

PARENTING PLAN WORKSHEET FOR CO-PARENTING, MEDIATED OR COLLABORATIVE DIVORCES

Parents are encouraged to each complete this worksheet in as much detail as possible, to develop their parenting plan. This document may be used in discussion with your Mediator(s), Collaborative Coaches, Collaborative Child/Adult Child Specialist and/or Co-parenting Specialists. This document is not suitable for resolving litigated divorce/custody disputes, as they are guided by existing laws that may not cover the terms herein, such as religious training, and college/trade school tuition. Some *litigating* co-parents do review this and include some of the language from this document in their final judgments. When mediating or using collaborative divorce/custody processes, you can agree to whatever you wish, including values that guide your parenting decisions, as long as the terms are legal, agreements are joint and formally submitted by your attorney mediator to the court in your final judgment or as an addendum to an existing judgment. The more specific the agreement, the more enforceable it is.

Mental Health Professionals have included here many of the issues that co-parents who are court-ordered to co-parenting therapy typically struggle with, during or long after their litigated co-parenting/custody disputes. When conflict between co-parents is high, the greater detail provided can help avoid future disputes. The clearer you are about your values and other parenting matters *now*, the less such disputes will arise in the future, and the less tension and discord will be experienced by your children. Children recover from divorce *in direct proportion* to their parents' ability to communicate effectively and to free their children from marital/post-marital conflict, discord and background tension. Some families hold to many of the same terms agreed to here regarding holidays, for example, even after children go to college/trade school in order to prevent adult children from feeling torn.

Your agreed-upon language and edits here will be largely respected by the collaboratively-trained family law attorney writing up the agreement for formal inclusion in your final judgment (or addendum that supersedes that) which is submitted to the court, unless the attorney feels more clarification is needed. ***As long as you can both agree, you may each request to alter or exclude anything in this document. Remember, you're aiming for win-win solutions for both of you, and for the wellbeing of your child(ren).*** Expect to need to clarify how your proposal satisfies your desires as well as *your co-parent's*.

We recommend that you read this over first, and then type your comments, questions and suggested changes in different colors *on your own copy*. **Orange** for Parent 1 (P1), **Blue** for Parent 2 (P2), and **Green** for agreements. You can save time/money by working together, depending on your ability to communicate respectfully, on the phone/zoom.

1. To the extent you agree on ANYTHING – highlight these sections in **green**.
2. **When both parents agree**, simply *eliminate boxes* rather than marking these (throws off formatting).
3. Use the “~~strike through~~” function (usually in tool bar as “~~abc~~”) to eliminate sections you both agree are irrelevant to your case. However, if your children are very young, take care *not* to strike out sections that could apply later (e.g. infant later diagnosed with special needs) – we can add language that makes it clear that IF xyz occurs, then abc is what you agree to.
4. Start with whatever you can agree to, including items that don't offer a place to “check a box.”
5. Although there are several items without a “box” to check, you each may *offer alternatives in every instance* (this is YOUR agreement!), or eliminate the box and **highlight font in green** to indicate agreement.

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We have tried to **highlight in yellow all dates, due dates, deadlines and time-related agreements** so that co-parents calendar these as they go and maintain compliance.

If you can't communicate effectively at all, with your co-parent, one of you can offer to go first (e.g. P1) to **review a shared copy of the document** and highlight in YOUR color (blue or orange) all the issues *without* check boxes that you agree with. Then, (P2) can go through *that same document*, and highlight in **green** all the areas P2 agrees to as well.

When you start by operating from a shared document this also saves you tons of time, money and expense as we won't have to charge to cross-check your separate documents. **When you have differences** – put these in your color **on your private document**, so your mediator(s) can review these and make sure your proposals are positively stated and apply to both of you (are bi-lateral) and “win-win,” before you share. DO NOT offer changes or separate proposals without the help of your mediator/co-mediator when there is conflict and tension between you.

When together, immediately skip whatever it's clear you can't/won't agree on, don't let any conflict get started, and quickly make a note that you need help making respectful win-win proposals from your mediator/co-mediator for that item. Try to do this on your private doc in *your* color ink. When there is disagreement, we'll review these separate comments during individual and joint appointments with your professional(s).

Date: _____

Parent 1

Parent 2

Names:

Addresses:

Cities:

State, Zip:

Telephones:

Cells:

E-mails:

This plan has been developed through the following process:

Co-Parents' Agreed-to Mission Statement for Divorce & Post-Divorce:

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Co-Parents' Agreed-to Short Divorce Story – blame-free narrative, the “party line” for extended family and friends regarding why divorce occurred. Functions to protect children from feeling their communities have taken sides, so they child is free to love both parents, wherever the children are interacting. Also protects children from being torn and placed in the middle of adult concerns:

This parenting plan applies to the following children:

	Name	Birth Date
Child 1		
Child 2		
Child 3		
Child 4		

DEFINITIONS:

- “Notice” or “notification” shall be defined as *written notice*, unless otherwise specified.
- “Modify” or “modifications” shall be defined as *written* mutual agreements to alter the terms of this agreement, with clear dates delineating the span of time for the modification, unless otherwise specified.
- “Agree by” dates are highly recommended in all cases, to avoid future conflict. Non-responsiveness creates unnecessary tension and conflict as it holds the other parent hostage and unable to move forward on potentially urgent matters concerning the child(ren)’s wellbeing.
- “Shared” costs will mean “shared equally,” unless otherwise specified.

JOINT LEGAL CUSTODY

1. The parents shall have joint legal custody, which means that both parents shall share in the right and responsibility to make decisions and *must mutually agree* when making decisions on matters, including but not limited to the following:
 - a. Enrollment in or leaving a particular private or public school, day program, or group home,
 - b. Participation in extracurricular activities,
 - c. Beginning or ending of any psychiatric, psychological, or other mental health counseling or therapy,
 - d. Selection of a doctor, dentist, or other health professional, except in emergency situations or as specified in “Medical Matters” below, and
 - e. Prescribed and over-the-counter medication.
 - f. [For dependent adults, also consider social relationships, volunteer opportunities, “employment,” etc.]
2. In all other matters related to exercising joint legal custody, the parents may act alone, as long as the action does not conflict with any orders herein or with the joint legal custody of the child. When parental rights and responsibilities require mutual consent, failure to obtain mutual consent prior to implementation may result in civil or criminal penalties and/or result in a change to the legal and physical custody of the child.

3. **In the event of disagreement**, both parents will immediately seek the help of the agreed-upon mediating or collaborative professionals identified below [insert here also] and resolve the matters **within 2 weeks and no more than 1 month's time** from the day either parent requests either a mediated or collaborative process. Both parents shall continue to pay for and maintain the child(ren) with the provider, school, activity, service, etc. pending mediated or collaborative resolutions. Only after mediation or collaborative resolutions have failed, as a final resort, resolutions will require an order of the court.

RESIDENTIAL SCHEDULE Key: Use "P1" for Parent 1 = ? "P2" for Parent 2 = ?

1. **For Residential Times:** During a parent's time with the child(ren), when that parent asks the other parent to watch the child(ren) for any reason and that parent agrees, or when the other parent has the child(ren) for additional time/days due to exercising any "right of first option to provide care" agreed to herein, these additional days of care for the child(ren) will not to be counted as any "extra" days stipulated for child support in the final judgment.

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning							
Afternoon							
Evening							
Night							

Week 2	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning							
Afternoon							
Evening							
Night							

2. **Description:**

Location of pick-ups:

Location of drop-offs:

Alternate location of the above location is closed or children don't attend school at that location for any reason:

RIGHTS OF NON-RESIDENTIAL PARENT

The following are the rights of a parent when a child is in the care of the residential parent:

1. The right to unimpeded and private telephone conversations with each child at least 2 times a week at reasonable, scheduled times, and for reasonable duration, provided phone time is not used to disrupt or undermine time with the resident parent or to disrupt existing commitments, either by the other parent or the child.
2. The right to speak on the phone or communicate with the child(ren) via FaceTime, etc. privately, rather than on speakerphone, and the right to send mail or to emails to each child, which the other parent will not open or censor.
3. The right to receive notice and relevant information as soon as practicable and **within 3 hours of any event of hospitalization**, major illness or death of a child. As under "Medical Matters" section herein, the residential parent shall inform the other parent of the children's onset, nature and extent of any illness, the extent and nature of any medical/dental emergency and/or treatment, as soon as is practically possible, and **no later than 3 hours** after an emergency event occurs, or **no later than 1 hour** after emergency treatment is secured. The parenting plan will remain in effect regardless of illness, barring a medical emergency or condition that makes the parenting plan impossible to execute.
4. The right to receive directly from each child's school copies of each child's report card, attendance records, names of teachers, class schedules, standardized test scores and any other records customarily made available to parents, upon written request to the school.
5. The right to receive, directly from each child's physician and other health care providers, copies of each child's medical records, provided that a written request has been made to the provider with a current mailing address and shared payment for the reasonable cost of duplicating and mailing records.
6. The right to be free of derogatory remarks made about the non-residential parent or that parent's extended family and friends in the presence of, or within earshot of the child(ren), or those likely to share information with the child(ren), to ensure that each child feels free to love and respect both parents.

TRANSPORTATION ARRANGEMENTS

1. Transitions will be to and from school/program whenever possible to relieve child(ren) of the distress of leaving one parent for the other. Similarly, it may be hard on child(ren) to need to leave fun, social activities to be with the other parent, so this circumstance will be avoided whenever possible.
2. Both parents have considered that their regular work schedules and/or evening meetings require regular weekly parenting schedules rather than a schedules that change week-to-week.
3. Transportation arrangements for transitioning the child(ren) between the parents, per the parenting schedule, will occur as follows:
 - The parent ending her/his residential time with the child transports the child to school or to other parent.
 - The parent ending her/his residential time with the child(ren) transports the child to school or to other parent's residence.
 - P1 P2 always transports the child(ren)
4. Persons who may transport the child/children are selected by mutual agreement. Currently these include: **(names, dates of birth)**

5. When the parent with transportation responsibility is delayed **beyond 15 minutes** or is unable to transport the child(ren) for any reason, the other parent will be notified immediately, *and if able*, will exercise the “right of first caregiving” until the next day’s pick-up.
6. Other:

DAY-TO-DAY DECISIONS & DAILY NEEDS

1. Each parent will make decisions regarding the day-to-day care of the child(ren), and take full responsibility for the child(ren)’s wellbeing while s/he/they is/are residing with that parent, in accordance with the agreements herein. Regardless of the allocation of decision-making in the parenting plan, either residential parent may make *emergency* decisions directly affecting the health and safety of the children.
2. When each child is in the care of a parent, that parent will ensure that the child(ren) will be properly groomed, fed, clothed and supervised. The child(ren) will be given effective physical care, health care, including mental health care, daycare and qualified adult supervision to ensure the child(ren)’s wellbeing is furthered. Failures to do so risk being deemed “child neglect.”
3. To ensure a skilled, stable, consistent and peaceful context for raising their child(ren) across households, and particularly when an adult child/children has/have special needs or challenging behaviors, both parents agree to complete the following:
 - P1 & P2 both agree to complete the online, 10-class Parenting Course (research-based and trauma-informed) and will provide their mediator(s) with their certificates of completion, prior to ending this mediation, and prior to submitting this document to an attorney for inclusion in their final judgment (EchoParenting.org \$99).
 - P1 & P2 both agree to require their caregiver/respective parents (the child(ren)’s grandparents) to take this online, **10-class Parenting Course** (EchoParenting.org - \$99), and will submit their caregiver/parents’ certificates of completion to Ria Severance, prior to ending this mediation and her submitting this document to an attorney for inclusion in the final Judgment.
 - P1 & P2 both agree to complete the self-paced, 16-class, online high-**conflict Co-parenting Course** and to present the certificate of completion to their mediators, prior to ending this mediation and prior to submitting this document to the attorney mediator for inclusion in the final judgment (HighConflictInstitute.com - \$169.99).
 - P1 & P2 both agree to require and share the cost equally for their caregiver(s)/parents (grandparents) complete both the 10-class Parenting Course, and the self-paced, 16-class online Co-parenting Course and to present the certificates of completion to both parents, prior to ending this mediation and prior to submitting this document to the attorney mediator for inclusion in the final judgment (HighConflictInstitute.com - \$169.99). **[Especially important if the caregiver or extended families risk being aligned with one parent against the other, so that they better understand the adverse impact of certain kinds of “taking sides” behavior on the children/grandchildren.]**

RESIDENCY

1. The residence of each parent shall be delimited to a _____ -mile distance of each other, or with the following location at the center point for the radius of _____ -mile distance: **[insert center point location here]**.
2. The residence of each parent shall be delimited to the lesser of _____ -hours’ drive from each other, or from each parent’s residence to the following location at the center point of the radius: **[insert center point location here]**

3. For dependent adults or children with special needs, parents agree to:
 - a. Before moving, ensure adult child/child’s eligibility for resources will not be compromised by a parent’s move when resources are tied to one/both parents’ county of residence, distance, etc.,
 - b. Prioritize establishing parent’s residency where adult child/child can transition in/out of an agreed-to group home, and
 - c. Make adult child’s/child’s primary residence (with a parent) in the county location where it will maximize his/her/their benefits.

TRANSITIONS: CHILDREN’S TOYS, CLOTHES & OTHER BELONGINGS

1. The parents recognize that the child(ren) may have particular attachments to certain belongings and will respect the child(ren)’s right to have such belongings transfer with them between parents/households.
2. Both parents similarly understand that the child(ren) are not to blame or be held responsible for the divorce and what this imposes on children. Most children require several months to develop the skills needed to learn to plan, prepare and transport their academic and other stuff between households. Parents agree to help them think through, prepare, make re-usable lists, etc. (e.g. “What else do you think you’ll need?” versus spelling it out for them), and at the same time, expect to make more than one trip as they forget things for a while. Children are less anxious, the more parents support their being competent and skilled, by supporting their learning to plan and anticipate what will be happening next.
3. When there has been an upset with a given parent, both parents agree to require the child(ren) to work out things with that parent. The child may not call the non-residential parent to “tattle” or ask for help, unless help aims to empower the child to communicate effectively with the parent in question, per the Co-Parenting sections below. The helping parent will not align with a child’s negative judgments and assessments of the parent and will seek qualified help to avoid doing this, as needed.
4. If the residential parent is for any reason unable to resolve issues with a child/children/dependent adult for longer than two weeks, a child/special needs therapist specializing in divorce who understands related dynamics (including resist-refuse dynamics), will be mutually agreed-to and selected to ensure the child(ren)/dependent adult/adult child(ren) is/are able to voice his/her concerns respectfully, and effectively work through any challenges directly with the parent in question. The cost for said therapist will be shared per “Medical Matters” section in this document. Each parent will in every way, directly and indirectly, support the child(ren)’s having a loving, trusting and respectful relationship with the other parent.

COMMUNICATION BETWEEN CO-PARENTS

1. Online Calendar:
 - a. To reduce the stress for children of any transitions between households, to increase their autonomy, and to retain as much continuity as possible across households, when the child(ren) turn **no more than 8** years old both parents agree to begin teaching the child(ren) to add to their shared family online calendar to help the child(ren) self-organize, create predictability for themselves, and manage their time. Parents will teach the child(ren) to track transitions between households, homework assignment/project due dates (teaching them to working backwards to figure out how much they need to do daily prior to a deadline on a given project). Parents agree to note in their shared online calendar **dates and times**, including but not limited to:
 - i. Homework Assignments due dates

- ii. School days off & School-related events
- iii. Extracurricular activities, games, performances
- iv. Transitions between households,
- v. Medical/other appointments,
- vi. Social events and “playdates,”
- vii. Travel, etc., and
- viii. Daily reminder for child(ren) to review posted self-care/household chores in each household.

Child(ren) times/dates/reminders will be clearly distinguished (e.g. color coded) from co-parents’ times/dates/reminders.

- b. Children will have access to the shared, online family calendar and both parents agree to teach them and ensure they are able to make additions, e.g. when a playdate is scheduled. (Children are generally able to have some mastery by age 9.)
 - c. Both parents agree that asking in ways that direct children’s attention to cognitively process what *they already know* is more effective than “telling,” “nagging,” repeatedly “reminding,” or “bossing” which require no cognitive processing. Consequently, both parents agree to ask guiding questions that require cognitive processing, such as: “Is it on the calendar?” “It doesn’t exist unless it’s on the calendar. Whose job is that?” or “So what’s on your schedule today?”
 - d. Parents will keep an online copy that children *may not* access in case events are erased accidentally.
 - e. **Both parents will also calendar all recurring and/or annual dates, deadlines and timelines from this parenting plan document in their shared online calendar.** In addition to deadlines, both parents agree to work backwards from any “task due date(s),” and to also calendar a “warning date” for specific tasks, **at least one month ahead of any deadlines.**
2. Neither parent will prevent the child from communicating with the other parent privately, or with any other family member, unless it violates basic house rules such as bed time, homework time, meal time, being grounded, etc.
3. Parents will communicate with each other via:
- | | | |
|------------------------------------|-----|-----|
| <input type="checkbox"/> Telephone | P1: | P2: |
| <input type="checkbox"/> Text | P1: | P2: |
| <input type="checkbox"/> Email | P1: | P2: |
4. Both parents will clearly communicate specific time-deadlines for time-sensitive matters in the subject line of emails, and in texts, with as much notice as possible and per specific deadlines in this document.
5. Time-sensitive matters will be responded to *at least* **within 12 hours**, barring one parent’s travelling or being physically out of the country. In the event of the latter, the travelling parent will be contacted via text, WhatsApp, *and* email and will respond within 24 hours. Both parents will offer as much notice as possible to avoid last-minute pressure on the other. Ignoring a co-parent’s communications on time-sensitive matters is likely to create and escalate unnecessary conflict as it creates tension and worry for the parent unable to respond on the children’s behalf without the other’s consent.

6. Both parents will communicate by text for most logistical, day-to-day matters, and by email for

more complex matters, or those matters that might involve conflict, *mindful of the tone of such communications and the recommendations (BIFF) in this section.*

7. Both parents will ensure their parenting/co-parenting and divorce-related texts and emails remain private and protected, without the child(ren)'s/adult children's having access to this adult information.
8. Communications will be Brief, Informative, Friendly, Firm (Bill Eddy's BIFF), will use a "professional" tone, and relate only to the co-parenting issues at hand. Neither parent shall communicate in a discourteous, coercive or threatening manner with the other.
9. Each parent will make respectful requests for the specific behaviors s/he wants (rather than complaining, accusing, blaming or focusing on what s/he doesn't want), and/or will politely propose win-win options that consider and can be viable for *both parents*.
10. Parents agree to use a "Communication Log" which travels with the child(ren)/dependent adult until the age of [REDACTED], and notes child-related matters, including: homework, appointments/results, relevant parenting decisions made by residential parent, behavioral challenges for child(ren) and how handled, etc.
11. Both parents agree and understand that children always have their own perspectives and partial narratives. Consequently, prior to making negative assumptions, both parents agree to "check out" a child's partial narratives by asking the *other parent (not the child)*: "Child's Name is saying X. *I'm wondering if you can help shed some light on this given what s/he's saying.*" The purpose is: to avoid negative assumptions/judgments based on children's partial narratives, to avoid the children learning to play one parent off the other, and to move towards clear, respectful proposals or requests for specific desired behaviors from your co-parent in order to present a united front. (This item is also presented under "Agreements for Effective Co-Parenting Behaviors" section, #3, below.)
12. Shared Family Online Calendar:
 - a. Both parents agree that by the age of 9, in order to reduce the stress of transitions between households, both parents will teach the children to use a mutually agreed-upon shared, online family calendar to help the children learn to track their own, for example:
 - Homework assignment/project due dates (working backwards to teach child to think through how much s/he needs to do daily to meet deadlines),
 - Extracurricular activities,
 - Medical appointments,
 - Parenting plan transitions, etc.
 - b. Both parents agree that children who know how to manage their time, and *are prepared to know, in advance*, when things will occur experience greater autonomy, competence and self-confidence, while also being significantly less stressed, anxious and emotionally dysregulated. Both parents agree that use of the online calendar is a critical way to reduce the stress of their divorce on their kids, while also teaching them to self-organize and manage their time. (e.g. When kids say/promise they'll do something, or announce an event, then the questions for parents become: Is it in the calendar? It doesn't exist unless it's in the calendar. Whose job is that? So what's on your schedule today? Asking in ways that direct the child's attention to what s/he already knows is *always* more effective than "telling," "nagging," or "bossing.")

- c. Both parents will teach their children to access, use and make changes to the family’s online calendar.
 - d. Parents agree to use a “Communication Log” which travels with the child(ren) between households where parents will note child-related matters, including: homework, appointments/medical results, relevant parenting decisions made by residential parent, behavioral challenges and how handled, etc.
13. Given the added adjustments for restructuring families when a trans parent is in transition during, or as part of the reason for divorce, both parents agree to have conversations facilitated by an agreed-to, co-mediating therapist knowledgeable about this community, and with a divorce/co-parenting specialty. The mutually agreed-to therapist will facilitate conversations between co-parents as well as with the children separately and/or in combinations deemed suitable by the therapist. The purpose is to ensure specific, related support for all family members, and to help ensure related issues are effectively recognized and addressed throughout the divorce process by other involved, divorce professionals.
14. Other:

TRAVEL WITH CHILD(REN)

1. The minor child(ren)'s passport shall be stored by P1 P2, and shall be available upon request by the P1 P2, without being unreasonably withheld.
2. The child(ren)’s passport numbers and current expiration dates are as follows:

Name(s)	Passport #(s)	Expiration Date(s)
3. For within-state and interstate travel, **one week or less** written notice will be provided as long as travel occurs on the residential parent’s time. Other:
4. The child(ren) shall not be taken outside of the country of the child(ren)'s residence without the traveling parent informing the other parent, in writing, **at least 1 month** prior to the intended trip (barring a medical emergency for extended family residing outside the country), and provided the travelling parent has secured written agreement regarding travel dates. *Specific notification dates delineated for Winter, Spring and Summer breaks and any other holidays or dates regarding travel as specified above shall supersede this one month notice.* Other:
5. The child(ren) shall not leave the country without being fully covered by appropriate medical insurance, recommended vaccinations for that country, and the written consent of the other parent, which consent shall *not be unreasonably withheld.* Other:
6. The parent with whom the child(ren) is traveling shall provide the other parent with a general travel itinerary and contact number(s) to be used only *in the event of emergency*, where a message can be left or where the child(ren) can be reached. Otherwise, the other parent’s cell phone number shall be sufficient. Other:
7. Parents will share the cost to provide child(ren) under 18/dependent adults with identification/medical bracelets including emergency numbers to call prior to travel.
9. Both parents agree to share the cost of a used, new or borrowed smart watch for travelling children/dependent adults, with a tracker, and prepared ahead by the parents for making emergency calls.
10. Both parents will spend **two weeks** preparing their children/dependent adults **prior to travel dates**, and provide **reminders during travel**. Both parents will previously communicate and agree to safety procedures, and rehearse with children/dependent adults what to do in the event s/he/they

are lost, separated from a parent, etc.

SCHEDULE FOR SPRING, THANKSGIVING & WINTER BREAKS

To allow each parent time for extended, enriching travel with the child(ren), each parent is given the opportunity to have an entire school break, including the holidays falling within a given school break, in alternate years. Parents and adult children often sustain the Holiday Schedule throughout and beyond college or trade-school options, to ease holiday planning and relieve adult children from pressure to accommodate one parent at the expense of the other.

For example, in **even years**, the child(ren) may reside with Dad for Spring Break and Thanksgiving Break (which fall on either side of Winter Break), and with Mom for Winter Break. In **odd numbered years**, the children might reside with Mom for Spring Break and Thanksgiving Break, and with Dad for all of Winter Break. The term “residential parent” refers to the parent with whom the children are residing for that particular school break.

SCHEDULE FOR WINTER BREAK

1. When either parent wishes to travel during Winter Break, in **even years**, the child may travel with P1 P2 for all of Winter Break, from the day school lets out, through _____, and in **odd years**, the child may travel with P1 P2 for Winter Break.
 - a. Both parents will notify one another of the intent to travel/not travel during Winter Break by **October 1**, prior to the Winter Break.
 - b. When the residential parent opts to travel for *less* than the entire Winter Break, the remaining days will be divided by mutual agreement to share the remainder of the time, how?
 following the usual parenting schedule when possible, if the non-residential parent agrees and is available.
 - c. The non-residential parent will have the option to travel with the child(ren) during the **Spring Break and Thanksgiving Break before Winter Break**.

2. When both parents are in town for most of the Winter Break:
 - a. (Note: *this option doesn't share time equally*)
 - i. In even years, P1 P2 has child(ren) from the beginning of Winter Break through Xmas eve or day at 10:30 am.
 - ii. In odd years, P1 P2 has child(ren) from the Xmas day at 10:30 am through the end of Winter Break
 - b. The children will reside with P1 P2 during the Winter Break; or
 The children will reside with P1 for the first half and P2 for the second half of Winter Break in
 even years odd years and the reverse in alternate years; and/or ???
 - c. Christmas Eve Christmas Day – specific times?
 - d. New Year's Eve. New Year's Day – specific times?
 - e. Hannukah Days – specific times?
 - f. Other:

3. When filing tax returns, children will be claimed by P1 P2 **in even years**, and P1 P2 in **odd years**. [Clarification: choose the years, odd or even, when you are not also paying for holiday travel over Winter/Summer Break, when that's an option.]

SCHEDULE FOR THANKSGIVING BREAK

1. In general, the child will reside for Thanksgiving Break with the parent who does not have the option to travel during Winter Break in the same year. The child will reside with and may travel with the residential parent during the entire school-scheduled Thanksgiving Break, from the time school lets out, until the day when school resumes.
2. **No later than October 1**, notice shall be given to the other parent of the intent to travel/not travel and if no travel, any time-sharing as specified below.
3. The child will reside for **Thanksgiving Day** with the parent who has the option to travel during Thanksgiving Break in a given year: P1 P2 has the option to travel in **even** years, and P1 P2 has the option to travel in **odd** years.
4. When the Residential parent opts **not to travel over Thanksgiving break**,
 - a. Child(ren) will remain with the residential parent throughout the Thanksgiving Break, and/or
 - b. Residential parent has the option to share the time in the following way, if the non-residential parent agrees **by October 1**:
 - i. Child(ren) reside with the **residential parent from after school, through Thanksgiving Day, until Saturday morning at 11 am**. The non-residential parent picks up and returns the child to the residential parent or to school at 7:30 am on the Monday morning following Thanksgiving.
 - ii. Child(ren) reside with the **residential parent from _____, through _____, until _____ at 11 am**. The non-residential parent picks up and returns the child to the residential parent or to school at 7:30 am on the Monday morning following Thanksgiving.
 - iii. The usual parenting schedule remains in place during Thanksgiving Break.
 - iv. Other:
 - c. Other:

SCHEDULE FOR SPRING BREAK

1. During Spring Break, P1 P2 will have the option to travel with the child in **even years**, and in **odd years with** P1 P2.
2. Notice shall be given to the other parent of the intent to travel no less than **one month prior to the day when Spring Break begins**. (Parents to consult the children's school schedules.)
3. The residential parent shall always have the option to celebrate **Easter Sunday/Passover** with the child, from _____ am – _____.
4. When the **residential parent opts not to travel**, and the non-residential parent wishes to travel, and does not have the option to travel for the entire Spring Break in that year:
 - a. The child(ren) will reside with non-residential parent for the first/second half of Spring Break, depending on whether Easter Sunday/Passover falls on the first/last Sunday or in the first/second half of the Spring Break, such that the residential parent has the children during those holidays.
 - b. Parents will divide the time of Spring Break from after school when the break begins, until _____ on the mid-point day and the children may travel with the non-residential parent during that parent's half of Spring Break.
 - c. In even years, the children will reside with P1 P2 for the first half of Spring Break, and in odd years, with P1 P2 for the second half of Spring Break.
 - d. The parent having the children for the second half of Spring Break will drop them off at school the following Monday.
5. When the residential parent travels for less than half of Spring Break, both parents, by mutual

agreement, will share the time remaining over Spring Break, in the following way . . . ???

6. The regular schedule shall be in effect during Spring Break.
7. Other:

SUMMER SCHEDULE

1. The parents will mutually agree on summer school, camps, extracurricular activities, etc. during the summer to enrich the child(ren)'s education, and follow the residential plan until the end of said activities.
2. Both parents agree to prioritize these learning experiences, before making travel plans. **Note: For most summer camps etc. open enrollment begins around November of the preceding year, and ends by February/March of the same year as the Summer Break.**
3. This parenting priority is based on children needing to have identified and cultivated interests in a few sports/physical activities, arts and leadership by the time they finish middle school in order to qualify to participate in these activities of interest in high school (e.g. may need to try out for sports and audition for band, choir, dance).
4. Parents shall determine the dates for the child(ren)'s summer activity, travel dates and shared parenting schedule each year no later than: **April 15** (before summer travel prices increase significantly, and after summer camps and activities are agreed to for enrollment).
5. **Summer Break Time** will be defined as the time *following* the agreed-to extracurricular/learning activities (e.g. summer camp), and *before* school begins again. This Summer break time will be divided between the parents as follows:
6. Upon completion of the school year, the children will reside with the parents as follows:
 - Same as school year schedule until summer extracurricular activity/camp begins
 - Same as school year schedule during and until the end of the selected summer extracurricular activity/camp
 - One week every month
 - Two weeks every month
 - One month
7. Summer Break Time will be defined as the summer time *following* the time required for extracurricular/learning activities (e.g. summer camp), and will be divided between the parents as follows.
 - a. In **even years**, the Residential Parent for the Winter Break of that year, P1 P2, has first choice to select either the first or second half of the remaining time to travel (after extracurricular plans, and before school starts).
 - b. In **odd years**, the Residential Parent for the Winter Break of that year, P1 P2, has first choice to select either the first or second half of the remaining time to travel (after extracurricular plans, and before school starts), and/or?
 - c. Same school year schedule remains in place when no travel plans,
 - d. Parent not travelling may have time with child(ren) at home commensurate with time child(ren) spend(s) with travelling parent
 - e. There is no limit on travel time during the summer, provided: The other parent agrees and has the option to have commensurate time with child during the summer either at home or to travel.
 - f. Other:

SCHEDULE FOR OTHER HOLIDAYS

1. *For all holidays and breaks from school: When either parent asks the other parent to watch the*

child(ren) as a favor for any reason, or the other parent has the child(ren) for additional days due to having the “right of first caregiving” (See under #7 of Childcare section below), these additional days of care for the child(ren) will not to be counted as “extra” holiday or vacation days stipulated in this agreement.

2. Parents will each carefully review the children’s school calendars and add days off, holidays and events to the shared, online family calendar.
3. It is understood that holidays and vacations “trump” the regular schedule unless otherwise agreed to by the parents, or unless otherwise specifically agreed to here. Both parents agree to check their children’s school calendar to ensure they clearly know which holidays are regularly scheduled.
4. The residential schedule for the children for the following holidays is:
 - a. Martin Luther King P1 P2 Odd Years Even Years Every Year
 - b. President’s Day P1 P2 Odd Years Even Years Every Year
 - c. Washington’s B Day P1 P2 Odd Years Even Years Every Year
 - d. Lincoln’s B Day P1 P2 Odd Years Even Years Every Year
 - e. Easter Friday P1 P2 Odd Years Even Years Every Year
 - f. Easter Sunday P1 P2 Odd Years Even Years Every Year
 - g. Passover P1 P2 Odd Years Even Years Every Year
 - h. Memorial Day P1 P2 Odd Years Even Years Every Year
 - i. Fourth of July P1 P2 Odd Years Even Years Every Year
 - j. Labor Day P1 P2 Odd Years Even Years Every Year
 - k. Veterans’ Day P1 P2 Odd Years Even Years Every Year
 - l. Rosh Hashana P1 P2 Odd Years Even Years Every Year
 - m. Yom Kippur P1 P2 Odd Years Even Years Every Year
 - n. Hanukkah P1 P2 Odd Years Even Years Every Year
 - o. Indigenous Peoples’ Day P1 P2 Odd Years Even Years Every Year
 - p. Other _____ P1 P2 Odd Years Even Years Every Year
 - q. Other _____ P1 P2 Odd Years Even Years Every Year
5. For purposes of this parenting plan, holiday times will begin and end as follows:
6. Holidays which fall on a Friday or Monday will include Saturday and Sunday.

MOTHER’S DAY & FATHER’S DAY

1. **Mother’s Day:** Each child will be with the mother on Mother’s Day and for the Mother’s Day weekend from Friday after school through Monday morning school drop off. For same sex co-parents, in even years P1 will have the child on Mother’s Day, and in odd years, P2 will have the child on Mother’s Day.
2. **Father’s Day:** Each child will be with the father on Father’s Day and for the Father’s Day weekend from Friday after school through Monday morning school drop off. For same sex co-parents, in even years P1 will have the child on Father’s Day, and in odd years, P2 will have the child on Father’s Day.
3. (Suggested) As part of teaching child(ren) to invest and take time for family (e.g. including grandparents):
 - a. Each parent will support and ensure the child(ren) “write” or make a card for the other parent/grandparent/adult sibling, and/or
 - b. Making/purchasing a reasonable, child-appropriate “gift” with the child, for the other parent/grandparent/adult sibling.

OTHER FAMILY OR EXTENDED-FAMILY GATHERINGS

1. Both parents will make every reasonable effort to ensure the child(ren) attend Family Weddings, Funerals, Celebrations of Life, Family Reunions, etc. to affirm the children's connections to the other parent's family/extended family.
2. The parent requesting that the children attend such events shall *at the same time* offer the accommodating parent commensurate time, within 3 months, on a schedule that works for both parents, per written agreement.
3. The requesting parent will **notify the other parent as soon as is practicable**, provide **no less than 6-weeks' notice** prior to the event, to leave time to discuss and come to related agreements, and will **finalize plans no less than 28 days prior to the event**.

BIRTHDAYS

PARENT'S BIRTHDAY:

1. When the child is not already with the parent for his/her/their birthday, each parent shall have the option to have the child(ren) on the parent's birthday, the day of the parent's birthday celebration, the weekend following the parent's birthday, the option to celebrate with or without the child or whichever of these options the parent prefers.
2. The timing of the child's transition shall be arranged with at least _____ days/weeks' written notice, and will inform P1 by _____ [annual date before P1's birthday] and P2 by _____ [annual date before P1's birthday]. Notice is only required when a parent's birthday occurs on the other parent's residential time.

OTHER FAMILY MEMBERS' BIRTHDAYS

1. Attendance at Grandparents' birthdays: (same as #1 and #2? – elaborate?)
2. (Suggested) As part of teaching child(ren) to invest in family (e.g. including grandparents):
 - Each parent will support the child's "writing" or making a card for the other parent/grandparents, and/or
 - Making/purchasing a reasonable, child-appropriate "gift" with the child, for the other parent/grandparents.
3. Attendance at adult siblings' birthdays:
4. Written requests for the child(ren)'s attendance at extended family members' birthdays shall be given 1 month in advance of the event, with commensurate time offered if the event occurs on the residential parent's time, and within 3 months of the event at a time agreeable to the other parent.

CHILD(REN)'S BIRTHDAYS:

The child(ren)'s birthdays are special days in themselves and supersede the regular parenting schedule. (Various Options:)

1. Alternate Birthday Arrangement: Both parents agree to celebrate the child's birthday on the weekend after/before the actual date (*providing the other parent 1-2 months' notice for planning purposes*), to ensure both parents can be present.
2. Parents will plan and host birthday parties for the child in alternating years, with P1 P2

hosting the party in **even** numbered years, and P1 P2 host and plans the party in **odd** numbered years.

3. The parent who hosts the party will cover the expenses for the celebration. The non-host parent is responsible only for his or her own present(s) for the child.
4. Every year, both parents will collaborate in the selection of the location, and party-related purchases. With prior agreement regarding their budget for the party, both parents will share costs equally, and receipts. When disagreement occurs, the parent whose year it is to plan host (even or odd) will make final decisions and cover any additional costs they wish to spend.
5. The residential parent may or may not invite the other parent to attend with their partners, friends and other extended family members.
6. In accordance with agreements and provisions regarding the introduction of new partners below, both parents may attend with their partners and with extended family and friends. Numbers of attendees will be clearly communicated to the hosting parent. **The attending parent shall offer to cover the additional cost of his/her extended family's attendance in writing, 1 month in advance** of the event, and both parents will determine and mutually agree to this additional cost prior to the event.
7. Regardless of who is hosting, parents agree to ensure the child has an equal experience in both parents' homes (i.e. If one parent makes substantially less income, the parents work together to ensure the child doesn't experience parties at that parent's home as "poor.>").
8. The non-residential parent will be able to spend up to three (3) hours with the child, depending on his/her/their school schedule, before 5:00 p.m. on the child's actual birthday, or until the residential parent arrives home, provided this has been arranged with the residential parent at least _____ days/weeks in advance, in order to be convenient for both parents.
9. Other:

MEDICAL MATTERS

"Medical" as defined here includes but is not limited to: mental health, dentistry, orthodontics, optometry, ophthalmological assistance, physical therapy, dietary support, occupational therapy, speech therapy, audiology, pharmacology, socialization therapy, special needs programming or day-treatment for those children with severe disabilities, etc. Please note: failure to provide necessary mental health or other treatments, just as with physical ailments may under certain circumstances be considered child neglect.

1. Parent 1 Parent 2 Both parents will pay/ share the cost for the children's medical insurance coverage, until the age legally allowable by law (currently age 26), when insurance is not provided by either parent's employer.
2. Whichever parent's employment covers medical insurance will provide that insurance for the children. If there is an additional charge not covered by the employer, that insurance cost will be shared equally by the parents for mutually agreed-to medical insurance or expenses

3. Parents to agree annually, at the time of open enrollment, _____ (at the time of this writing) to review and jointly determine which of their employer’s insurance best suits children’s needs.
4. Receipts and any itemized invoices for medical expenses will be shared by the 30th of the month in which the expenses were incurred, and will be fully reimbursed no later than 30-days from the date receipts/itemized invoices were provided.
 - a. Reimbursement shall occur by check, direct deposit, other?
 - b. Parents agree to maintain monthly a shared, running spreadsheet of medical expenses to be reconciled quarterly on April 1, August 1 and December 1.
5. The costs of all co-pays for mutually agreed-upon medical treatments not covered by insurance are to be paid for by Parent 1 Parent 2 shared equally by both parents.
6. The children shall be medically cared for by the following primary care providers and additional providers who shall be selected by Parent 1 Parent 2 mutually agreed to by both parents.

	Physician	Telephone Number
Child 1		
Child 2		
Child 3		
Child 4		
Child 5		

	Dentist	Telephone Number
Child 1		
Child 2		
Child 3		
Child 4		

Orthodontist	Telephone Number
Optometrist	Telephone Number
Ophthalmologist	Telephone Number
Therapist	Telephone Number

7. Unless otherwise agreed, both parents shall have the right to participate in, consult with and be consulted by any practitioner. Both will agree regarding the selection of practitioners, whose skills and experience are most aligned with and attuned to the child(ren)'s specific needs and challenges, and with respect for both parents' financial limits.
8. Each parent shall have the right to give consent to *emergency* medical/dental care during times that the child(ren) are in his/her care and control.
9. The residential parent shall inform the other parent of the children's onset, nature and extent of any illness, the extent and nature of any medical/dental emergency and/or treatment, as soon as is practically possible, and **no later than 3 hours after** an emergency event occurs, or **no later than 1 hour** after emergency treatment is secured.
10. The parenting plan will remain in effect regardless of illness, barring a medical emergency that makes the parenting plan unsafe or unsound to execute.
11. Unless otherwise agreed, both parents shall have the right to participate in, consult with and be consulted by all providers. The parent scheduling any child's "medical" appointment with providers will:
 - a. Explicitly invite the other parent to attend,
 - b. Consider and accommodate both parents' schedules when the other parent wishes to attend, and
 - c. Unless otherwise agreed, the scheduling parent will not schedule appointments on the other parent's residential time, unless this is the only time an appointment is available and *not* scheduling will unnecessarily compromise the child(ren)'s wellbeing.
12. Parents' behavior towards professionals and one another shall be respectful and civil to protect their child and his/her/their professionals from any co-parenting conflict or distress as conflict distracts professionals from their primary duty and focus on the child(ren)'s wellbeing.
13. **When the child(ren) turn(s) 9**, both parents agree to have child(ren) seen by an orthodontist to track the impact of incoming permanent teeth and wisdom teeth, the possible need for spacers, etc. and/or braces. Both parents agree to share equally any orthodontia costs.
14. When school- or other professionals, either or both parents determine and/or recommend the child(ren) be seen to address any relational/mental health needs, both parents agree to confer, research and select an agreed-upon therapist and the form of treatment *best suited to the child(ren)'s specific needs*. Costs will be shared equally as per this agreement.
 - a. If there is a need for the child to be referred to a practitioner licensed and skilled in social, emotional or behavioral problems, as suggested by school or other professionals, or one or the other parent, the consent of P1 P2 both parents shall be needed to select the mental health practitioner. Parents will both consider research-based, skills-focused Dialectical Behavior Therapy (DBT) for child concerns related to emotion regulation, distress tolerance, interpersonal effectiveness and mindfulness (bringing attention to the present moment).
 - b. *The form that parental participation or consultation with parents will take shall be left to the judgment of the clinician selected by the parents as most suited to the child(ren)'s specific needs, challenges, etc.*

- c. To the extent any co-parenting conflict and lack of effective communication are present, either parent may request a therapist for the child(ren) to assess and help remedy the impact of said conflict or parenting/co-parenting skills deficits, and the other parent will agree and equally share any copays or related uncovered costs.
 - i. Said therapist will provide evidence of training as a divorce specialist, with a minimum of 5 years training and experience in the treatment of resist-refuse dynamics, especially when conflict between parents is high, and/or a child resists contact with a parent.
 - ii. Without said experience and training, both parents understand and agree that a therapist who is not a divorce specialist is *not* likely to fully understand the relational context the child(ren) is/are experiencing across households.
 - iii. Parents will only participate in said child’s therapy in combinations the therapist deems helpful and therapeutic in his/her/their clinical judgment.
 - iv. Both parents agree here to also follow this therapist’s recommendations regarding any co-parenting or parenting work needed to help alleviate the children’s symptoms.
 - d. When parents are unable to agree, they will mediate related issues with the clinician-mediator named in the section entitled “WHEN DISAGREEMENTS ARISE.”
15. Both parents shall have the right to receive from and give information to any of the child(ren)’s medical professionals (including but not limited to other health care professionals such as nurses, physiotherapists, occupational therapists, social workers, psychologists and others), mindful to deliberately avoid sharing any negative narratives about their co-parent.
16. Each parent shall consult the other *before* authorizing any non-emergency medical procedure, therapy, equipment, prescription or device.
17. The parent who is the primary contact for a given health professional agrees to ensure that the other parent has all contact information for that professional, and *ensures that that the provider also:*
- a. Knows clearly that custody is legally joint,
 - b. Has all contact information for the other parent,
 - c. Reaches out and solicits relevant information from the other parent, especially for intakes/assessments, and
 - d. Reliably provides the other parent with copies of any relevant data/reports.
18. If the child needs to be referred to a medical or dental sub-specialist, the consent of P1 P2 Both parents shall be needed for such a referral. When providers determine that the child(ren) need to be referred to a medical or dental sub-specialist, both parents shall provide consent and select the subspecialist, **within 48 hours or sooner** depending on medical necessity, for an appointment to be made as soon as possible.
19. P1 P2 shall be the primary contact with the child’s doctor.
20. P1 P2 shall be the primary contact with the child’s dentist/orthodontist.
21. P1 P2 shall be the primary contact with the child’s optometrist/ophthalmologist, allergist and/or ENT.

22. P1 P2 shall be the primary contact with the following additional “medical” services the child(ren) need:

STANDARD MEDICAL PRECAUTIONS

Parents often differ widely on the need for or concerns about various vaccinations, for example. When parents cannot agree on this or similar issues, both parents agree to support their proposals by providing credible research results that are reliable, have been validated with sufficiently large samples, and provide conclusions that are reliably replicated in other studies. The focus of any discussion must assume that both parents are invested in the child(ren)’s wellbeing, while each may have different ideas about how to secure that wellbeing.

1. Vaccinations
 - a. Vaccinations both parents agree to:
 - b. Vaccinations currently required, for example, by public schools, that you both agree to:
 - c. Vaccinations you disagree about and related proposals:
2. Parents agree to follow Sarah’s Primary Care Physician’s recommendations for vaccinations.
3. Both parents agree to check guidelines for standard precautions for any pandemic or widespread illnesses (e.g. hand washing, masks, social distancing, UVC light usage, and vaccinations), in the U.S. and when travelling abroad.
4. When traveling with the child(ren), both parents must check and share any pandemic- or illness-related updates about the prevalence of pandemics or illnesses in different states or countries, and both parents will ensure that specific effective precautions, with the child(ren)’s primary care physician as the default tie-breaker, are followed for the child(ren)’s safety and wellbeing, with special consideration for any specific medical conditions that may be adversely impacted by precautions (e.g. a pre-existing medical condition that is particularly vulnerable to the adverse side-effects of a given vaccine).
5. Both parents will consult one another and mutually agree in writing to the specific precautionary medical guidelines Both parents will follow CDC medical guidelines for travel that must be followed for the child(ren)’s wellbeing, unless otherwise agreed. If unable to reach agreement, both parents will return to mediation.

COVID – 19 PROTOCOLS

- Both parents agree to research, inform themselves and follow updated, CDC health and safety protocols for any given time period. **[If select this option, skip the rest!]**
1. Both parents will find online videos teaching children about Covid-19 handwashing procedures – including the sides of the hands and between the fingers – Those videos using dye to help the children see the spots most often missed are most effective.
 2. Parents/caregivers will wear and have children wear masks, as prescribed by the CDC, have hand-sanitizer available for any outings, and repeatedly remind children about the need for 6 feet of social distancing, while this is CDC required in the state of residence.
 3. Parents and intimate partners (if also travelling) will have themselves and their respective children tested before/after travel, and will quarantine according to CDC recommendations after travel, with commensurate time granted to the non-travelling parent as soon as possible, convenient and effective for the non-travelling parent.
 4. When visiting extended family members on road trips, or when extended family or friends visit the residential parent’s home and there are no clear and concrete indications that they have been fully quarantined, vaccinated or similarly cautious, family members, friends and children will keep their masks on and maintain social distance.

5. Travelling parent will determine Covid-19 case numbers, and provide data links/sources for the area to which children are travelling, as well as providing the city/county precautions being taken and recommended for that area.
6. Parents will plan ahead to ensure that when children travel and upon return state borders are blocked (as they were in March 2020), or travel is otherwise impeded for *any* reason, the travelling parent will ensure the children receive equal time with the non-travelling parent, as soon as possible and at a time convenient and effective for both parents.
7. If either child or parent tests positive for Covid, the residential parent shall provide said results immediately (**within 3 hours**) to the non-residential parent who will, along with any intimate partner, also get tested immediately and quarantine if needed.
8. If the child(ren) test positive and neither parent tests positive for Covid, both parents agree to alternate care for the child(ren) in accordance with the parenting schedule.
9. If one parent tests positive for Covid, the other parent will assume care for the child(ren), until the sick parent recovers and takes commensurate time with the children at a time that works for both parents.
10. Both parents agree that it is their responsibility to ensure their intimate partners and their respective children take the precautions listed herein for Covid-19 protocols, and any precautions advised by the child(ren)'s physician/medical practitioners for any other known, noteworthy health vulnerabilities the child(ren) may have.

FAMILY EMERGENCY PLAN (FEP)

OVERVIEW

1. Both parents agree that living in California and the USA requires them to consider and think through exactly what they will do to reconnect and provide for their child(ren)'s safety during a fire, earthquake, other natural disasters, school shootings, terror attacks and other tragedies. Both parents agree to a Family Emergency Plan in order to know, for example, who will pick up a child during an emergency, which could be impossible for co-parents to navigate in the midst of a crisis, when phone lines are down or flooded. Names and contacts can only be changed by written mutual agreement **by October 1**.
2. Both parents agree to review, augment and update plan information **in a separate document (not here!), updated annually no later than October 1**. Both parents will review and rehearse the plan with your child(ren), multiple times each year.
3. **Prior to signing this document, and annually, no later than October 15**, parents agree to present this mutually agreed plan and its latest update to their child(ren)'s school administration, trusted ongoing caregivers, each parent's out-of-town contact, and relevant extended family and significant others.
4. To avoid old copies circulating, both parents agree to include the following in their FEP title:
 - a. The year of the update, e.g. "2023 Family Emergency Plan,"
 - b. The date of the *agreed-to* update *below the title*, "Updated by Mutual Agreement on 6.25.23"
 - c. Below this, a reminder in parenthesis to schedule for next year's update: "(2024 Updates to begin by 9.1.24, 1 month in advance of Oct. 1 deadline.)"
5. The specific information contained in the Family Emergency Plan outline below will not be included in the Judgment, while the agreement to update and share this specific information is included in the

Judgment.

6. Parents agree here to copy and paste the list of Emergency Plan Information (below) into a separate document that is completed and:
 - a. Saved online, in an easily accessible place, by each parent,
 - b. Saved as a hard copy, in an easily accessible place, by each parent,
 - c. Delivered online and as a hard copy to their child’s school administration & to all ongoing caregivers,
 - d. Received as a hard copy and online by each parent’s out-of-town contact person, and
 - e. Received by any of their child(ren)’s relevant extended family and significant others.

FAMILY EMERGENCY PLAN INFORMATION

1. Household Information:

- a. In an emergency, identify the persons whom both parents shall authorize to pick up your children from school or another location when you are not able to pick them up. This will be your “Emergency Co-Parenting Team.” Provide their names and contact information here:
 -
 -
 -
- b. Both parents agree to ensure that all members of your Emergency Co-parenting Team are signed up to receive emergency information from local and state governments. See this the link provided by FEMA: [fema.gov/media-library-data/0e3ef555f66e22ab832e284f826c2e9e/FEMA_plan_parent_508_071513.pdf](https://www.fema.gov/media-library-data/0e3ef555f66e22ab832e284f826c2e9e/FEMA_plan_parent_508_071513.pdf)
- c. We agree to make sure our emergency co-parenting team members are signed up for this by October 1.
- d. Both parents agree to teach all the children (especially if they are without phones) to know how to take and follow the directions of teachers, the principal or other caregivers and authorities.
- e. Both parents agree to provide updated copies of the following with their Emergency Co-Parenting Team:

2. Remember to Text, Not Talk During a Crisis – Texts often have an easier time getting through and you help keep the lines clear for emergency workers. For Your One, Agreed-upon Out-of-Town Contact when local connections are down, please identify:

- a. Name
- b. Home Address
- c. Cell Phone Number
- d. Landline Number
- e. Email Address
- f. Twitter
- g. Facebook

3. Both parents agree to Identify the safest places in each of your homes for the child(ren) to take refuge during fire, earthquake, home invasion, etc.

- a. Fire? (Touch doors before opening, stuff fabric below door, wet towels/blanket over face/body, etc.)
- b. Earthquake – in each room?

c. Home invasion?

- 4. Safe, Neighborhood Meeting Place for parents to find one another when they are not able to communicate otherwise within 3 hours of a disaster, when the child is in residence at either home (e.g. in case of home fire – park, church, library or community Center):
- 5. Regional (Outside your Neighborhood) Meeting Place where your family can take shelter if forced to evacuate (e.g. family friend or relative):

6. Workplace Information for Each Parent:

Parent 1

Parent 2

Workplace:

Address:

Phone:

Facebook:

Twitter:

Evacuation Location:

7. School for Each Child:

Child:

School Name:

Address:

Phone:

Facebook:

Twitter:

Evacuation Location:

Child:

School Name:

Address:

Phone:

Facebook:

Twitter:

Evacuation Location:

Child:

School Name:

Address:

Phone:

Facebook:

Twitter:

Evacuation Location:

8. Family Information for each family member:

Name:
DOB:
Social Security Number:
Medical Insurance Policy Number and Phone:
Important Medical Information:

Name:
DOB:
Social Security Number:
Medical Insurance Policy Number and Phone:
Important Medical Information:

Name:
DOB:
Social Security Number:
Medical Insurance Policy Number and Phone:
Important Medical Information:

Name:
DOB:
Social Security Number:
Medical Insurance Policy Number and Phone:
Important Medical Information:

9. Medical Professionals for children and pets:

- a. Doctor's Names & Phone(s):
- b. Pediatrician Name & Phone:
- c. Specialist Name & Phone:
- d. Dentist Name & Phone:
- e. Orthodontist Name & Phone:
- f. Optometrist Name & Phone:
- g. Ophthalmologist Name & Phone:
- h. Therapist Name & Phone:
- i. Pharmacist Name & Phone:

j. Veterinarian/Kennel Name & Phone:

k. Other: Name & Phone

10. Homeowner's/ Renter's Insurance Company: Phone: Policy Number:

11. Each parent agrees to have a copy of the pink slip to your car(s), the deed to your home(s), and any critical Trust & Estates documents in the care of someone you trust *outside* your home, and *ideally outside the State* (if you both live near each other). In the event of a statewide emergency, records offices may not have originals or even scanned copies.

CHORES & ALLOWANCE IN EACH HOME

While these issues are really values issues, they are concerns that co-parents frequently disagree about post-divorce. Self-care, sharing the work in a household (in developmentally appropriate ways) as well as money management are actually critical skills for effectiveness in trade school/college and in life, when your child(ren) launch (usually at 18). Getting clear about these values now, ensures that agreed-upon values guide parenting that ensures your children learn the skills they'll need in both households. Similarly, children/adult children with special needs especially require consistency across households – pronounced differences can seriously disrupt progress, including the ability to learn and master life skills. Both parents agree that part of children's social and emotional development requires their being empowered to take independent responsibility for:

1. Age-appropriate Self-Care Chores (in each household) - e.g. By a given time: picking up their own rooms, picking up their dishes from the table, washing and loading them in dishwasher, washing their own clothes and putting them away, feeding/caring for any pets that are theirs, preparing their backpacks the night before to make sure the next day's homework is where it belongs, posting assignments on the family calendar. This is preparation for launching effectively and/or for college/trade school (e.g. being effective with roommates).
2. Sharing responsibility for Household Chores (in each house) in age-appropriate, family-unifying, and collaborative ways (important preparation for living with others later, in college/trade school, and feeling responsible to/for impact on others, etc.), such as: taking out the trash, combining all the in-house trash into the kitchen trash and taking it out; watering potted plants; clearing the whole table; washing dishes; planning and preparing/helping to prepare balanced meals a few times each week (mainly vegetables, then protein, complex carbohydrates and fruit); packing their own lunches (also balanced) – most 5-6 year-olds can make their own lunches and make more than one lunch at a time and can also be included in buying groceries/making a grocery list; doing a load of family laundry, folding it and putting things in people's rooms; vacuuming, sweeping, etc. Parents agree to teach and follow through with ensuring their children learn these and similar skills in both households, and to get professional help as needed to ensure children establish a reliable chores schedule that works for all household members, in each home (without requiring that the parents spend their lives pushing them uphill).
3. Ensuring a modest/reasonable and regular allowance is offered for Money Management (budget) learning purposes -- *not* paying children for doing what they need to do to care for themselves or their families anyway. For example, children learn that they will have X amount for after-school

drinks or meals with friends, as well to buy birthday gifts for their friends. If they don't save it or budget they don't have as nice a gift to offer their friends. In general, *it is unwise to pay kids for doing what no one else would pay them for* (e.g. their self-care or family chores – they learn to think they are doing *you* a favor rather than it being a part of *their* responsibility to contribute to the household) *or for getting good grades* (they learn to get the grades for the money or to please *you*, instead of investing in their own learning which is what you need to avoid nagging and effective participation in college/trade school when you may not be around later).

- i. Ideally, both parents agree on what this total weekly sum will be. Both parents agree to help their children learn to manage a reasonable weekly allowance to cover specific expenses, and to consult one another about the expenses the children will cover. Suggestion: Ensure children are required to *save* their allowance for other expenses as well (e.g. birthday gifts for friends), and learn to do without, to *some* extent, as they learn to budget.
 - ii. When a child asks to “borrow” money from a parent, both parents agree to ensure the child thinks through how this will be paid back ahead of time, and to follow through with ensuring the child *does* pay this amount back, or forfeits asking for loans in the future.
4. If the child wants something “extra” and parent(s) feel the child needs to invest in earning part of this, they will pay the child for “extra” work that *actually benefits the parent* (e.g. pulling weeds, mowing the lawn if no gardener, bathing and grooming the family dog, washing a parent’s car inside and/or out, babysitting a younger sibling). Both parents agree to teach the child(ren) to do work that is *beyond* their usual responsibilities (self-care/sharing in family chores) if they wish for extra money to purchase something bigger than usual.
5. For Dependent Adults or Children with Special Needs, parents clarify here:
- a. Goals for independent living and self-care/household chores that would enable this. Common vision for what an independent life would mean/look like.
 - b. Specific ways the dependent adult (or child with special needs) wants, needs and is entitled to opportunities to live as an independent adult:
 - i. Specific degree/nature of self-determination
 - ii. Has input into specific, important decisions in his/her/their lives
 - iii. Ability to receive/give gifts
 - iv. Sexual identity, expression and relationships
 - v. Civic participation (e.g. voting)
 - vi. Obtaining legal representation
 - vii. Entering contracts
 - viii. Public transportation/driving
 - ix. Use of alcohol/tobacco

SCHOOL / DAYCARE

ENROLLMENT / ATTENDANCE

The children will be enrolled and attend as follows:

School	Grade
Child 1	
Expanded and edited from basic template	
by Ria Severance, LMFT © July 2020	
Co-Parents’ Initials: _____	
P1	P2

Child 2

Child 3

Child 4

Child 5

1. P1 P2 Both parents agree to reside in the jurisdiction of the local school.
2. The children shall continue to attend such schools and/or daycare as long as the parents are agreed. No unilateral decisions will be made regarding matriculation or changing schools without discussion, mutual agreement, and both parents agree to engage mediator facilitation if or as needed.
3. In the event that the school authorities find that a child is or might be an exceptional student or a student with special needs, both parents will have the right to attend and be informed of any pertinent meetings or testing.
4. The consent of Parent 1 Parent 2 both parents shall be needed before any special recommendations can be instituted, with the child(ren)'s wellbeing and school/professional recommendations taken fully into consideration.
5. Each parent will request and be provided by the school with separate notices of events and report cards. To carry out this provision, each parent will provide the school with current contact information, including email address and cell phone, for all communications during the year.
6. Both parents will have the ability to share/participate in the child's school activities, with respect for the school's limits and recommendations regarding parental participation.
 - a. Both parents shall be informed of any school trips or activities, or school-based extracurricular activities in which parental participation is desired, and they will discuss among themselves to determine whether and when one or both of parents will attend.
 - b. When parents are unable to agree on which school-based extracurricular activities they will each attend, and/or only one parent may attend, they will alternate with P 1 P2 taking the first activity day in even numbered years, and P 1 P 2 taking the first activity day in odd numbered years.
7. P1 P 2 Both shall be the primary contact person with the school (often one may be required by the school), given greater immediate availability. If the school requires that one parent be the primary contact, that parent shall be P1 P2, based on that parent's working closer to the child's school or being more readily available in the event of an emergency.
8. Each parent agrees to ensure that they, and any of their extended family or guests, are civil, respectful and inclusive towards one another at school/extracurricular functions, and to support presenting a united front at such functions (e.g. sports events, performances, graduations and other family-related functions) to free the child(ren)/adult child(ren) from the tension of experiencing divided co-parents and divided extended family/friend communities.

9. Both parents agree to coordinate, collaborate and share in planning and to work out reasonable, shared contributions to the costs of the celebration of graduations from High School or College/Trade School, or other similar celebratory events, **and to share such events so as to relieve stress for the children** (e.g. Bar Mitzvah's, achieving Eagle Scout status, Middle School/High School/College/Trade School graduations, Wedding Showers, Weddings, Baby Showers) *with both families, and extended family/friend communities.*

10. Neither parent shall exclude the other, or the other's extended family or guests, from attendance at any celebrations marking the children's major developmental hurdles, e.g. Graduations, Bar Mitzvah's, Wedding Showers, Weddings, Baby Showers, etc. The added cost of said attendance shall be mutually agreed-upon by the parents.

SPECIAL NEEDS, EDUCATION AND/OR TUTORING

The parents agree on the following regarding any special education, treatment or tutoring needed to ensure grade-level performance (or above), or to prepare for college/trade school-admissions testing:

1. Both parents agree and understand that children with special needs of any kind *must* be adequately diagnosed by specialists to receive free public school treatment, guidance and accommodations by the children's school districts. Both parents understand that the earlier diagnostics are performed, the better the prognosis for your child(ren). Therefore both parents agree to grant permission for such testing, and to support IEP's, 504 Letters, etc.
 - a. Both parents agree to grant permission for such testing, and to support IEP's, 504 Letters, etc. and acknowledge that when children are diagnosed by school district professionals, and test results fall within what the district determines is a "normal range," *these results may not be normal*, or indicate that your child has no special needs.
 - b. "Normal," as designated by schools, will be understood to mean that your child's test results are not *poor enough* to warrant the district's willingness to pay for/invest in additional needed services for your child(ren).
 - c. Both parents agree and understand that children with special needs of any kind must be adequately diagnosed by specialists to receive free treatment, guidance and accommodations by the children's school districts. Furthermore, diagnoses while allowing for free district services, need not "unnecessarily label" children: Children who receive services early enough often outgrow their diagnoses, including diagnoses identifying children as being on the Asperger's spectrum.
 - d. Both parents recognize that school districts are often not equipped to provide sufficient therapies or help to pay for adequate treatment that helps ensure child(ren) are skilled enough to function effectively by age 18 as independent, self-sustaining, young adults. Children with special needs will likely need additional services beyond those the school district will test for or provide. Any costs for agreed-upon therapies needed beyond those assessed and covered by the district, will be paid for in accordance with provisions under "Medical Matters" above.

2. Both parents agree that, if the child(ren) are diagnosed to have special needs of any kind, and the parents are not fully knowledgeable about the district's legal responsibilities in such cases, an **Advocate/Educational Consultant**, who knows special education laws and can ensure the district is held accountable to provide legally-required support/treatment, will be hired to advocate for the child with the district (e.g. attend IEP's, record IEP's, help your child(ren) get out-of-school treatments covered by the district, know when and if you need a lawyer).

- a. When children have special needs, parents will agree on an Advocate/Educational Consultant, and related costs will be paid for in accordance with “Medical Matters” above.
 - b. Both parents will be agree to jointly select an Advocate/Educational Consultant to advocate for the child and the child’s family with the district.
 - c. Both parents understand that school districts may be required to subsidize diagnostic tests and therapy for children *outside* of the school, and that an Educational Consultant can help ensure that a district does so.
3. Both parents agree to seek mutually agreed-upon treatments and therapies, as recommended by specialized professionals they agree select to provide thoughtful guidance and recommendations, with respect for each parent’s family budget. Both parents further agree to provide said treatments *as early as possible* to prevent the accumulation of further developmental delays, *whether or not children qualify for districts typically low standards for diagnoses/subsidized care* . The cost for such treatments will be paid for in accordance with provisions in the “Medical Matters” above.
4. When a child has special needs and long-term care requirements, shared parental long-term goals for this child include:
5. Both parents understand that **children with special needs** *will* be further delayed in their development when parental households differ significantly and fail to provide consistency on rules, bedtime, technology use, self-care/chores daily expectations, etc. **Parents agree that the following autonomy/mastery life skills and schedule/routine needs, are particularly important for this/these child(ren) going forward:**

OTHER ISSUES OR SPECIAL CONCERNS

e.g. Visiting Extended Family in Country of Origin, additional Special Needs concerns . . .

CHANGE OF NAME

Neither parent shall change the given name or surname of the children without the written consent of the other biological/legally-adoptive parent.

CAREGIVING

- 1. Both parents shall consult about the provision of ongoing, stable childcare for the child(ren) and about any related qualifications/possible caregiver impairments (e.g. CPR training, fingerprinting, able to get up from the floor and pick a child up off the floor, or other qualifications) relevant to adequate childcare.
- 2. Any contact by the non-residential parent with any of the residential parent’s caregiver(s) will be exclusively to gather and exchange information pertinent only to the children’s *immediate* wellbeing. Questions or statements regarding *any* other matters regarding the children will be directed solely to the residential parent.
- 3. Each parent shall have the right to communicate from time to time with the person who is providing care for the child.

4. The residential parent shall provide any caregiver and the non-residential parent with each other's names and phone numbers, whenever:
 - a. The residential parent leaves the child with a caregiver for any length of time, and
 - b. The possibility exists that the residential parent may not be immediately available for emergency situations.

5. Both parents agree that irregular or varying caregivers with whom the child(ren) do not have a stable, trusting relationship are *not* recommended for healthy development. Each parent shall be responsible for making their own childcare arrangements for the temporary alternate care of the child, when such care is needed, in accordance with the conditions set forth herein.

6. Both parents agree that a steady, ongoing childcare provider is ideal, while alternate, temporary caregivers may also be needed very rarely. Both parents will:
 - a. Receive the proposed caregiver's full name, DL#, auto make, model & license plate number, as well as a copy of proof of auto insurance,
 - b. Have the opportunity to meet the residential parent's proposed caregiver, and
 - c. Voluntarily share information about said caregivers, prior to the residential parent's making a final decision about either a long-term or alternate caregiver.

7. When one parent has an established network of social/familial resources and related referrals for caregiving, and the other does not, the latter will be granted **1** month from the time the child begins to reside with that parent to interview and develop a list of trustworthy caregivers with whom the children can build trusting, long-term relationships.

8. If the parent with whom the child is spending time is going to be absent for a period of **24** hours or longer, the other parent shall be given the **right of first option to provide care** for the child(ren). However, the nonresidential parent agrees here that any additional time with the child(ren) granted by virtue of the "right of first option to provide care" will not at *any* future time be misused to recalculate and/or claim additional time with the children, used to recalculate any future child support, or to claim the child as a dependent on a parent's taxes. When the "right of first option to provide care" results in these or similar conflicts, the residential parent will prefer to pay for childcare over offering the right of first refusal.

9. Both parents agree to the following Caregiver Requirements for children, or adult children with special needs, for either ongoing or temporary caregivers:
 - The child(ren) will meet and be familiar with any caregivers, before being left in their care,
 - Skilled at setting firm, kind limits and reliably following through with these,
 - Prior experience working with your child's particular disability,
 - Passes criminal background check and sex offender registry check,
 - CPR & Red Cross First Aid Training,
 - Other educational requirements, including the online Parent/Co-parenting Courses taken by both parents:
 - Ability, willingness & commitment to follow through on parents' shared/prioritized

schedules (which?), routines (which?), self-care/chores expectations (which?), dietary requirements/restrictions (which?), bedtimes, screen time (which), anything else?

Drivers' license, willingness to drive child(ren) to activities/programs & degree of auto insurance coverage:

Able/willing to facilitate and require cognitive processing and language use in age-appropriate ways

Able/willing to learn/practice emotion-regulation and distress tolerance skills with child

Able/willing to effectively engage child in play & learning experiences

Able/willing to model and require effective, age-appropriate verbal communication

Ability to effectively supervise/manage conflict-resolution skills development during socialization/playdate experiences

10. Each parent is responsible for ensuring all caregivers for the children have the most-recently updated copy of the Emergency Family Plan.

11. Other:

RELIGIOUS UPBRINGING

1. The children will attend _____ (place of worship/religious tutoring) and the parents will continue, when possible, to attend with the children. Parents agree that the child shall obtain religious training at this place of worship.

2. Each parent may take the children to his/her place of worship during his or her residential time. At the same time, respectful acknowledgement of each parent's potentially different ideas/approach regarding religion will also occur. The parents agree that neither of them shall undermine, and both will support the child(ren)'s or the other parent's observance of his or her religion or religious practices/participation with the child.

3. The parents shall confer and agree in advance about developmentally-appropriate ages for any specific religious training for the child.

4. Neither parent may enroll the child in religious training without the consent of other parent, or Parent 1 Parent 2 shall decide on religious training when parents are unable to agree.

5. The children will be free to choose their own religion and spiritual/religious practices following High School, and allowed/encouraged to explore and educate themselves about other spiritual practices and traditions throughout High School and beyond.

6. Other:

ENDORSEMENT OF OTHER PARENT'S VALUE, INCLUDING CULTURE/ETHNICITY

1. As healthy teens and young adult children are free to identify fully with both parents' strengths. Consequently, both parents agree to avoid directly or indirectly communicating anything that devalues, rejects or undermines the other parent's value in the child(ren)'s eyes, including his/her/their characteristics, heritage and traditions.

2. Both parents will educate themselves to effectively endorse the child(ren)'s experiencing

themselves as being “of” both parents in a positive way, and to encourage, affirm and actively support the child(ren)’s valuing the other parent. Each parent agrees to explicitly endorse the other parent’s love, strengths and value in the child(ren)’s life.

3. For the sake of the child(ren)’s healthy identity development, both parents agree to clearly endorse the strengths and value of the child(ren)’s learning about the other parent’s, and/or the birth parent’s known cultural /ethnic heritage, learning related language(s) as well as each family’s secular/nonsecular traditions.
4. Both parents also agree to avoid saying anything to devalue or reject such heritage, languages or traditions, given that healthy children identify with *both parents*. To avoid undermining the child(ren)’s sense of identity, the parents agree that neither of them shall undermine and both shall support and affirm the child(ren)’s or the other parent’s expressions of culture or cultural observances, and family traditions shared with the child.
5. Parents agree to this same respectful approach regarding a child(ren)’s age-appropriate understanding of their own, both parents’, and siblings’ gender identities, sexual preferences and/or orientations.

LEARNING, EXTRACURRICULAR ACTIVITIES & RELATED PARENTING

Both parents agree to support the children’s engaging in extracurricular activities, aware that these may change over time depending on the age(s) of the child(ren) and their interests.

Activities	Cost
Child 1	
Child 2	
Child 3	
Child 4	
Child 5	

1. Costs for mutually agreed upon extracurricular and pre-college/trade school activities described below are to be shared equally as follows: P1 P2 Both equally Depending on support determined and/or costs determined in Marital Settlement Agreement Each parent may grant permission for activities on their days – both will grant permission as possible, and share these costs equally, as their budgets permit, and as substantiated by relevant financial documents.
2. Both parents recognize and agree to follow and support the children’s interests in pursuing extracurricular activities, while also *encouraging them to venture outside their comfort zones* when their areas of interests are particularly narrow.
3. Both parents similarly agree to support their children following through with commitments and to learn to be *mindful of their impact on others*, such as when they resist or “don’t feel like” finishing out a season or class they signed up for (e.g. team sports requiring players to attend practice, plays requiring actors attend rehearsals, 3 months of lessons).

4. Both parents agree to support their child achieving and learning to *independently* manage life/work balance (e.g. social time, sufficient sleep, healthy eating habits and exercise alongside their academic and extracurricular commitments). For example, both parents might agree to set a bedtime, and not allow the children to finish homework past that bedtime, so the children learn to manage time, and care for themselves (e.g. involves allowing children to “fail” if homework isn’t completed on time – obviously earlier failures teach more effectiveness, while later, not turning in homework on time can impact grades, college/trade school admission, etc.). Both parents agree that for younger elementary and middle school children, creative playtime with friends is also essential to social-emotional learning and development, and to their wellbeing.
5. Both parents agree to support child(ren)’s working towards grades/report cards indicating that child has *at least* age-appropriate social-emotional skills (e.g. two-year old’s have age-appropriate conflict resolution skills as well as being able to speak up for what they want rather than complaining or judging when they don’t like something) as well as academic motivation and mastery, i.e. the ability to persist on school work independently, and to invest and take pleasure in their own learning.
6. Both parents agree to support the child(ren)’s participation in school and extracurricular activities using parental skills (or *proactively learning to use skills*) that support and cultivate the child(ren)’s self-motivation and self-determination, rather than motivating by use of fear, threats, leveraging the children’s need for parental approval, or corporal punishments. The parents agree that these methods latter is not likely to produce self-motivated, independent and responsible college/trade school students.)
7. Both parents agree to support and require child(ren)’s following through with commitments, being mindful of his/her/their impact on others, such as when they may resist or “not feel like” finishing out a season or class they agreed to sign up for (e.g. team sports require practice attendance, choir requires practice/rehearsal attendance, 3 months of swim lessons purchased in advance).

[If interested, please talk to your Mediator/Collaborative Coach about the idea that children need to be more invested in their own school work than you are, and how to teach them to do this. It is important that children understand that as parents you get *nothing* from their academic success. Parents support children and carry a certain amount of weight financially (and otherwise) *for them, as long as* they are invested *in their own learning effectiveness*. If they opt not to do this, parents can offer options that allow them to carry more of their own weight In other arenas, such as getting odd jobs and paying for more of their sundries at home.]

8. For child(ren) to achieve age-appropriate levels of independence and autonomy, both parents agree that their children must, for his/her/their own wellbeing, be more invested in learning and skills-mastery than their parents are.
 - a. Thus, both parents agree to clarify that *the child(ren), not the parent(s)*, benefit from their successful growth, learning and development.
 - b. Both parents agree to explicitly affirm the child(ren)’s having an internal locus of control and *self-affirmation*, rather than inadvertently encouraging dependence on the parents’ approval/affirmation. Consequently, both parents empower their child(ren) to affirm himself/herself/themselves, and to protect them from being vulnerable to exploitation by others’ who may abuse the child(ren)’s need for approval or fear of threats.
 - c. Both parents agree to avoid motivating the child(ren) by using bribes, fear, threats or

leveraging their need for parental approval. Parents agree that such methods obstruct self-motivation, as well as autonomy and independence, and make their child(ren) vulnerable to exploitation by those offering approval or delivering threats. Both parents similarly agree to ban any corporal punishment for their child(ren).

9. Both parents recognize and agree to support the child(ren)'s academic learning, in developmentally-attuned and empowering ways.
- a. Both parents agree that barring learning or other disabilities, straight "A's," for example, do not make a child smarter or necessarily more successful financially, in the long run. At the same time, the child's access/entry to desirable or reputable schools and colleges/trade schools (with big endowments able to provide substantial financial aid) depends highly on their having the *skills*, focus, persistence on tasks and motivation to give teachers what they want for an "A."
 - b. Both parents agree that the skills needed to achieve higher grades, including kids' learning to be responsible for their own learning and follow through, are skills that are best and most easily learned *very early*, ideally when there is limited homework in the early grades.
 - c. Throughout K-12 schooling, both parents agree that children typically need parental support to create a peaceful time to focus and learn at home, and to strengthen independent learning skills at home (e.g. ability to focus, persist on tasks, invest in the quality of work, manage time/projects). Both parents agree to endorse this home-based, skills-building, as it enhances future learning effectiveness. Both parents agree to support similar independent learning skills at home, and to seek help with teaching these skills, as needed. If only one parent chooses to do supportive learning activities with the child at home, the other parent will support and not express negative perspectives about this that can discourage the child from in-home learning.
 - d. Both parents agree that with college/trade school tuition rising to ridiculous rates, the lack of funding for new UC and California State colleges/local trade schools, and the increased competition for spots in reputable/desirable schools, having straight "A's" is more *the norm* than ever when kids hope to get a foot in the door for consideration at a UC or a highly desirable private college/trade school. (It is also true that there are great books about how to get your kids into private colleges/trade schools that take kids with lower grades, although you're likely to pay a higher tuition rate and get less financial aid because these schools are not as well endowed.)
 - e. Both parents agree to provide tutoring for child(ren) for an agreed-upon period of time, whenever the child(ren) fall below grade level or struggle for *no longer than 2-4 weeks* in a particular subject.
 - f. (Ideally in pre-school or grade school:) Each parent agrees to pursue professional parenting guidance that can be critical in making sure your children learn how to be self-motivated and pursue their own learning, without parents spending their lives pushing, nagging and cajoling their children uphill.
 - g. Each parent will seek professional parenting guidance when and if power struggles with child(ren) become entrenched, and child(ren)'s self-motivation is challenged. Each parent agrees to pay for his/her own parenting support with this issue, or _____. When this parenting guidance involves in-home parental guidance, the other parent shall give and not unreasonably withhold consent to have the child(ren) present during such sessions.
10. Both parents agree to research and share the cost of tutoring and/or outside training from organizations specializing in test preparation for up to a year before the child(ren) expect to take the test, given that Standardized Test Scores can be raised significantly by preparation. Test-taking is a skill (e.g. ISEE for entrance into private schools for any grade prior to high school; SAT is first taken typically

in freshman year and there are typically phenomenal scholarships for kids who score high on the “practice” test or PSAT, and Trade Schools requiring admissions tests). Furthermore, John Hopkin’s Center for Talented Youth has opportunities for gifted kids who take the SAT as 10-year old’s, and some kids start taking SAT prep courses at that age in order to qualify.). Both parents agree to share any related expenses.

11. Both parents agree to support the child(ren) participation in **extracurricular activities in the following categories** during grade school through pre-college/trade school years. Without early experience (e.g. grade school, middle school), children are not likely to qualify in high school for certain activities/positions. Participation in the following activities is recommended for admissions to reputable / desirable schools, and later to college/trade school, which all heavily weigh the following *cumulative* skills and experiences:
- a. Leadership - e.g. Boy/Girl Scouts, Student government, Debate Team, Model United Nations participation, Peer Mediation at the Western Justice Center (Middle School students), ACLU training for high school students in different areas of advocacy. For elementary school children, leadership activities may involve, for example, a 10-year old enrolling all classrooms in Trick-or-Treating for UNICEF at Halloween, raising funds to that end, ensuring classrooms have what they need, and counting the money after Halloween. *Colleges/Trade Schools want to see a child's ongoing commitment to make a difference and contribute to his/her community, and to demonstrate leadership in their ability to solicit and enroll stakeholders within the community to do the same.*
 - b. Volunteer learning/internships - e.g. Red Cross certifications obtained to provide emergency assistance at the Rose Parade, becoming Red-Cross certified to babysit in Middle School, regular tutoring for after school programs, internship working for local vet/animal shelter, (for older kids: Suicide prevention center/rape crisis hot line training and volunteer work, unpaid/minimally paid internships at an auto-mechanic shop or on construction site), Peer mediation training/provision through Western Justice Center (grade and middle school children), reading to children in Domestic Violence shelters, Homeless shelter soup kitchen service, Candy striping, etc.
 - i. As children approach High School, they need help pursuing “high yield” volunteer experiences that align with their specific interests and talents so that they have some viable “work experience” *before* they reach college/trade school. They will need this work experience to pursue “work-study” jobs after high school graduation, on college/trade school campuses that are also linked to their interests and talents, rather than being assigned to say, being a cashier in the cafeteria for “work study.”
 - ii. These college/trade school “work study jobs” and/or “internships” during college/trade school are the basis for their work-place preparation after graduation. Kids who graduate with a degree or certificate *without* solid work experience in their field *prior to graduation*, are far less likely to find or qualify for viable jobs after college/trade school.
 - c. Sports/physical activities (more than one/seasonal, for all 4 years of high school, based on their various experiences prior to high school) - e.g. swimming, competitive horseback riding, dressage, seasonal team sports, track and field, fencing, martial arts.
 - d. Arts activities (more than one, ongoing) - e.g. dance, choir, drama, fine arts, mastery of an instrument.

- e. Consistency of Participation and Mastery over time in above interests – Admissions are often looking for the demonstrated, historical ability to persist on tasks, with the independent motivation to achieve mastery in multiple arenas beyond the classroom. This is a recipe for success in any area.

OTHER EXTRACURRICULAR MATTERS

Neither parent will commit a child to activities that interfere with the other parent's time with the child, without the other's consent.

1. When one parent is not willing or able to participate in funding an extracurricular activity, the funding parent will have sole decision-making authority with respect to that activity and the non-funding parent will not unreasonably object. At the same time, the non-funding parent will be included in all parental activities related to that activity, and will be listed as an emergency contact, receive related activity communications, etc. per the other agreements herein (e.g. may not be planned during the other parent's residential time without that parent's permission).
2. There will be no comment made to child(ren), or to those in the child's community who could potentially share information with the child, regarding the lower wage-earning parent's financial non-/limited contribution to the provision of certain extracurricular activities.
3. Neither parent will enroll a child in extracurricular activities that will result in the exclusion, whether intentional or unintentional, of the other parent, without the written consent of the other parent.
4. **Social Functions** (All suggestions.)
 - a. As the children enter teenage years, the children will be permitted to attend social functions sponsored by their school, place of worship, as well as private parties, **provided:** The residential parent solicits adequate information and is satisfied that alcohol and drugs are not available at those functions, and that adequate adult supervision is provided at the event. *The residential parent shall inform the other parent regarding any such function and will be open to respectful suggestions offered by the other parent about the child(ren)'s attendance.*
 - b. Given that parties and dances begin in Middle School by the time the children turn 11, both parents agree to educate the children regarding specific safety criteria and expected safety responses. The children will be expected to consider and demonstrate knowledge regarding how to respond for themselves to safety concerns that will arise when neither parents is present (i.e. Will be able to ask themselves: Is there adult supervision? Are drugs and alcohol being served or any other illegal activity? Is sexual/petting behavior occurring? Is there any social pressure to do things they could feel ashamed of later? What are the academic/legal consequences? How do you expect them to respond reasonably to ensure their own safety in any such situations, *verbally and in action*, in age-appropriate ways? How can they do this respectfully without unnecessarily disrespecting or alienating peers? What does the ample research say is most effective? How will they make sure one of you will be available to pick them up in the event of unforeseen events? etc.)
 - c. Both parents agree that the best preparation for the teenage years is early, rehearsed practice in effective judgment and the parental trust the child *earns* – a trust that is rooted in that early (pre-teen) *rehearsed practice of effective judgment* at the end of Elementary School and the beginning of Middle School. Both parents agree to teach their children to be thus prepared.

- d. Especially for dependent adults or children with special needs, and also for other child(ren):
 - i. Both parents agree to identify a local police officer trained in special needs to also help their child navigate such social situations in mental-age-appropriate ways. Both parents similarly agree to take their child(ren) to their local police departments so s/he/they can get to know and be known by the officers in each parent’s area to help increase the dependent adult child’s safety in both parents’ communities.
 - ii. Both parents agree to contact their local police and fire departments to gain information about how best to rehearse drills for dependent adults with special needs in ways that empower rather than frighten, and to ensure safe, effective responses to stranger danger, home fires, home invasions, etc. per their Family Emergency Plan.

- e. Parents will reliably check in with child(ren) after social or extracurricular activities to invite them to share what and whom they enjoyed, and to affirm their joys, before gingerly asking about anything that may be a concern or that may have left them feeling ill at ease.
 - i. Parents agree to ask in ways that communicate that parents are interested in child(ren)’s joys, as well as any concerns, so the child(ren) learn(s) to feel safe coming to each parent to express any concerns openly and honestly.
 - ii. Parents will share information regarding any incidents as soon as possible to ensure both parents can support the child(ren).
 - iii. Parents agree not to interrogate the children or to focus on “what’s wrong” or a “problem,” without *first* being at least equally or more invested in affirming and savoring their joys with them.
 - iv. Parents agree to use a matter-of-fact, friendly tone and facial expression even when attending to any child-related concerns so as not to frighten or leave them feeling guilty/ “bad” for sharing.
 - v. Further, both parents agree to equally share the cost to consult with XX, as soon as possible, about how best to approach such concerns, if and when they occur.
 - vi. Parents agree that child(ren)’s stating “I’m uncomfortable” is vague, and not sufficient on its own to require others to stop what they’re doing and do something different. Parents agree to support and ensure child(ren) know how to articulate their feelings, to distinguish these from the thoughts (including negative judgments, assumptions) that drive feelings, impulses and behavior, and to state the specific behavior(s) they want clearly and respectfully.

- 5. In the event of any disagreement about the children’s attendance at social functions, the residential parent (suggestion) at the time the event occurs will make the decision, in accordance, *with all of the above agreed-to provisions and preparations*.
 - a. When the residential parent makes the decision for child(ren) to attend an event, over the other’s objections, the residential parent will notify the other parent of that decision, and follow up to share how it went with the non-residential parent, **within 24 hours** after the event’s ending time.
 - b. The residential parent agrees to remain mindful that children need even divorced parents to present a united front, and to avoid granting the child(ren) the ability to divide parents on key issues.

USE OF AN AUTOMOBILE

1. The parents will consult regarding the children’s driving decisions, driving lessons and insurance. If the parents are unable to reach an agreement regarding the terms and conditions of driving, P1 P2 will make the decision, or They will return to mediation to resolve the issue.
2. If child(ren) is/are impulsive, and/or has strong emotion dysregulation challenges that occur even irregularly and which therefore risk *biologically* compromising the child’s safety and/or judgment, both parents agree to enroll the child in a protocols-adherent Dialectical Behavior Therapy (DBT) program, or a similar mutually agreed-upon evidence-based therapeutic program designed to specifically address impulsivity, emotion regulation, and distress tolerance **no later than his/her/their 14th birthday**, for 2 years prior to driving age (takes 2 years to complete most such programs). DBT, at the time of this writing, is the only evidence-based therapy that teaches kids (and adults) specific evidence-based emotion regulation, distress tolerance, mindfulness and interpersonal effectiveness skills. DBT costs to be covered as indicated in provisions under “Medical Matters” above.
3. If a child is receiving mental health treatment **at the age 14**, both parents agree to have conversations with the treating therapist, or a mutually agreed-upon therapist, regarding at least the following: child’s readiness to begin driving, any specific treatment/interventions and skills mastery needed prior to driving age, including DBT, and/or the possible need to delay the child’s driving until child demonstrates a specified level of mastery (determined by the therapist) of emotion regulation and distress tolerance skills, as well as a measure of effective judgment and reduced impulsivity.
 Other:

COLLEGE/TRADE SCHOOL

1. By **September 1st of the child’s sophomore year in high school**, both parents will consult and communicate with each other about:
 - i. Agreeing that the parent with the higher debt-to-income ratio claim the child as a dependent, and take the child as a tax deduction **no later than April of Junior year**,
 - ii. The potentially critical financial aid implications of this deduction,
 - iii. The post-high school education options for the child, and
 - iv. Related costs if not otherwise determined.

(Please discuss this with your Mediator/Collaborative professional or a College/Trade School Counselor for more information or referrals regarding financial aid requirements and options.) All of the matters below are suggestions rooted in experience.

2. If the family qualifies for financial aid, both parents agree to donate a minimum of \$200 each per year to the college/university/trade school fund to ensure the institution experiences both parents as willing to invest in the institution subsidizing their children’s education. Both parents agree to remind their child(ren) to write an **annual thank you note to the Financial Aid Director** expressing gratitude, how they have already, and will continue to use the money and their talents to make a difference for their communities/others, and how they aim to reflect positively on the college/university/trade school that has invested in sustaining them.
3. Both parents agree to allow the parent with the higher debt-to-income ratio to take the child as a tax deduction in April of Junior year of High School. (Financial aid will consider both adult incomes in a single household.) If parents cannot agree which parent has the higher debt to income ratio, parents agree to secure a neutral, mediation and collaboratively trained, forensic CPA or CDFA to calculate which household has the higher debt-to-income ratio, while keeping each parent’s finances separate and private. (These specific professionals are often easiest to locate in Collaborative Practice groups.)
4. Both parents agree that a child attending college/trade school needs to be more invested in and

responsible for his/her college/trade school education than parents are (barring disabilities that make attendance unreasonably taxing, or the exceptionally taxing curriculum of an Engineering degree, for example), and to prepare the child in high school to expect to work and sign his/her/their *own college/trade school loans*, and apply for applicable scholarships and work-study programs, *without worrying, discouraging or overwhelming the child*.

5. Both parents agree to educate the child(ren), **starting at the beginning of high school**, regarding the disadvantages of unwieldy student debt and the adverse consequences for the child of such debt upon graduation, as part of preparing the child for his/her future.
6. Both parents agree to educate the child(ren) about the critical nature of paid/unpaid internships throughout college/trade school, in areas related to the child's interests/field of study. Both parents agree to expect their child(ren)'s application/participation in said internships in order to significantly increase the likelihood of employability at the time of graduation from college/trade school and/or admittance to graduate schools.
7. Neither parent agrees herein to determine how or whether college/trade school tuition costs will be divided among them [**Note:** most college/trade school's financial aid departments ask whether there is such an agreement before assigning financial aid. If applying for financial aid, it may be best for you and your child *not* to have such an agreement in place].
8. **Prior to both parents signing this Parenting Plan Agreement**, each parent will consult appropriate professionals to understand whether 529 college savings accounts are first used and thereby *limit* college financial aid, and whether establishing whole life insurance policies in the children's names (with the insurance paying each parent as beneficiary) may be a more effective to save money for children's college/trade school.

LIFE INSURANCE & ESTATE PLANNING

1. The higher wage earner/support provider agrees to purchase a separate life insurance policy to cover the children's educational expenses, special needs' support, child support and/or spousal support in the event of the higher wage earner's untimely death.
2. The higher wage-earner/support-provider agrees to cooperate and provide the insurance company selected by the purchaser with the needed information and medical exams to allow the lower-wage earner to purchase a separate life insurance policy on the higher wage earner. Said life insurance policy would cover the children's long-term educational expenses, special needs' support, child support and/or spousal support amounts in the event of the higher-wage earner's untimely death.
3. Both parents agree to purchase life insurance on the other parent with the children as sole beneficiaries, and the Living Parent as Trustee until the children are 18 years of age, to ensure adequate help with child care, education/college/trade school, medical and any other expenses, exclusively for the children's benefit, etc., in the event of the other parent's death.
4. Both parents agree to allow the other to purchase whole-life insurance for any of their children, with themselves as beneficiary, until such time as the children have children of their own.
5. **Within 6 months of both parents signing their final divorce agreement**, on _____, each parent agrees to complete his/her/their estate planning to ensure trusts (including special needs trusts), wills etc. hold the child(ren) as primary beneficiaries. Both parents agree to share these documents with the other **within 7 months** to ensure the existence of careful, legal guardianship and financial planning for the transfer of decision-making and wealth for the child(ren)'s wellbeing using legal

instruments, including trusts and wills.

6. When parents have a child or dependent adult with special needs who may require a lifetime of care, both parents will commit to consult with a legal professional specializing in conservatorships and Special Needs Trusts and to establish a conservatorship if advisable, concurrent and prior to codifying this agreement.

7. Both parents agree and understand that their child(ren) or dependent adults with special needs necessitating long-term care will require a **“Special Needs Trust” and Conservatorship** to provide for their child(ren)’s long-term future needs, *beyond the parents’ lifetime*.
 - a. Both parents agree to uphold in all their actions a solemn duty to preserve their child(ren)’s eligibility for benefits.
 - b. Each parent will consult the other prior to withdrawing any monies from the dependent adult’s/child’s personal bank account(s) or Special Needs Trust account(s) and then, only for agreed-to expenses.
 - c. **By April 1 annually**, each parent will review the income/asset limits for the child’s/adult child’s various benefits which are subject to periodic adjustments under state and federal law.
 - i. When child(ren)’s money is held either in the child’s/dependent adult’s bank account(s) or Special Needs Trust account(s), both parents agree to carefully avoid any deposits that may risk jeopardizing or compromising the child(ren)’s benefits in any way.
 - ii. If either parent’s related actions result in a decrease in benefits, that parent will be responsible for compensating the child/dependent adult’s appropriate accounts for the amount of monthly benefits lost until the benefits are restored to the child/adult.
 - d. Both parents will access and review the child/adult child’s financial accounts **prior to the 15th of each month** to ensure there is not fraud, misuse of funds or unmonitored overspending, etc.

8. Both parents agree to create, or, in light of the divorce, to update a **“Special Needs Trust”** and **“Conservatorship”** (dependent adult) or **“Guardianship”** (child) to be mediated with an agreed-upon attorney specializing in these concerns, **within 6 months and a day** of filing the divorce judgment/updated Parenting Plan with the court. **NOTE:** For dependent adult’s with special needs, **an updated Conservatorship may be essential to resolve concurrently or prior to your divorce or custody-resolution process**. With their mediating, conservatorship-attorney specialist, both parents agree to clearly identify and resolve, *at least the following for any children or dependent adults with special needs:*
 - a. How a Special Needs Trust will be funded – in what specific amounts, by when and by whom?
 - b. Who be named as Trustees, and who will take over Conservatorship upon the parents’ deaths/incapacity, and where the child/dependent adult will live.
 - c. How Child Support will be sustained for the child/adult child’s lifetime, and how conservators/trustees will remain aware and handle how/when any support/income risks adversely impacting access to government benefits.
 - d. Schedule for each parent’s claiming the child as a dependent on tax returns, e.g. P1 even years, P2 odd years.
 - e. How to share allotted hours for Government Resources, including but not limited to Regional Center, SSI (Social Security Income for low-income disabled adults), SSDI (Social Security Disability Income), EDD (Employment Development Department) & IHSS (In-Home Supportive Services)
 - f. When and how a group-home facility will be introduced as parents reach X age(s), with home visits for an adult child with special needs 2-4 days/week to start, including but not limited to

specifying: what will trigger a step-up plan for increased time at the group home, who will oversee and be consulted about this step-up plan to ensure a positive transition and avoid a traumatic one, how the adult with special needs will be consulted (“have a voice, not a choice”) without being overburdened by this decision, and what the time-table is *now*, precisely, for the specific preparations to ensure a dependent adult is ready for that greater autonomy in the next X-Y years.

- g. A description of each parent’s financial commitment to prioritize and ensure care for a dependent adult or child with special needs beyond parents’ lifetimes in the event of remarriage, stepchildren or the births of additional children.
 - h. Identify process to be used to ensure peaceful, joint decision-making in the event of any disagreement regarding the Special Needs Trust or Conservatorship (e.g. Mediation with possible inclusion of collaborative coach(es) to facilitate effective communication).
 - i. Mediation, with possible inclusion of collaborative coach(es) will be used to alter the terms of this Parenting Plan, a Special Needs Trust and/or Conservatorship to align with changes in child/dependent adult’s needs and circumstances, and when changes in parents’ circumstances impact this dependent adult/child with special needs. Changes that may require changed agreement terms include, for example: changes requiring earlier entry into a group home, and changes in child’s/adult child’s or parent’s health, employment, etc.
 - j. Joint Participation in any ongoing programming or treatments involving the child/adult child with special needs.
 - k. Use & Maintenance of a Dependent Adult’s Finances will describe in detail:
 - i. Both parents’ duty to preserve benefits’ eligibility,
 - ii. How Dependent Adult’s spending decisions will be made regarding his/her/their money,
 - iii. When/how Dependent Adult’s spending decisions will occur
 - iv. Duty and timing to prepare Dependent Adult’s taxes, when necessary, and how related costs will be shared (e.g. may wish to choose parent to file taxes in year that parent does not have the option to travel during Winter Break),
 - v. When parents will each claim their adult child/child with special needs on their own returns (e.g. P1 in even years, P2 in odd – consider parent with option to travel during Winter Break taking the tax deduction in the same year),
 - vi. Specific agreements regarding monthly/quarterly regular timing (e.g. 15th of each month, or April 1, Aug 1 and Dec 1) of each parent’s monitoring of accounts and transactions to ensure no fraud, misuse, overspending, etc.
9. FINANCES FOR DEPENDENT ADULT or CHILD WITH SPECIAL NEEDS:
- a. Both parents agree to uphold in all their actions a solemn duty to preserve their dependent adult’s or child’s (with special needs) eligibility for benefits, and each parent agrees to consult a benefits expert, as needed, to ensure compliance with this duty.
 - b. Each parent will consult the other prior to withdrawing any monies from the dependent adult’s/child’s (with special needs) bank account(s) or from the Special Needs Trust account(s) for agreed-to expenses.
 - c. Both parents will access and review their dependent adult’s/child’s (with special needs) bank account(s) **by the 15th of each month** to ensure there is no fraud, misuse of funds or unmonitored overspending, etc.
 - d. When filing tax returns for your dependent adult is necessary, P1 P2 will be responsible **in even years**, and P1 P2 in **odd years**. [Clarification: choose the years, odd or even, when you are not also paying for holiday travel over Winter Break, when that’s an option.]

- e. As paid employment is a goal for our dependent adult/child(ren) with special needs, both parents agree to:
 - i. Ensure that this child's income does not exceed limits that will disqualify her/him/them from benefits, and
 - ii. Sustain a respectful relationship with the child/adult child's employer, respecting that employer's authority and limits, while also ensuring parental support for clear communication and realistic expectations, sufficient care and supervision during work time, and protection against exploitation.
10. When there is a dependent adult child, this Parenting Plan cannot be included in the divorce judgment. Divorce attorneys typically recommend, and both parents agree here that each parent will consult with a separate, mediation-friendly conservatorship attorney given that parental interests may differ once divorced. This consultation and related Conservatorship agreements, including this Parenting Plan and other related documents will be ready for submission to be codified legally by the Conservancy Court **within 6 months** of the filing of the divorce judgment. Both parents agree to clearly identify and resolve, the above issues **within 6 months** of their filing their divorce agreement, for submission to Conservancy Court.
11. When parents have a dependent adult child or a child with special needs, both parents acknowledge here that this agreement must be carefully reviewed by a California conservatorship attorney to ensure that statements, averments, and aspirations in this agreement regarding the dependent adult's/child's with special needs present abilities and potential for growth comport with standards for conservatorship/guardianship (i.e. does anything in this agreement suggest the dependent adult/child with special needs is legally entitled, under guardianship law, to more autonomy, independence, and privacy than this agreement gives her? Does anything in this agreement undermine or conflict with the parents' case for conservatorship?).
12. Both parents agree to fund Ria Severance's consultation with an attorney specializing in mediating the parenting plan agreements for children/adult children with special needs. Said consultation is viewed as *necessary* to ensure that key special needs issues are adequately addressed, as Ria Severance, LMFT has indicated clearly she is *not* a specialist in this arena. When children/adult children with long-term special needs are involved, Ria Severance, LMFT therefore *strongly recommends* parents invest in paying to have her, and any co-mediating therapist for this parenting plan, consult with special needs specialists, such as Josh Kershenbaum, Esq.

When parents do *not* agree to fund said consultation(s), they hereby acknowledge that this/these consultation(s) was/were highly recommended to ensure special needs issues and concerns were adequately addressed in their parenting plan, that both declined this consultation, and that both thereby waive any right to file any future complaints, to pursue liability compensation from, or to pursue any legal proceedings against Ria Severance, LMFT or any co-mediators or consultants working to resolve their parenting plan agreement.

- Both parents hereby waive any right to file any future complaints, to pursue liability compensation from, or to pursue any legal proceedings against any co-mediators or against Josh Kershenbaum, Esq. who worked to finalize their parenting plan agreement.
- Parents have been duly advised, understand and agree that Josh Kershenbaum has not provided any legal representation or legal advice to them or to parents' mediation team, and that the parents

have not and will not interpret or rely on anything Josh Kershenbaum has communicated to them or their Mediation Team as “legal advice.”

**PARENT BEHAVIOR & CHILD(REN)’S
EXPOSURE TO MATURE/ADULT MATTERS**

1. Each parent will review and **calendar all the dates and times agreed to herein**, to avoid future failures to abide by the conditions set forth.
2. Both parents will conduct themselves with respect toward each other and their children to provide a loving, reliable and nurturing context for raising and co-parenting their children during transitions, and across households.
3. To that end, both parents will not speak derogatorily of the other or the members of the other’s family/extended-family/friend community, will not cause the children to be drawn into any dispute regarding adult decisions and issues affecting the children, and will not attempt to curry favor with the children to the detriment of the other parent. Both parents agree to ensure children feel free to be fully loved by and to love both parents and their extended families, knowing that each parent is likely to invest in the child(ren)’s wellbeing in different ways. Negative narratives about the other parent will not occur, either with or within earshot of the children.
4. Whenever either parent is visible *or within earshot of the child(ren)* (including during phone calls), that parent will ensure that s/he, and her/his friends and extended family are respectful and mindful to protect the child(ren) from *any* direct or indirect exposure to mocking laughter, criticisms, contempt, complaints or similar expressions made about the other parent. Children know that half of their DNA belongs to both parents.

When such exposure occurs, the offending parent will:

- i. Take notice,
- ii. Set limits with extended family/friends *in front of the children when possible* (e.g. “They don’t need to hear that. We need to support their feeling love and respect for *both* their parents!”),
- iii. Apologize to the child(ren) for the specific negative exposure, and
- iv. Affirm the child(ren)’s right to have both their parents respected and valued.

If the nonoffending parent overhears said exposure and points it out neutrally (e.g. “If I can hear it, the girls can also hear the mocking laughter/devaluing of me in the background”), the offending parent will immediately put 1-4 into effect, *in front of* the offended parent.

5. At all times, each parent will model effective legal behavior and judgment regarding alcohol, smoking, marijuana, CBD and drug use, sexual and aggressive behaviors toward each other or others, as well as effective self-care. Both parents agree to ensure the care/safety of the residence where children abide. Both parents also agree to protect the children from exposure to any substance abuses, intoxication, smoking and sexual/aggressive behaviors *by others*. The focus here is on the child(ren)’s safety and both parents fulfilling their parental duty to ensure the safety of their children, rather than finding fault or blaming the other parent.
6. If either parent has or develops an ongoing pattern of alcohol/substance abuse, or, in the absence of any related treatment there is cause for concern regarding addictive behavior (e.g. sexual addictions), the potentially offending parent agrees to support their co-parent’s reasonable efforts to ensure necessary measures secure the child’s ongoing wellbeing and safety, including but not limited to: use

of Soberlink for 6 months or more depending on alcohol sobriety records, ongoing drug testing, evidence of reliable and ongoing 12-step program attendance and/or work with a therapist known to specialize in substance abuse or the specific area of addiction at issue, and/or in-patient or out-patient treatment as recommended by a qualified specialist in the relevant area of addiction.

7. Both parents agree to use alcohol or other legal substances only when “off-child duty” or only in very clear, unimpaired moderation when “on-child duty,” specifically no more than 2 drinks (less depending on alcohol content and drinker’s body weight), including beer. Cigarette smoking will occur outside, and out of eye-shot of the children as much as possible, with clear communication (should the child be aware) about regret regarding the addiction to cigarettes, related adverse health consequences, and why they would never want those for their child(ren).
8. Each parent will ensure that there is always *at least one* completely unimpaired, competent, and trusted adult present in case of any emergency involving the child(ren). Both parents agree not to drink/use and drive, under *any* circumstances, including when the children are present, and to inform the other parent immediately if a related arrest occurs.
9. If there is clear evidence of alcohol/drug abuse or other harmful exposure to addictive behavior (e.g. sexually addictive behavior) while the child resides with a parent, the other parent may request that the using/addicted parent subscribe to options such as those in #6 above to rebuild trust regarding alcohol/drug consumption, or any other harmful addictive behavior, and the abusing parent agrees here to provide evidence of compliance for a minimum of 6 months.

MEDIA EXPOSURE & RATING SYSTEMS

10. Parents agree to respect the prevailing age-appropriate rating systems regarding the child(ren)’s exposure to movies, music, TV and video games, and to provide supervision in line with current research about the impact of said media and screen time (during the week/weekends/length of screen time/nature of content) on developing brains. Parents further agree to ensure that any other children/adults in each household will abide by and respect similar rating systems when the child(ren) are present.
11. Specific agreements across both households regarding **media rating systems, screen time exposure, parental monitoring of content, history and usage, as well as online safety**, include:
 - a. The amount of time both parents agree the child may spend time watching TV, YouTube, etc. during school days, barring child’s being bedridden due to illness, shall be based on American Academy of Pediatrics 2016 recommendations (or later), namely:
 - i. For children ages 2 to 5 years, screen use will be limited to 30 minutes – 1 hour maximum per day of high-quality educational programming with parental supervision *at all times. Parents will co-view media with children to help them fully understand what they are seeing and apply the information to their lives and the world around them.*
 - ii. For children ages 6 and older, consistent limits and parental supervision will be provided for time spent using media, determining the types of media, and to ensure media *does not take the place of: adequate sleep, physical activity, learning, social interactions, family interactions and other behaviors essential to the child’s wellbeing and healthy development.*
 - b. Either parent can revisit these recommendations and alter these by mutual agreement, as the children mature. Reviews will occur at age 12. Other? _____.

- c. Both parents agree to ensure media-engagement does not obstruct: completing daily chores/tasks, adequate sleep, physical activity, learning, social interactions, family interactions and other behaviors essential to children’s wellbeing and healthy development.
- d. The ages at which the child(ren) will be allowed to see PG, PG 13, or R movies/games/online content with adult pre-screening and/or adult supervision and discussion are: **12 – 16**, depending on the child’s maturity and the residential parent’s willingness and skill to supervise, pause and discuss content in age-appropriate ways. When parents are unwilling/unable to supervise and discuss content, more restrictive limits will be placed on the child(ren)’s exposure to PG, PG 13, R-rated or similar ratings for any media content.
- e. Both parents will be fully equipped to specifically moderate any sexual or violent content fully by pausing and verbally explaining content in age-appropriate ways. Both parents will prescreen and/or watch screen content with the child(ren) to pause, moderate and discuss what they are viewing and how this does/does not apply to their real lives and the world around them.
- f. Visual/audio content will also be paused as needed to ensure children’s tension, emotion regulation, and physical and emotional distress is assessed and respected by the parent, and that the children are supported to skillfully self-regulate emotions, self-soothe and understand film content in a way that is meaningful and healthy, before proceeding.
- g. Time the child can spend watching TV, YouTube, etc. during school days, barring illness: (Suggestion: None unless child is bedridden.) _____ Time _____ School Days _____ Weekends
- h. Screen time will be restricted to weekends.
- i. Conditions for earning extra screen time on weekdays/weekends: completion of that days chores, completion of homework, completion of preparations for coming school week, completion of preparations for transition to other household, other?
- j. Given the inability of children under the age of 9 to process complex images, plots and sound, and the desire to avoid using screen time as a substitute for engagement and caregiving, the specific conditions under which the children will be allowed to access screens during the week and on weekends (e.g. after completion of chores) are as follows:
 - i. Both parents will teach their children to pay close attention to animal/nature documentaries and educational online learning games, for example, and join them in these whenever possible.
 - ii. Both parents will supervise screen-time sufficiently to actively discourage children from playing and engaging any mindless, non-educational, online games that dull their mind’s engagement, as these are addictive and are often used to regulate emotions (instead of skilled emotion regulation).
 - iii. Weekdays: Following parental review/support for children’s completing their daily chores/homework as well as any bed-time/next-day prep, 1 hour of screen time, unless socially watching a special film, etc. with a parent/siblings.
 - iv. Weekends: Following parental review/support for children’s completing their daily chores/homework, as well as any bed-time/next-day prep, 1 hour of screen time, unless socially watching with a parent/siblings or friends.
 - v. Children ages 13 or under will not be permitted to access social media accounts under any circumstances without parental supervision and specific guidance and preparation to avoid bullying, grooming by predators, scams, etc.
- k. Parental controls on devices will be as follows: parental controls will be implemented on all devices to which the children have internet access, including smartphones, smartwatches, tablets, smart TV’s, computers, etc.

- l. Parents will have full access to phones for children 13 or under, and will restrict screen time in part by sharing the cost of flip phones instead of smartphones for kids under age 15.
 - m. Both parents will have full access to phones, email and technology passwords for children 13 or under, and all children will have location trackers on their phones as a safety precaution.
 - n. Both parents will consider sharing the cost for smart watches with location trackers.
 - o. **Covid-19 Considerations:** Children attending school online and parents having to work from home provide obstacles to the more developmentally ideal and restricted screen times above. During Sheltering In Place, parents will ensure that all screen time during the week is school-related or educational. Parents will research, identify and help children access and navigate very specific, age-appropriate, fun and *educational* online games (e.g. freerice.com), films, documentaries, YouTube instructional videos, etc. especially in areas of learning that are more challenging or of great interest to the children.
 - p. Both parents agree to explicitly request and teach the children to monitor themselves by:
 - i. Asking friends and adults (e.g. on a play date/sleepover, or friend/adult guests in resident parent's home) the rating of movies/games, *before* watching/playing, and
 - ii. Explaining respectfully that s/he/they are "*only allowed to watch/play _____-ratings.*"
 - q. Both parents agree to help the children rehearse and practice how s/he/they will self-monitor and set limits respectfully and graciously in and outside their homes, to uphold parental restrictions on exposure to specific media ratings.
 - r. Similarly both parents agree to ensure the child(ren) have alternative entertainment options for themselves, as well as for others, should, for example, the friend's family be already watching/playing a film or video game with ratings not allowed by P1 or P2. (Suggest having children rehearse at home and then practice offering alternative activities/games/movies that are allowed at home. Coming prepared and ample rehearsal to offer alternatives and communicate parent limits allows children to be included and inclusive; This also avoids the child(ren)'s imposing parents' ratings restrictions on others and engendering resentment by peers or other families towards the child(ren).)
12. Resident parent will be responsible for advising and ensuring other household members and guests abide by screen-time, rating and other media-related agreements to avoid the child(ren)'s exposure to content and use not approved by both parents.

**AGREEMENTS REGARDING PARENT DATING,
INTRODUCING NEW RELATIONSHIPS & STEPPARENTING**

1. Both parents agree to protect and consider the psychological needs of their children/adult children regarding parental dating and new relationships. To that end, they will *not* introduce or expose the children/adult children to a new intimate/sexual partner or relationship until it has become a committed relationship. The purpose of this is to model the committed, intimate relationships you want for your children. The parents will help new partners understand that this is a legal agreement designed to consider the children's wellbeing.
2. In addition, both parents agree to notify the other parent, ***before the child/adult child is informed of or*** introduced to the person as a "***significant other***" in a committed relationship. If either parent establishes a relationship with a person who is a "significant other," s/he will *inform the other parent, as soon as practicable, before introducing this person as a "significant other" to the child/adult child.* This is to prevent the other parent from having negative or difficult reactions *to the child/adult child,* if the child/adult child is left to deliver the information.

3. While both parents will introduce “friends,” both will refrain: from introducing the children/adult children to casual romantic/sexual partners, and from exposing the children/adult children to related romantic/sexual behavior in uncommitted sexual relationships. The purpose is to model stable, discriminating attachments to significant others, and to prevent the children’s/adult children’s experiencing attachments to “dates” or casual, intimate others who then “disappear” from the children’s/adult children’s lives.
4. The child/adult child may inadvertently meet or be introduced to a person who eventually may become a “significant other” to either parent. In this case, when either parent establishes a relationship with a person who may be known to child/adult child, before that parent introduces this person as a “significant other” to the child/adult child, the other parent will be informed (not for permission, but in order to spare the child/adult child from the other parent’s possible spontaneous adverse responses – e.g. weeping, anger, if the child were left to inform the other parent, directly or inadvertently).
5. Children will be introduced to the significant other *gradually*, with the first introduction of this person as a significant other occurring in a neutral public setting.
6. In front of the child(ren), the parent in question will use culturally-relevant discretion in displaying age-appropriate signs of affection with the person who has been introduced as a significant other, mindful of the timing, child(ren)’s developmental stages and the impact on the child/adult child, while modeling what the parent will expect the child(ren)/adult children to demonstrate in their own dating behaviors.
7. Overnight stays of significant others (who have already been introduced) while the child(ren)/adult children are present will *not* occur, □ until there is an established commitment with the person for **at least 1 year** [[Solid research indicates it actually takes 3 years for oxytocin levels to stabilize and for the “honeymoon” phase to normalize]], □ and observable evidence that the child(ren) is/are comfortable with the new relationship (e.g. Child engages with and converses easily with the significant other, smiles and seeks the significant other’s attention or help. Child is not sullen, disengaged and unwilling to engage the significant other). **[Remember – this means that you can have sleepovers all you want when the kids aren’t around!]**
8. Feedback regarding the child’s response will be shared in a nonjudgmental, civil and respectful way between parents, and “checked out” with the other parent at agreed-to times during the process of introducing a new, significant adult into the child(ren)'s life. (Please see #3 from Communication Between Parents” section.)
9. The non-initiating parent shall endorse and proactively support the child(ren) having a healthy relationship with the other parent’s significant other, and the initiating parent shall scrupulously follow the agreements herein regarding parental dating and the introduction of new relationships.
10. Parents agree to consider and provide outside counseling support for the child(ren) to aid in the child(ren)'s adjustment to “significant others” in his/her/their life/ves, when the children are struggling in this arena. The therapist selected will be mutually agreed-upon by the parents, and will specialize in treating children in divorce-related matters, including blended families and resist-refuse

dynamics. Both parents will share payment for said services in accordance with the provisions for payment of "Medical Matters" herein. The child(ren) will continue in said therapy for at least once a week, for the length of time considered adequate and/or necessary *by the therapist*.

- a. The child(ren)'s therapist shall also be a divorce specialist qualified to assess for the multiple factors contributing to resist-refuse dynamics, including but not limited to estrangement and alienation.
 - b. When this child(ren)'s therapist determines that co-parenting work is necessary for the children's wellbeing, the parents agree to concurrently attend co-parenting therapy, with one therapist or two who work together (depending on the therapist's assessment of the degree of parental conflict), and who specialize(s) in co-parenting work.
 - c. Both parents agree to sign a release allowing the child(ren)'s therapist to consult with and exchange information with the co-parenting specialist(s).
 - d. When moderate to severe resist refuse dynamics are formally assessed by the co-parenting therapist(s) to be present, the purpose of co-parenting therapy will be to cultivate and seek to develop the favored parent's capacity to take responsibility for his/her influence on the children, and to endorse and proactively support the child's developing a healthy relationship with the other parent and the other parent's significant other/extended family.
 - e. Only when the favored parent's responsibility for influence and endorsement are secured, the child(ren) and child(ren)'s therapist will work together with the initiating parent and that parent's co-parenting therapist, as well as the initiating parent's significant other, the favored parent and the favored parent's co-parenting therapist, *in combinations deemed most effective and cost-efficient by the co-parenting and child therapists*.
 - f. If the above therapies are assessed as insufficient and ineffective by the therapists, a more intense form of reunification work, such as Family Bridges, will be recommended and engaged by both parents and the children.
11. Cohabitation, engagement or plans to remarry will be conveyed to the other parent before informing the children (to increase the likelihood of the other parent's supporting the children and to protect the children from any spontaneous adverse reactions to the child's delivering this information). It will be the right of the initiating parent to inform the children, following research into best practices/developmentally appropriate guidelines for such disclosures.
12. Parents agree to reserve the terms "Mommy," "Daddy," "Mom," "Dad," "Mother," "Father," "Mama," "Papa," or culturally/familial equivalent terms, *only* for the biological/legally-adoptive parents.
- A trans biological/legally-adoptive parent will be granted time to create a similar term when the transition is new to the child(ren), the parents will discuss this and the other parent will support the children's using this new parental term.
13. The biological/legally-adoptive parents and the stepparent will make every effort to foster a respectful, supportive relationship between the stepparent and the other biological/legally-adoptive parent.

4. Exceptions:

**OTHER PROVISIONS FOR DECISION-MAKING
WHEN PARENT CONDUCT or PHYSICAL DISABILITIES
IMPAIR JUDGMENT**

The following special provisions apply to decision-making:

1. When either parent is impaired by drugs, alcohol, fatigue, illness or any other condition that may impact parental responsibility, judgment or caregiving in a manner that is determined to adversely affect or seriously risk the safety and/or well-being of the children, then the other parent may assume sole decision-making authority and physical custody for the duration of the impairment, or until there is no longer a risk to the children.
2. The parents agree to consult with a neutral third party mediator within 7 days, or as soon as physically possible for the impaired parent, to resolve any issues regarding the particular conduct, condition or illness in question. (See next section “Collaboration/Mediation for Parent Conduct or Disability Issues” for specific steps.)
3. If either parent subjects the children to harm through neglect or abuse, including the withholding of mental health treatment recommended by authorities or relevant professionals in the child(ren)’s lives, then the other parent shall assume sole decision-making authority until the situation of neglect or abuse has been fully addressed and resolved by DCFS and other professionals.
4. The goal is always to ensure contact between the children and a parent able to invest in the safety and wellbeing of the child(ren). Neglect and abuse will be considered resolved when assessment and treating professionals determine that any skills that parent is missing (e.g. attuned attachment, emotion regulation, distress tolerance, sobriety, regular ingestion of needed prescription drugs) have been sufficiently learned and rehearsed to be mastered (with the help of professionals, in-patient treatment, etc. as needed), such that similar situations or parental behaviors are not likely to re-occur.

COLLABORATION / MEDIATION for PARENT CONDUCT or DISABILITY ISSUES

1. Either parent may determine if collaboration/mediation is necessary in order to resolve conduct or disability issues, and such parent shall give written notice that s/he intends to invoke this clause.
2. Both parents shall meet with the Collaborative Coaches/Mediator within 7 days of receipt of such written notice, or earlier if appointments are available with that professional, and a physically disabled/impaired parent or a judgment/behavior-impaired parent is able to meet.
3. The parent who first invokes the clause shall be responsible for the costs associated with the first meeting. Parents will share the costs of all subsequent mediation meetings.
4. The Collaborative Coaches/Mediator shall discuss the matter with each parent, with a view to working out a mutually satisfactory resolution to conduct and/or disability issues. Both parents will offer win-win solutions to address a specific skills-building plan of action to remedy conduct issues, in accordance with a course of action recommended by professionals specializing in the specific conduct or disability in question (e.g. alcohol abuse, anger management, parenting, emotion regulation, medication for specific diagnosis, cognitive impairment).

5. The parents herein agree to authorize any Collaborative Coaches/Mediator to collect such information from third parties, at the discretion of the Collaborative Coaches/Mediator, to assist in seeking reasonable and viable solutions.
6. In the event that the conflict involves an issue which is time-sensitive in nature (for example, a medical event other than those anticipated above), the parents will consider professional advice, consider obtaining a second opinion and follow the most prudent course with the child(ren)'s wellbeing as their top priority.

**AGREEMENTS REGARDING
EFFECTIVE CO-PARENTING BEHAVIORS**

1. Both parents understand and agree that the goal of any effective parenting plan is for children to have satisfying, healthy relationships with *both* their parents. More specifically, children need contact with stable, reliable parents (as long as there is no physical or emotional danger to the children). Consequently both parents agree to abide by the following behaviors, as both parents agree that children need co-parents who:
 - a. Are skilled or willing to learn to be skilled at managing their own emotions effectively,
 - b. Can keep themselves from sharing adult concerns that flood and overwhelm children,
 - c. Protect children from feeling responsible for (or guilty about) a parent's wellbeing,
 - d. Protect children from a parent's depositing their own negative views, feelings and thoughts about the other parent, and
 - e. Are skilled or *willing to learn to be skilled* at communicating effectively and respectfully with each other in ways that spill over and positively impact their relationships with their children.
2. Both parents agree that, In the long run, well-adjusted and resilient children become young adults who take responsibility for who they become, i.e. what they do with whatever is / isn't given to them by their parents – either materially, by teaching or modeling. Consequently, each parent agrees to:
 - a. Aim for their children to learn to accept themselves and their parents for who they are, and who they are not, with respect, and without demonizing or blaming either parent.
 - b. Support their children taking responsibility for their own decisions and the consequences of those decisions.
 - c. Understand that accepting a parent is not the same as “accepting” that parent's ineffective or destructive behaviors, and will ensure the child(ren)'s right to protest respectfully and request specific, effective behaviors (e.g. “Mom/Dad you sound really mad - will you please use a kinder tone with me?”).
 - d. Consequently, teach their child(ren) to protest respectfully *with him/herself as a parent*, to identify and request the specific effective behaviors the child(ren) want, and to set effective limits with each parent. Purpose: if children cannot do this with trusted parents, they will not be able to preserve their self-respect, safety and wellbeing elsewhere.
3. Both parents understand and agree to provide for their children's healthy development, by “mutually supporting” their co-parent, in the following specific ways. Both parents agree to:
 - a. Copy, print out and share this section and other “parenting” sections of this agreement with child(ren)'s primary caregivers.
 - b. Avoid disparaging their co-parent in any way, across all contexts where child(ren) might hear or later be exposed to said disparagement by another.

- c. Even when parallel parenting (only limited interaction between parents), support and encourage the child(ren) to have as respectful, loving and healthy a relationship with the other parent as possible.
- d. Actively find specific, positive things to say about the other parent to the child, and about how each child may be like the other parent in those positive ways.
- e. Support the child(ren) by affirming the half of the child that “comes from” that parent, remembering that half of child(ren)’s DNA and half of their ways of being are derived from that parent..
- f. As empathy is learned, *not innate*, model, teach and encourage their ability to lean in and understand another, even when we/they have different views, or find a person’s behavior unpleasant or upsetting.
- g. Model and teach the child(ren) to avoid quick or blanket negative judgments about themselves or others, as research affirms these are ineffective in life – they alienate us from ourselves and from others, and actively block self/other understanding.
- h. Communicate an understanding of your children’s *experience* with the other parent – *without* directly or indirectly agreeing with or endorsing negative judgments about your co-parent! (Parents agree to seek help implementing this, when unclear about how to proceed.)
- i. Understand and respect that your children do *not* experience the other parent in the same ways a co-parent does as a co-parent or former spouse.
- j. Respect that your children have an entirely different *kind* of relationship with the other parent than co-parent does/did.
- k. Grant the children the right to have a relationship with the other parent that is free of and unencumbered by parents’ adult feelings, perspectives, histories and experiences.
- l. Trust self by allowing your children to have their *own* experiences and draw their own conclusions with and about the other parent, while blocking and redirecting negative judgments.
- m. *Reframe* negative judgments the child says about the other parent, to open dialogue that helps the child get clearer about what’s upsetting (e.g. “Mom/Dad’s so mean!” Translation: “There’s something you didn’t like about what s/he said?” Or “Hmm. There’s something you didn’t like about how s/he said that – what do you think s/he meant?”).
- n. Even when child/ren may disagree with the other parent, encourage their ability to understand the other parent’s views (e.g. “Hmm. I wonder what Mom/Dad may have been thinking and/or feeling when s/he said that . . . ,” “I wonder what would happen if you asked him/her directly?” “Do you have any sense of what triggered that reaction?”)
- o. Communicate clear understanding of the child(ren)’s struggles, while also redirecting him/her them to focus on what s/he/they *can* do, express and/or ask for more effectively, and actively hold child(ren) responsible for *their part* in the quality of their relationships with each of parent (and others), in age-appropriate ways (e.g. “Do you think you could have said that in a kinder way? How?”).
- p. Expect/require child(ren) to learn to communicate their needs and wants verbally, requesting specific effective behaviors from other in respectful ways that serve them in *and outside* their parents’ homes (e.g. at school, with peers, in future jobs). Model the same with each other and with children. Empower any caregivers to require the same.
- q. Avoid “mind-reading”/anticipating their needs by instead *requiring* that they verbalize these. Purpose: our children will be hurt when others don’t mind-read and will be unduly dependent on us. Their self-esteem is enhanced by not expecting others to mind-read, and when they’re able to *speak* their own needs/desires respectfully.
- r. Avoid seeking confirmation from our children of our negative views about the other parent.

- s. Avoid inserting our own views, directly or indirectly, into our children’s relationship with the other parent in ways that color our child(ren)’s perceptions of that parent.
- t. *Require* our children to approach the other parent to discuss any issues they may have with *that parent* (*qualify this if that parent suffers from severe mental illness, is easily enraged or presents a direct threat to the child’s safety*). Examples of possible language:
 - i. “Your mother/father loves you very much and would want to know that you are feeling this way.”
 - ii. “I really want to encourage you to talk with her/him about that.”
 - iii. “What do you think you can say or do to express your understanding of your Mom/Dad’s views, before making your own point?”
 - iv. “Let’s practice how you might express what you’re feeling/thinking/wanting/asking in a respectful, non-judgmental way.”
 - v. “Rather than complaining about what you *don’t* want, I wonder what would happen if you ask respectfully for the behavior you *do* want?”
- u. Present a much-needed united front by avoiding negative assumptions/judgments about our co-parent when the child(ren) present partial narratives. Both parents want to avoid his/her/their playing one parent off the other, and to move towards clear, respectful proposals and requests for specific desired behaviors one another. As children always have their own perspectives and partial narratives, both parents agree to “check out” partial narratives by asking the other parent: “Child’s Name is saying X. *I’m wondering if you’d help shed some light on this?*” (This item is similar to item presented under “Communication Between Parents” section.)
- v. Remain mindful that how we model, teach *and expect* our children to express themselves with us is how we are teaching our children to relate to their own friends, future partners, peers, teachers, future employers and colleagues.

WHEN DISAGREEMENTS ARISE:

In the event that the parents are unable to resolve any particular issue, it is harder to seek agreement in the moment about who will help resolve the matter. Consequently, both parents agree to resolve the matter by:

- Initial discussion with a friend or family member, namely:
- Sharing any cost of using one or more agreed-to Collaboratively-trained Mediators named below.
- Using the following collaboratively-trained mediating professionals:
 - a. For legal matters regarding Conservatorship, the following **Attorney:**
 - b. For legal matters regarding Divorce/Family Law, the following **Attorney:**
 - c. For financial matters, the following **Financial Specialist:**
 - d. For matters regarding the children’s care and wellbeing, the following **Licensed Mental Health Professional** with a specialty (training/experience) in both children and divorce:
 - e. Depending on whether resist-refuse dynamics are present, the following **Licensed Mental Health Professional:**
- Other:

AGREEMENT

Both parents agree to the terms above and will execute this memorandum as the basis for their parenting plan agreement in their final divorce agreement or revised Parenting Plan (Custody) Agreement to be formally submitted to the Court.

WHEN AGREEMENT IS REACHED VIA MEDIATION or a TEAM MEDIATION

When mediating this agreement with a collaboratively-trained Licensed Mental Health Professional(s), both parents understand that they *must* then submit this document to a neutral, collaboratively-trained, attorney mediator specializing in family law for inclusion in their final Judgment, and/or for formal legal submission to the Court. Both parents ask that any Attorney Mediator respect the carefully-considered and agreed-to language herein, *while also* suggesting language clarifications that may increase the enforceability of terms. Both parents agree to sign the paperwork to retain this attorney mediator **within two weeks** of signing this document, and following the completion of the online parenting and co-parenting courses agreed to above.

When mediating the contents of this document with any Mediator, co-parents are always advised to consult with “mediation-friendly,” collaboratively-trained Consulting Attorneys who can provide independent legal advice specific to your needs (unlike a neutral mediator).

WHEN AGREEMENT IS REACHED VIA COLLABORATIVE DIVORCE PROCESS

When the contents of this document have been mediated by two collaboratively trained Divorce Coaches (licensed mental health professionals) or in the context of a Collaborative Divorce Process, each parent may consult with his/her consulting or collaborative attorney and decide which attorney will include the contents in the final Judgment and/or for formal legal submission to the Court. Both parents request that any attorneys respect the carefully considered and agreed-upon language herein.

The signatures below shall indicate that both parents agree to all the terms and conditions delineated above and agree to execute this memorandum as the basis for their Parenting Plan (Custody) Agreement to be formally submitted to the Court. This agreement supersedes all prior parenting plan agreements and divorce judgments.

P1 Name:	Signature:	Date:
P2 Name:	Signature:	Date: