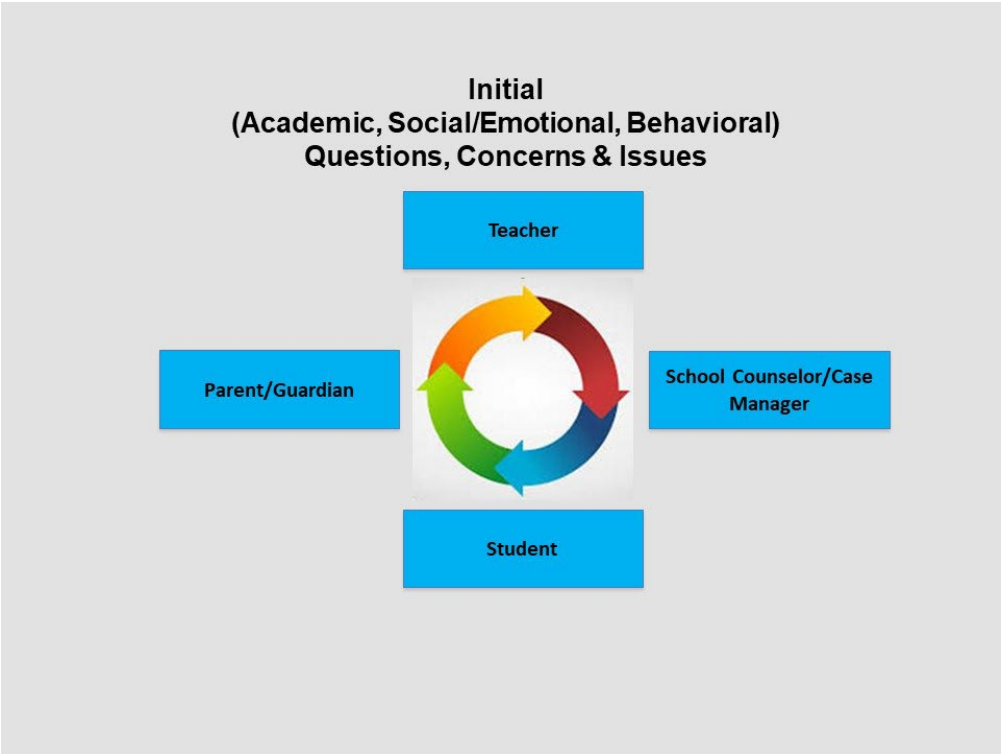
Initial Situations:

The following visual reflects the primary cycle of ongoing communication which is paramount for building the home-school partnership.

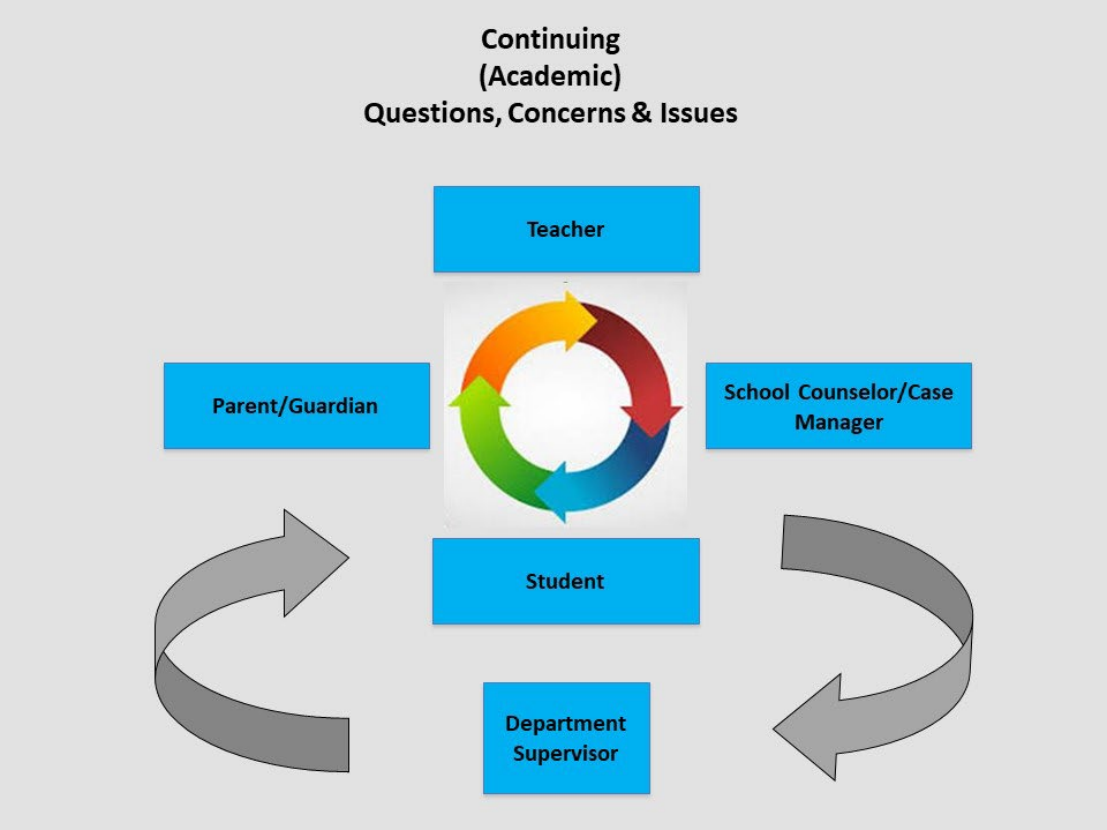


As demonstrated above, *Initial Academic, Social/Emotional, or Behavioral* questions, concerns, and issues should be directed to the individual teacher and/or school counselor & case manager, if applicable.

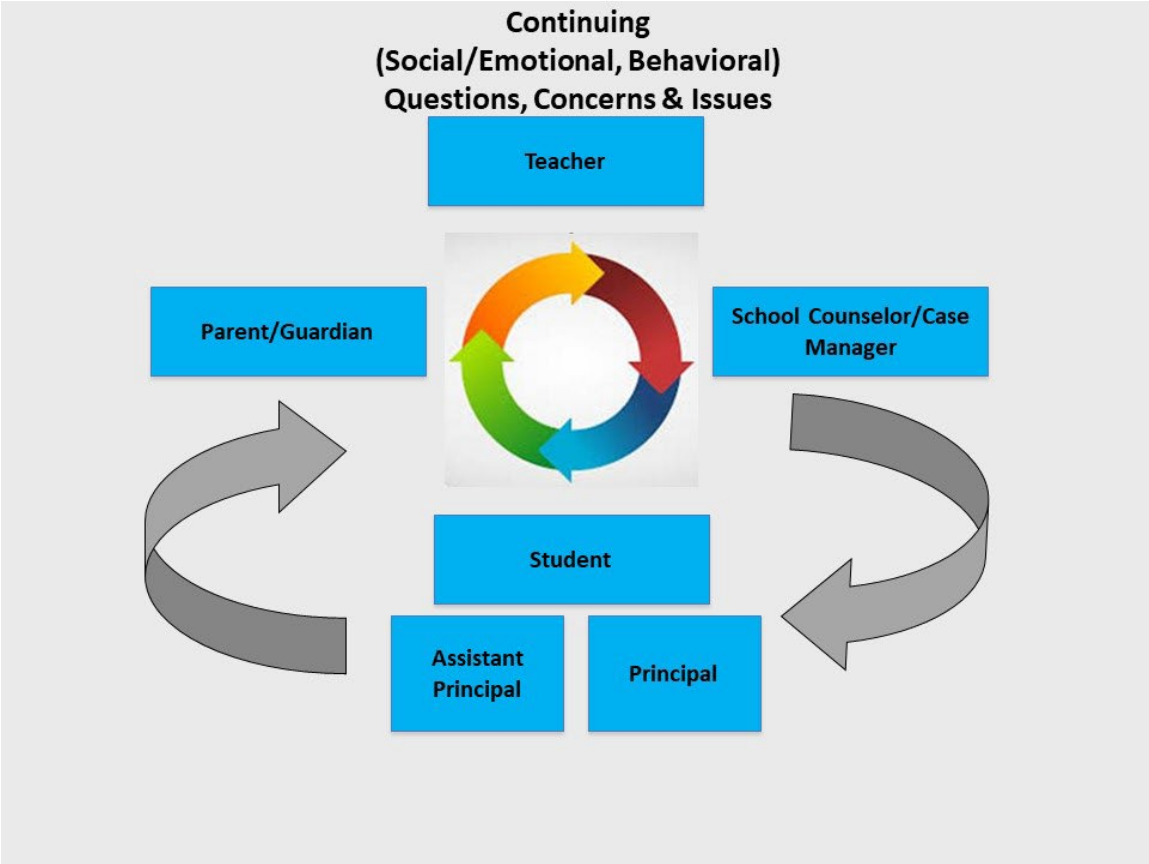
Continuing Situations:

At times, there might be circumstances that, despite the primary efforts of the involved individuals, the question, concern, or issue continues and efforts/discussion have been exhausted. We would then need to involve additional support(s).

For example, the next visual reflects a continuing situation in the academic domain. In this domain, department supervisors are a great resource for students, parents/guardians, and staff.



When continuing situations are in the social/emotional and/or behavioral domains, the assistant principal and/or principal are the appropriate contacts as reflected in the visual below.



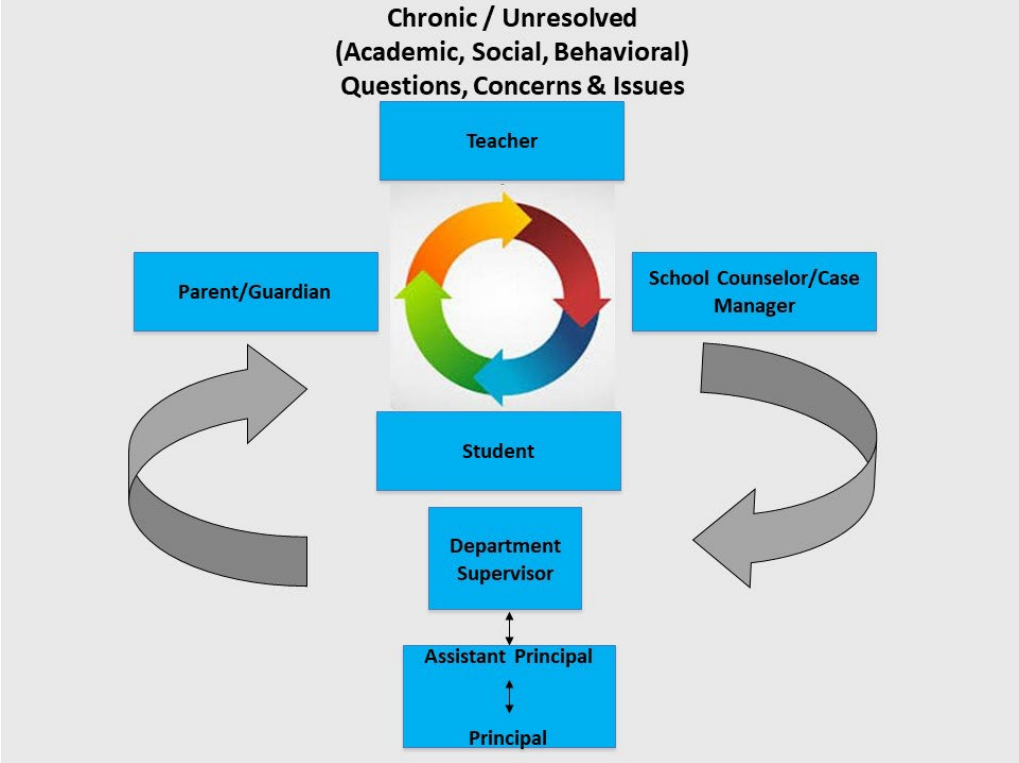
Chronic / Unresolved Situations:

When important questions, concerns or issues become chronic or remain unresolved, many layers of our resources will be involved.

It is our commitment and intent to avoid situations from reaching this level. We trust parents/guardians and out students will share in this commitment with us. The home-school partnership will only be as healthy, strong, and collaborative as we collectively make it!

When situations rise to this level, all stakeholders must seek answers and solutions. All stakeholders must keep the student's best interest at the forefront of all communication, while understanding the importance of maintaining the integrity of our school's programs, procedures, and policies.

Chronic and unresolved situations require parents/guardians, students, and staff to engage the matter respectfully and thoughtfully. It is extremely important in these situations for all adults involved to model for children/students how to communicate civilly and how to successfully navigate persistent problems or conflicts with a focus on answers and solutions.



Ramapo Ridge Teams:

The team structure provides an additional avenue of effective communication and an opportunity for students, teachers, and parents/guardians to connect and build the home-school partnership.

Each student is assigned to the *Ramapo* or *Ridge* Team. There are two teams per grade-level.

Each team has a team leader and is comprised of teachers who plan and coordinate instruction in the core subjects (Mathematics, Language Arts, Science, Social Studies and Reading in sixth grade or World Language in seventh and eighth grade) and who monitor student learning.

Team members collaborate and share pertinent information regarding teaching and learning as they continually design and assess the educational experience of our students. The overarching hallmark of the team structure is that it provides a complete picture of the whole child in a broad context as opposed to the single snapshot and narrow context offered by the individual departmental approach.

Team Leaders

6th Grade	Donna Conrad
6th Grade	Christiane Lange
7th Grade	Lauren Saviet
7th Grade	Dianna Burkel
8th Grade	Sarah Meakem
8th Grade	Danielle Drejman
Encore	Brian Girardi

As you could see, there are many supports for you and your child at Ramapo Ridge Middle School and in Mahwah Township Public Schools.

By adhering to the guidance presented here, we will have a healthy, strong, collaborative partnership during our journey together!