other subject areas (e.g. social studies, science, and mathematics) to reinforce the subject area knowledge and present material in meaningful contexts. The language studied for students in Kindergarten through Grade 5 is Spanish and beginning in grade 6, students may opt to study French or continue with Spanish.



SUPPORT SERVICES AND PROGRAMS

CLINICAL TEAM

The Clinical Team includes the guidance counselors, the social worker, the school adjustment counselor, the school psychologists, and their interns. The Clinical Team follows students from registration to graduation, meeting with teachers to discuss a student's academic, social, and emotional progress. The Clinical Team assists with implementation of special education services, interviews all new families, and helps prepare students in grade 8 and their families with the transition to high school. The Clinical Team also offers small lunchtime activity/discussion groups to help students learn how to adjust to a new school environment, work cooperatively, make friends, listen actively, solve problems, and make decisions. The Clinical Team may meet with a student individually for short-term support. Teachers may request that a student be seen or the student and/or parent(s) may initiate the request. Placement is based on need and space in the schedule. Participation is voluntary and families are notified if these services are recommended. If long-term support or more intensive services is needed outside of the school day, group and individual support is available through the Brookline Mental Health Center. Individuals may meet with the Center's staff at the Florida Ruffin Ridley School or at the Center itself. Payment is made through families' private insurance, Mass Health or other payment plans arranged with the Brookline Center's staff.

HEALTH SERVICES

Health Services at the Florida Ruffin Ridley School supports the growth, development, and educational achievement of all students by promoting health and wellness through the nurses in our school based clinic. They provide first aid, emergency treatment, intervention, and referrals for physical, psychological, social-emotional, and behavioral issues; administer direct care for special medical needs; monitor the health status of students by conducting height, weight, and BMI measurements; manage screening programs to identify health concerns such as vision, hearing, and scoliosis; and build collaborative relationships within the school and to outside agencies to ensure that effective services that are culturally appropriate and responsive to the diverse, changing needs of students at the Florida Ruffin Ridley School. You can contact our school nurses at the email addresses and phone number listed below:

Clinic Phone Number: 617-879-4404

Brianna Cormos: brianna_cormos@psbma.org

Jana Young: jana_young@psbma.org



SPECIAL EDUCATION

The Florida Ruffin Ridley School provides specially designed instruction and related services to students who have been formally identified as eligible by a team of staff members. If a student meets the requirements to qualify to receive special education services, an Individualized Education Program (IEP) is proposed. Services are delivered within the regular classroom settings as well as in separate small groups or one to one outside of the classroom with specialized, individualized instruction from trained and highly qualified special education teachers. A wide range of services is available to meet the individual needs of the Florida Ruffin Ridley School students from academic intervention and specially designed instruction to related services in areas such as speech therapy, occupational therapy, and physical therapy.

Learning Center

The Learning Center is designed to provide a range of services to students with varied mild to moderate disabilities. The Learning Center focuses on assisting students in meeting the curricular demands of each grade. In addition, specific services include but are not limited to direct instruction in reading, mathematics and written language. The Learning Center provides students with academic support and assistance in developing organizational skills, executive functioning skills, and study skills. Small group instruction and individualized instruction are used to assist students in achieving individual student IEP goals. Learning Center special education teachers consult to general education staff members and to families as needed. Learning Center teachers also assist in the development and implementation of appropriate modifications and accommodations within the general education settings.

Therapeutic Learning Center

The Therapeutic Learning Center (TLC) is a special education and supportive service based program for students with a history of emotional disabilities which impact their access to learning opportunities. This district wide program supports students both within our Florida Ruffin Ridley School community as well as students who attend public schools across Brookline. The Therapeutic Learning Center provides the following as deemed necessary by each individual student's IEP; direct instruction in a separate setting, support in general education, adaptations of the educational environment, positive behavior intervention plans, instruction in relaxation techniques and counseling.



ADDITIONAL SUPPORT SERVICES AND PROGRAMS

Literacy Specialists and Math Specialists

The literacy specialists and the math specialists at the Florida Ruffin Ridley School provide a range of services, including small group and one to one direct instruction, to students who need short term support beyond the general education classroom instruction in reading, writing, and/or math. These specialists also serve as a resource for teachers, providing guidance on the best practices in their field and helping teachers assess the performance levels of their students.

Title I

Based on set federal guidelines, the Florida Ruffin Ridley School is designated as a Title I school. Title I is a federally funded program aimed at closing the achievement gap by offering reading and math support and direct instruction to students with low socioeconomic status. Through this grant our staff is able to supplement practice and provide individual attention through a variety of models, which include in-class support and small group instruction.

English Learners

The English Learners (EL) program at the Florida Ruffin Ridley School provides services to students in Kindergarten through Grade 8 whose primary language is not English and who have not yet reached proficiency levels in English. The program provides support with services focused on a student's English language acquisition, literacy development, and academic achievement.

Metropolitan Council for Educational Opportunity (METCO)

The Public Schools of Brookline is a charter member of the Metropolitan Council for Educational Opportunity (METCO), a voluntary integration program founded in 1966 which provides K-12 education for over 300 students from Boston. Students in METCO participate in all aspects of the academic and extracurricular life of the schools and are supported by the METCO director, advisor, and social worker.

Steps to Success

Steps to Success (STS) is a comprehensive educational achievement program that provides academic support, enrichment, and year-round youth development activities for students with low socioeconomic status. Since its creation in 1991 as the Brookline School-Community Partnership, Steps to Success has worked with thousands of students to help facilitate their academic and professional success. With a mission to dismantle the achievement gap for low-income students and to work with community partners to address the issue of poverty in the town of Brookline, Steps to Success at the Florida Ruffin Ridley



School seeks to create educational equity and to help end generational poverty for young people in grades 3 through 8.



SPECIAL EVENTS AND CELEBRATIONS

COMMUNITY MEETINGS

Community Meetings are held periodically throughout the school year and gather grade level bands (K-2, grades 3-5, and grades 6-8) or the entire school community together approximately once a month. These meetings are an opportunity to maintain a sense of community, foster a sense of connectedness among students, faculty and staff, and to provide a forum for celebrating learning and our community.

SPECIAL EVENTS

Crafts Fair

During this fun event students sell crafts or food that they have created to the community. All Florida Ruffin Ridley School students are encouraged to participate. Some students even donate a portion of the proceeds raised to a charity of their choosing.

International Night

International Night is an opportunity to celebrate the rich cultural tapestry of our Florida Ruffin Ridley School community and learn more about the lifestyle and culture of countries all over the world. It is an evening for sharing traditions, excellent food, talents, and entertainment.

Science Fair

The Science Fair gives students the opportunity to carry out independent science projects and present their findings to both professional scientists and the public.

Math Night

During Math Night, the Florida Ruffin Ridley School math specialists design and share a number of games that develop students' skills in arithmetic and geometry.

Big Book Bazaar

The Big Book Bazaar (BBB) is a three-day, school-wide extravaganza designed to promote a lifelong love of reading for all Florida Ruffin Ridley School students. There are reading and literacy activities, a used book collection and sale, a book sale that dovetails with the summer reading lists, and outreach efforts to ensure all FRR students have access to great books.

Spring Carnival

The Spring Carnival is a school and community-building event for all Florida Ruffin Ridley School students and the larger community here in Brookline. It is held in mid-June and



provides a wonderful opportunity for students, their families, and friends to have fun and celebrate the end of the school year. The Carnival features rides, games, and food for all tastes.



EXTRACURRICULAR ACTIVITIES

ACADEMIC

After Hours University and Teen Advantage

After Hours University (AHU) and Teen Advantage (TA) are after-school programs available for FRR students that participate in the Steps to Success program. AHU and TA provide students in grades 3 through 8 with structured homework time, enrichment activities, field trips, leadership opportunities, and early college awareness. The programs take place Monday through Wednesday from 3:00pm-4:30pm.

Math League

Math League is a math club for Florida Ruffin Ridley School students in grades 5 and 6 that runs from mid-November to mid-March. Students may choose, but are not required, to compete in town-wide Math League Meets. Fourth graders are also welcome to attend Math League practices in certain topics, but can not compete in the town-wide meets. Students compete in one or more of five topics: Bases, Geometry, Operations, Patterns, and Problem-Solving. Practice sessions occur both before and after school on certain days for each topic.

MATHCOUNTS

MATHCOUNTS is a national competition program that strives to engage middle school students of all ability and interest levels in fun, challenging math problems. MATHCOUNTS is open to Florida Ruffin Ridley School students in grades 7 and 8 and is led by FRR educators.

Student Council

Student Council is a vehicle for students to surface and collaboratively solve challenges that impact the student body at the Florida Ruffin Ridley School. The group meets once weekly during the lunch/recess block for grades 6-8. Our Student Council is composed of students in grades 6-8. Students submit an online form in the fall indicating their interest in involvement and representatives are selected through a double blind process balancing the group for gender expression, grade level, and race.

ENRICHMENT

Girls On The Run/Heart and Sole

The Florida Ruffin Ridley School participates with the international organization Girls on the Run to provide after school programming that is committed to building a world where every person can know and activate their limitless potential. We value the dignity and humanity of



all people and are dedicated to being an inclusive, diverse, equitable and accessible (IDEA) organization

The 3rd - 5th grade program, Girls on the Run, encouraged girls of all abilities to recognize their individual strength and celebrate connections with others. Their tested curriculum blends physical activity with skill development that enables girls to adapt to whatever comes their way. In today's unpredictable world, the strategies learned at Girls on the Run are more important than ever.

Heart and Sole is Girls on the Run's middle school program that meets the unique needs of girls in grades 6-8. The program considers the whole girl- body, brain, heart, spirit, and social connection. Girls need an inclusive place where they feel supported and inspired to explore their emotions, cultivate empathy, and strengthen their physical and emotional health.

Daily After School Enrichment Program

Daily After School Enrichment Program (DASEP) is an independent non-profit program that provides learning-based afternoon activities to the Florida Ruffin Ridley Elementary School students in grades K-8. The program is arranged into four 8-week sessions--Fall, Winter, Early Spring, and Late Spring--so that session breaks align with school breaks. Over the 30+ years since the program's inception, DASEP has become the district's largest after school program, serving over 300 students with 30-40 class and activity choices per session. Families may choose from a wide range of classes offered five days a week during the two hours following the regular school day and in the following broad categories: athletics, creative movement, and fitness; visual and performing arts; artisan, culinary and creative crafts; and science and technology. For further information or questions, please contact DASEP Director Lauren Bernard by phone at 617-894-2827 or by email at dasepdirector@dasep.org.

Ruffin Ridley School Extended Day Program (RREDP)

The Ruffin Ridley Extended Day Program (RREDP) is a non-profit 501(c)3, tuition based recreationally focused program for children in grades K-4 who attend the Florida Ruffin Ridley School in Brookline, Massachusetts. Program hours are from school dismissal until 5:45 pm daily. We operate for longer hours on early release days as noted on the school calendar. There is also full-day care during some school vacations for which there are separate fees. The program is staffed by a group of experienced early childhood and school age professionals. Programming is developmental and includes arts and crafts, gross motor activities in a gym and outdoors, board games, dramatic play and facilitated peer interactions. There is supervised homework time for 3rd-5th graders and a curriculum that is appropriate for older children.



RREDP is licensed by The Department of Early Education and Care (DEEC) through the State of Massachusetts. Information on DEEC school age regulations can be found on the DEEC website. For more information, please visit our website RREDP.org

ATHLETIC

Intramural Sports

Dave's Football League

During the fall season, the Physical Education faculty organize an after-school weekly flag football league. Dave's Football League (DFL) gives students in grades 6 through 8 the opportunity to be active as they compete against other teams of students from the Florida Ruffin Ridley School. Games are held after school on Fridays and the season culminates with the FRR Super Bowl held on the Wednesday before Thanksgiving.

Extramural Sports

The Public Schools of Brookline provides students in grades 5 through 8 the opportunity to compete in various sporting activities against students from all other elementary schools.

Cross Country and Track & Field

Florida Ruffin Ridley School students in grades 5 through 8 can compete in the cross country meet in the fall and the track and field meet in the spring. The Physical Education faculty collaborates in an effort to train, teach, and prepare students for these meets. FRR students in grades 5 and 6 compete together against all other elementary schools on one day and FRR students in grades 7 and 8 compete together against all other elementary schools on a different day. Practices are held after school from 2:45 - 3:45pm

Volleyball (Fall), Basketball (Winter)

Florida Ruffin Ridley School students in grades 7 and 8 can try out for the co-ed volleyball, boys' basketball, and girls' basketball teams. On each of these teams, students are provided the opportunity to be active and a part of a team as well as learn the skills, rules, and strategies of the sport. Each week, the FRR team will compete against a team from another Brookline elementary school. Each sports season culminates with a playoff series consisting of semifinal games and a championship game. Practices are held twice a week after school from 2:45pm- 4:00pm and games are held on Wednesdays.

SUMMER OPPORTUNITIES

BEEP Summer Enrichment

- For: Students entering grades PreK and Kindergarten next fall
- Location: BEEP @ Clark Road



- Contact: Margaret Eberhardt (margaret_eberhardt@psbma.org)

BEEP Summer Enrichment offers STEAM (Science, Technology, Engineering, Art, Math) learning adventures, water and outside games, music, dramatic play, construction & fine motor activities as well as special events. Classes are usually small to support individual and small group learning opportunities.

Brookline Adult & Community Education and Brookline SmartSummers

- For: Life-long learners of every age, adults and children alike
- Location: Various PSB Schools including Brookline High, Lincoln, and Ruffin Ridley Schools
- Contact: Monica von Huene (monica_vonhuene@psbma.org)
- Website: brooklineadulthood.org

Brookline Adult & Community Education (BA&CE) and Brookline SmartPrograms offer enriching learning opportunities for children and adults all year long.

Brookline SmartSummers are enrichment programs for children ages 5-14. Students can choose from a wide variety of half-and full-day fun and educational adventures that meet from one week to eight weeks in July and August 2020. Programs include Theater Arts, CyberSummer, Basketball, Spanish Immersion, Bringing Books to Life, The Crafty Artiste, Minecraft, Lego Engineering, and more. These programs are open to all interested students.

BA&CE classes include dance, exercises, art, cooking, languages, and more. These classes are open to all.

Brookline Recreation

- For: Students entering grades K-12 next fall
- Location: Various Locations
- Contact: Josh Cooke (jcooke@brooklinema.gov)
- Website: Brookline Recreation

The Brookline Recreation Department offers various day camp programs to children. Each program provides various activities and pre-established schedules where children can build confidence, develop skills, make new friends, and have fun! Children will also take part in arts & crafts, non-competitive sports & games, aquatics activities, recreational play, and theme activities. Each camp will feature entertainment activities and field trips:

- **Camp Chestnut @ Lawrence School** (For students entering grades K-1)
- **Camp Coolidge @ Heath School** (For students entering grades 2-4)



- **Camp Kennedy @ Ridley School** (For students participating in the Project Discovery Program)

In addition, Brookline Recreation offers other themed programs for PSB students:

- **Viking Sports @ Baker School** (For students entering grades K-7): Viking camps include a fun variety of sports including dodgeball, capture the flag, street hockey, soccer, flag football, basketball and much much more.
- **NetResults Tennis @ Brookline High School** (For students entering grades K-12): NetResults Tennis is a games-based approach that adds excitement and enjoyment for the kids as they learn through a progression of drills and games specific for each level of play

Calculus Project

- For: Students entering grades 8-12 next fall
- Location: Brookline High School - OLS Campus
- Contact: Meghan Kennedy-Justice (meghan_kennedy-justice@psbma.org)

The Calculus Project is unlike any initiative in public education that aims to close the achievement gap in mathematics. In particular, the project is designed to increase the number of African American and Latino students who enroll and succeed in high-level mathematics courses at Brookline High School, culminating with the study of calculus in their senior year. This initiative originates in middle school and offers a series of focused innovations that continue throughout high school.

These include summer preview courses that support skill-building, reduce summer loss, and prepare students for their subsequent mathematics course by introducing them to core mathematical concepts vital to their success; afterschool tutoring during the school year, where highly qualified mathematics teachers re-teach and reinforce concepts and skills; and the development of “cohorts” that serve to create a less stigmatized academic culture, enhance the aim of striving toward calculus, and provide support among the target population.

Extended School Year (ESY)

- For: Students entering grades PreK-12 next fall
- Location: Runkle School and Ruffin Ridley School
- Contact: Samantha Bracy (samantha_bracy@psbma.org)

PSB Students in special education who require extended school year services will participate in the ESY program. ESY provides students the opportunity to maintain learned skills and target goals and objectives derived from the current IEP. Services are determined individually for students on a case-by-case basis. *Admission to this program is by invitation only.*



Project Discovery

- For: Students entering grades 1-6 next fall
- Location: Florida Ruffin School
- Contacts:
 - Joanna Lieberman (joanna_lieberman@psbma.org)
 - Kristin Gray (kristin_gray@psbma.org)
 - Lyndsey McMahan (lyndsey_mcmahan@psbma.org)

Staffed by PSB teachers, Project Discovery supports students currently in Grades K-5 who would benefit from continued instruction in reading, writing, and word study over the summer months. The program helps ensure students maintain current levels of proficiency in these key areas.

Participants in this program have the option to attend a second, fee-based recreational program in the afternoon run by Brookline Recreation or Brookline Adult & Community Education. *Admission to Project Discovery is by invitation only.*

STAR Academy

- For: Students in ELE and/or METCO entering grades K-8 next fall
- Location: Lincoln School
- Contact: STAR Academy Director, Mindy Paulo (mindy_paulo@psbma.org)

STAR Academy is a summer program for Brookline's English learners and METCO students only. STAR provides opportunities for students to increase their reading, writing, communication, and comprehension skills across curriculum areas: math, science, social studies, and English language arts. Students will focus on developing their skills through a study of content area vocabulary and concepts. Teachers will introduce and reinforce the instructional language used in classroom settings throughout the school year. This program is an opportunity for students entering grades K-8 this September to enhance their social and academic knowledge. *Admission to this program is facilitated through an application process.*

Participants in STAR Academy have the option to attend a fee-based recreational program in the afternoon run by Brookline Adult & Community Education.

Summer Connections with Steps to Success

- For: Students entering grades 8-9 next fall
- Location: Brookline High School - OLS Campus
- Contact: Sarah Fowler (sarahfowler@stepstosuccessbrookline.org)
- Website: stepstosuccessbrookline.org



Students enrolled in the Steps to Success program can participate in the Summer Connections program. This one month experience includes training on completing applications, interviews, early college awareness, job readiness, and preparation for the coming school year. *Admission to this program is by invitation only.*

