

Do's and Don'ts for Separating and Divorcing Parents:

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Do tell your children that you love them and that the separation or divorce is not their fault.

Do reassure your child that divorce is not a sign of personal failure or a cause for shame.

Do establish consistent patterns of child care from the beginning of the separation.

Do let your child continue being a child.

Do encourage your child to have a continued relationship with the other parent.

Do establish and maintain a calm atmosphere and a stable environment.

Do maintain regular patterns of contact with both parents.

Do inform your child's teachers about your separation or divorce and about any changes in living arrangements.

Do include the other parent in important decisions and events in your child's life.

Do continue to reassure your children that even though you and the other parent are no longer together that both of you will always love and care for them.

Don't have hostile, name-calling fights in front of the children.

Don't ask your child to choose whom he or she loves more or with whom he or she wants to live.

Don't let your child feel like he or she is being shuttled between parents.

Don't use the child for emotional support or as someone in whom you confide your deep, dark secrets.

Don't try to hurt your ex-spouse by discouraging visitation.

Don't say negative things about your ex-spouse even if you feel strongly that they are true.

Don't use your child to deliver messages to your ex-spouse.

Don't prevent the other parent's relatives from having access to the child.

Don't allow issues of visitation or custody to become linked with those of spousal and child support.

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Creating A Parenting Plan



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What is a Parenting Plan?

A parenting plan describes how decisions will be made when the child will be with each parent by setting forth:

- Legal custody
- Time-sharing schedule
- Holiday and vacation schedule
- Transportation arrangements
- Any other agreements about the care of and responsibility for the child.

Your parenting plan may provide a general overview of the custody arrangements or describe the plan precisely. General plans are suitable for parents with a low level of conflict, while plans that are more specific work best for parents experiencing high conflict in their relationship.

Factors to Consider When Creating a Plan:

- The age, maturity level and temperament of each child.
- Any special needs of the child.
- Each child's relationship with siblings and parents.
- The distance between the two homes.
- The flexibility of both parents' work schedules.
- Child care arrangements.
- Transportation needs.
- The ability of the parents to communicate and cooperate.

Legal Custody Options

Joint Legal Custody means that both parents share the right and responsibility to make decisions related to the health, education and welfare of the child (Family Code section 3003). In making the custody order the Court may grant joint legal custody without granting joint physical custody (Family Code section 3085).

Sole Legal Custody means one parent has the right and responsibility to make decisions related to the health, education and welfare of the child (Family Code Section 3006).

Physical Custody Options

Joint Physical Custody means that each parent has significant periods of time with the child. Joint physical custody shall be shared in such a way so as to assure a child of frequent and continuing contact with both parents (Family Code section 3004). In making an order for joint physical custody, the Court may specify one parent as the primary caretaker of the child and one home as the primary home of the child (Family Code section 3086).

Sole Physical Custody means a child shall reside with and be under the supervision of one parent, subject to the Court ordering visitation for the other parent (Family Code section 3007).

Factors to Consider About Joint Custody

For joint custody to be successful, parents must:

- Be consistent between homes
- Cooperate
- Avoid conflict in front of the children
- Share in parenting tasks
- Cooperate with the transfer of the children's possessions between homes.

If parents are not cooperative, a joint custody plan may not be an optimal choice.

Importance of Parents Creating a Plan Together:

Every family is unique. Parents are encouraged, whenever possible, to work together to develop a plan that they both agree will meet the best interests of their children. To help parents in this important task the Superior Court offers Mediation Services, Our Children First program –online and in person—, and a series of brochures that highlight the needs of the children from birth to adulthood.

Parents who make their own decisions about parent/child time-sharing schedules report greater satisfaction and commitment to the arrangements.

If a parent has not been involved in care-giving previously, these short and frequent visits will help to develop a mutually secure relationship and allow the parent to master the tasks and sensitivity required to care for an infant. As the care-giving skills are mastered, the parent-child bond strengthens and the time with the infant may increase.

AGE 13 MONTHS THROUGH AGE 18 MONTHS:

- Three non-consecutive days each week for three to four hours each day.
- One weekend day for up to eight hours.
- Overnight, if appropriate.

Children at this age still require a predictable and consistent daily routine. Communication between the parents about the infant's routine and any new developments is essential to enhance the infant's adjustment.

AGE 19 MONTHS THROUGH 36 MONTHS:

- One weekend day for ten hours.
- One mid-week day for three hours.
- Overnight, if appropriate.

Children of this age go through many changes, such as weaning from the bottle, toilet training, beginning pre-school, and adjusting to new siblings. Parents should avoid choosing a plan that requires the child to change routines frequently.

TIPS TO MAKE YOUR PARENTING PLAN SUCCESSFUL

- Communicate. Keep each other informed of your child's needs.
- Make your best effort to create similar routines in both households.
- Allow your child to take a favorite blanket or teddy bear when going between the households.
- Shield your child from any conflict between you and the other parent.

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Creating A Parenting Plan

Children Under Three



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HOW TO CREATE A PLAN FOR A CHILD UNDER THREE

As infants, children learn to trust and love through developing attachments to those who care for them. Consistent responses from their caregivers in the day-to-day activities of feeding, changing, bathing and holding foster this sense of security which is the cornerstone for later development. Parents who have participated in these routines are also more attuned to the child's needs and cries and are more able to soothe and comfort the child when distressed.

When parents separate during a child's early years, it is especially important for them to consider the patterns of caregiving prior to the separation when planning for custody. If one parent has been more involved in an infant's care, the parents may wish to maintain that arrangement in the short term, but ensure that the other parent has frequent contact as suggested in the sample schedules below.

For families where both parents have been highly involved in the hands-on care of the child, these patterns of care should be maintained as much as possible and may include overnight time for the child in both parents' homes. Maintaining a regular sleeping and feeding cycle in both homes will help the child feel more secure. It is critical that an infant be afforded ample opportunity

to maintain and develop reciprocal attachments to both parents through these measures.

Infants and young children have not yet developed a sense of time so they have a limited ability to recall persons not directly in front of them. An infant should not be separated from either parent for long periods of time. At some points, infants may show little resistance to transitions between caregivers, while at other points, they may cry or cling to the caregiver. These behaviors are typical and not necessarily indicative of problems in the relationship with either parent.

While protecting children from exposure to parental conflict is important for all ages, this age group is especially vulnerable to physical injury and emotional trauma if exposed to domestic violence. Often parents are unaware of how deeply affected these very young children are by exposure to tension and arguing between their parents.

Consider the following factors when creating a parenting plan for children in this age group:

- Provide your child the opportunity to bond with both parents.
- Protect your child from exposure to adult conflict.

- Learn how to soothe your infant when he or she is distressed and especially at the transitions between caregivers.
- Create a plan that ensures both parents the opportunity to participate in the child's day-to-day care.
- Maintain a similar sleeping and feeding schedule in both homes.

SAMPLE SCHEDULES

These examples serve as a reference for families where the infant has a history of care with one parent primarily and the parents are seeking to ensure the other parent opportunity to deepen his or her bond with the child.

BIRTH THROUGH AGE 6 MONTHS:

- Three non-consecutive days per week for two hours each day.

Many infants take multiple naps and require feeding every three or four hours during the day. If at all possible, time with the non-residential parent should aim at not disrupting the infant's nap and feeding pattern.

AGE 7 MONTHS THROUGH 12 MONTHS:

- Three non-consecutive days per week for three hours each day.
- Overnight, if appropriate.

In the following example, the child spends significant periods with each parent.

While this option maximizes the time each parent has with the child, some children may have difficulty being away from the other parent for more than three days.

This option provides the children with equal time with each parent.

- Parent A has every Monday morning until Wednesday morning; Parent B has every Wednesday morning until Friday evening.
- Parents alternate weekends from Friday evening until Monday morning.



TIPS TO MAKE YOUR PARENTING PLAN SUCCESSFUL:

- Be cordial. Be a role model to your children by showing respect for each other as parents.
- Do not speak negatively about the other parent especially in front of your children.
- Respect the other parent's time with the children. Do not schedule activities during the other parent's time without prior agreement with the other parent.
- Be on time. Make sure all parenting plan changes are by mutual agreement. Notify the other parent if you are going to be late.

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Creating A Parenting Plan

Children Three to Five Years



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HOW TO PLAN FOR A CHILD FROM THREE TO FIVE YEARS OLD

Children in this age group are similar to younger children in that they need a consistent and predictable schedule and routine. They have not yet developed a concept of time. Long absences from one parent may create stress for them and they may continue to experience anxiety at separation from their primary caregiver. Some children may experience nightmares and show other signs of fearfulness about unfamiliar activities, places or people. These behaviors are typical of this age group and not necessarily indicative of problems with one or both parents.

Children may resist going with the other parent and may even become tearful at the transition from one parent to the other especially if they have seen their parents becoming hostile, tense and argumentative with one another. Helping to ease your child's anxiety at the transitions is key.

- Help your child express feelings such as fear, sadness and anger.

- Follow a predictable schedule to make transitions easier for your child.
- Provide your child structured time with other children in order to develop social skills and learn to feel safe and happy away from both parents.
- Allow your child to take a favorite toy when going between homes or between home and school. Transitional objects can be a source of comfort for children in this age group.
- Introduce change gradually.
- Consider having exchanges occur at school.
- Limit communication with the other parent in front of the child especially if your relationship with the other parent is likely to be tense or hostile.

SAMPLE SCHEDULES

These examples serve as a reference and may not fit the needs of all families.

In the following examples, the child resides in one home primarily but has predictable periods of time with the other parent.

Sample 1:

This sample ensures that the child has weekly contact with the non-residential parent.

- Every Saturday or Sunday for eight to ten hours.
- One weekday for a period of up to four hours.

Sample 2:

This sample provides the non-residential parent the opportunity to be involved with the child's bedtime rituals.

- Alternate weekends from Saturday morning until Sunday evening.
- One weekday for a period of up to four hours.

Sample 3:

This sample allows parents to be actively involved with pre-school and kindergarten activities.

- Alternate Friday evening until Sunday evening.
- One weekday for a period of up to four hours or one mid-week overnight from after school until the next morning before school.

- One mid-week overnight from after school until the next morning to school.

In the following examples, the child has significant periods with both parents.

Sample 1:

This option provides the child more time with the non-residential parent while ensuring that both parents have after-school time.

- One weekday for 3-4 hours.
- Alternate Thursday after school until Monday morning.
- Alternate Thursday after school to Friday morning.

Sample 2:

This option limits time away from either parent to five days and eliminates potential parental conflict by having all exchanges occur at school or daycare.

- Parent A has every Monday before school until Wednesday before school; Parent B has every Wednesday before school until Friday after school.
- Parents alternate weekends from Friday after school until Monday before school.

Sample 3:

This option maximizes the time each parent has with the child and minimizes contact between the parents. However, some children have difficulty adjusting to this plan.

- Alternate weeks (Friday after school until the following Friday after school).

TIPS TO MAKE YOUR PARENTING PLAN SUCCESSFUL:

- Honor your parenting plan. Each parent's time with the child is special and important.
- Avoid placing your child in the middle. Do not question your child about the other parent's personal life.
- Even though your parenting styles may be different, you each have strengths as parents. Honor them.
- Set your negative feelings about the other parent aside. Remember, you make sacrifices for your child all of the time.

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Creating A Parenting Plan

Children Six to Nine Years



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HOW TO CREATE A PLAN FOR A CHILD FROM 6 TO 9 YEARS OLD

Issues of family and belonging are important for children in this age group. They are beginning to see how they are parts of different social groups like a classroom, a team or a club; however, the family remains the most important source for fostering a sense of security and belonging. During these years, children also need to begin to develop a sense of mastery as they learn new skills like reading or playing sports or an instrument.

When faced with their parents' separation or divorce, children in this age group may have difficulty understanding and accepting the change and fantasize about their parents reconciling. In an effort to find a reason for the change in their family, they may develop a feeling of personal responsibility for the separation or divorce or blame one parent for causing the separation. They may also experience feelings of intense longing for the parent they see less often. Difficulty concentrating at school and feelings of anger, guilt and sadness are common as are fears of losing one of their parents. They may also feel caught in the middle between their parents.

Parents can help their children by reassuring them that even though their parents are not in the same home, the children will continue to have both of

their parents. Maintaining continuity in school and other activities also helps children in this age group have the opportunities to grow with minimum disruption. While these children have a more developed sense of time than younger children and can tolerate longer absences from one or both parents, they benefit from a predictable schedule which fosters a sense of security.

Consider these factors when creating a parenting plan for children of this age:

- Develop a neutral child-focused and age-appropriate explanation for the separation or divorce.
- Set structure and routine by establishing a predictable time-sharing plan.
- Accept and encourage your child to express his or her feelings.
- Allow your child to express positive and loving feelings about the other parent.
- Support the other parent's relationship with your child.
- Provide a consistent schedule and stable environment so that your child can continue to build skills at school and in other activities and to grow socially.
- Consider your child's temperament when developing a parenting plan. For some children frequent transitions are stressful and such children may benefit from spending more time in one home.

- Consider your own work schedule and your child's school and activity schedule.
- Protect your child from parental conflict. If you and the other parent are unable to interact without conflict, plan the exchanges so that you have little contact with one another.

SAMPLE SCHEDULES

These examples serve as a reference and may not fit all families. Options for younger children may also be suitable for this age group.

In the following examples, the child resides in one home primarily but has predictable periods of time with the other parent.

Sample 1:

This option provides the non-residential parent mid-week contact with the child.

- Alternate weekends from Friday at 6 PM until Sunday at 6 PM.
- One or two weekdays for 3-4 hours.

Sample 2:

This option provides the child more time with the non-residential parent, fewer transitions and less potential for parental conflict with exchanges occurring at school.

- Alternate weekends from Friday after school until Monday's return to school.

Sample 2:

This option may work well for families where parents live far apart or where a parent's work schedule or other factors make mid-week contact between the child and the non-residential parent impractical.

- Alternate Friday evening until Sunday evening or Monday before school.

In the following examples, the child has significant periods with both parents.

Example 1:

This option provides the child with equal time with each parent.

- Parent A has every Monday before school until Wednesday before school; Parent B has every Wednesday before school until Friday after school.
- Parents alternate weekends from Friday after school until Monday before school.

Sample 2:

This option minimizes transitions so that the parent assuming care and the child can settle into a routine before the week begins.

- Parents alternate weeks from Friday after school until the following Friday after school.

TIPS TO MAKE YOUR PARENTING PLAN SUCCESSFUL:

- Assure regular contact for each parent by following a consistent time-sharing schedule.
- Establish telephone rituals so that your child can maintain frequent contact with the other parent.
- Protect your child from exposure to parental conflict, especially at the time of exchange.
- Never use your child as messenger or spy. Establish a means of communicating with the other parent such as e-mail or letters, so that your child does not become the messenger.
- Keep adult matters and court issues away from your child.

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Creating A Parenting Plan

Children Ten to Thirteen Years



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HOW TO PLAN FOR A CHILD FROM 10 TO 13 YEARS OLD

These years in a child's life mark a significant transitional period when the child may feel he or she is no longer a child, yet not fully a teenager either. At times the child may crave the security that comes from family connections, while at other times behave dismissively toward one or both parents. In contrast, peer relationships are growing in importance. Children of this age are also learning to master social rules, express their feelings and improve academic skills. They are able to understand readily time and schedules and the rules and expectations of each parent. These children may also have different relationships with each parent and prefer one parent to assist in one area and the other parent to help in another area.

When faced with their parents' separation or divorce, children in this age group may be angry or embarrassed by what they see as the break-up of their family and may attempt to resolve the crisis by siding with one parent and blaming the other parent. They often have an intense desire to please their parents and to have a plan that seems "fair."

Where there is high conflict between the parents, these children may feel overwhelmed and frustrated because

they are unable to fix the problems. Some children may act out by failing in school, lying or stealing. Others may attempt to be "perfect" and provide companionship to one of the parents. Physical complaints like stomach aches and headaches are also common.

To help your child through this transition, consider these factors when creating a parenting plan:

- Develop a neutral, child-focused and age-appropriate explanation for the separation or divorce.
- Encourage pre-teens to express their feelings about the separation or divorce.
- Reassure your child that the problems between you and the other parent are not his or her fault.
- Introduce changes slowly and provide opportunities to discuss changes in advance.
- Support your child's need to spend time with the other parent and allow your child to express positive feelings about the other parent.
- Allow your child to express his or her thoughts or concerns about the schedule, but be clear that you and the other parent together will make the final decision.
- Consider your child's school and extracurricular activities when making the schedule. Many children in this age group have busy social and school schedules which

depend on the parents being available to transport them to school and other events.

- Help your child balance time among parents, other family commitments, friends, school and outside activities.
- Seek the assistance of a counselor if your child refuses to see the other parent.

SAMPLE SCHEDULES

These examples serve as a reference and may not fit all families. Options for younger children may also be suitable for this age group.

In the following examples, the child resides in one home primarily, but has predictable periods of time with the other parent.

Sample 1:

This option keeps the non-residential parent involved with school and extra-curricular activities; limits contact between parents with all transitions occurring at school; and provides both parents the opportunity to participate in morning and bedtime routines.

- Alternate Friday evening until Sunday evening or Monday before school.
- One mid-week overnight from Wednesday after school until Thursday to school.

- One midweek overnight from Wednesday after school until Thursday to school.

Sample 2:

This option may work well for families where parents live far apart or where a parent's work schedule or other factors make midweek contact between the child and the non-residential parent impractical.

- Alternate Friday evening until Sunday evening or Monday before school.

In the following examples, the child has significant periods with both parents.

Sample 1:

This option provides the child with equal time with each parent.

- Parent A has every Monday before school until Wednesday before school; Parent B has every Wednesday before school until Friday after school.
- Parents alternate weekends from Friday after school until Monday before school.

Sample 2:

This option minimizes transitions so that the parent assuming care and the child can settle into a routine before the week begins.

- Alternate weeks from Friday after school until the following Friday after school.

TIPS TO MAKE YOUR PARENTING PLAN SUCCESSFUL:

- Provide consistent rules and expectations. Although they may not show it, teenagers continue to need nurturing and oversight from their parents.
- Exercise flexibility. Your teen will be more likely to look forward to spending time with the non-residential parent if that parent is willing to accommodate the teen's needs. At this stage, the quality of time spent with your child is more important than the quantity.
- Do not use your child as a messenger.
- Never speak negatively about the other parent to your child. You only drive your child away by doing so.
- Participate in your child's athletic, performance, academic or other activities regardless of the parenting plan. Children need to know you support them.

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Creating A Parenting Plan

Children 14 to 18 Years



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HOW TO CREATE A PLAN FOR A CHILD FROM 14 TO 18 YEARS OLD

As they move toward adulthood, children in this age group strive to develop a separate identity from their parents. They assert their views and opinions readily and believe that they are capable of making their own decisions. Increasingly they focus on their friends, extracurricular activities, school and work more than family. Resistance to participating in family activities is common. As they prefer to spend more time with their friends, they may become resentful or angry when their wishes are not respected. The challenge for parents is to support the teen's growing independence while maintaining appropriate structure, supervision and guidance.

When faced with their parents' separation, children in this age group may resist having a well-defined parenting schedule, especially if it interferes with their activities. Parents need to be flexible and able to negotiate changes to the parenting plan based on the child's activities and preferences. Direct communication between the parents about changes is especially important to ensure that the teen is accountable and that everyone understands the changes. While being sensitive to their teenager's feelings and preferences, parents should also make it

clear to the child that contact with both parents is not negotiable.

Children in this age group who have had a set parenting plan for several years may express the desire for change in the schedule. Some teens prefer to have a home base during the week to eliminate the need for taking possessions back and forth as their social and school schedules have become busier. Others who have lived primarily with one parent may wish to experience living in the other parent's home. Some may wish the opportunity to live with the parent of the same gender. When considering a child's voiced preference, parents can provide guidance and assistance by helping the child understand how the change would affect all areas of the child's life.

To help your child through this transition, consider these factors when creating a parenting plan:

- Develop a neutral, child-focused and age-appropriate explanation for the separation or divorce.
- Encourage teenagers to express their feelings about the separation or divorce.
- Reassure your child that the problems between you and the other parent are not his or her fault.
- Provide opportunities to discuss schedule changes in advance.
- Support your child's need to spend time with the other parent and allow

your child to express positive feelings about the other parent.

- Allow your child to express his or her thoughts or concerns about the schedule, but be clear that you and the other parent together will make the final decision.
- Support your child's growing independence while maintaining basic structure and expectations.
- Strive to ensure consistency of rules, expectations and consequences in both homes.
- Seek the assistance of a counselor if your child refuses to see the other parent.

SAMPLE SCHEDULES

These examples serve as a reference and may not fit all families. Options for younger children may also be suitable for this age group.

In the following examples, the child resides in one home primarily, but has predictable periods of time with the other parent.

Sample 1:

This option keeps the non-residential parent involved with school and extra-curricular activities and limits contact between parents with all transitions occurring at school.

- Alternate Friday evening until Sunday evening or Monday before school.

Some parents elect to continue their school-year plan during vacation periods, while others establish a different schedule during the child's vacations.

Sample Vacation Options

Some parents wish to establish in their parenting plan a set period, such as two-weeks of uninterrupted time so that each parent can take a vacation with the child.

Vacations may offer children who live in one home primarily during the school year important opportunities to spend time with the other parent.

Sample 1 - During the child's off-track periods, the parents alternate weeks of custodial responsibility with the exchange to occur on Friday evening.

Sample 2 - During the child's summer vacation, the parents reverse the custodial plan so that the child is residing primarily in the home of the parent with whom he had less time during the school year.

As children mature, however, they also have interests and activities such as camp or summer school and parents may wish to ensure that the children can continue to participate in these activities.

Sample 1 - The parents agree to maintain the child's regular attendance at a selected program and build the summer or off-track plan around that activity.

TIPS TO MAKE YOUR HOLIDAY AND VACATION PLAN STRESS FREE

- Include a start and end date and time. For example, if both parents are sharing winter break, make sure to include the day and time of the exchange.
- Consider your child's school schedule in planning the return dates after holidays and vacations. Children often need time to settle in before returning to school from less structured activities.
- Be prompt and stick to the schedule.
- Help your child keep in touch with both of you. If your child is with you, provide him/her the opportunity to send a card, or to call or email the other parent. When your child is not with you, make sure that you write, email or telephone whether or not your child does so.
- Coordinate gift-giving. Help your child select or make a card or gift for the other parent and extended family.
- Create new traditions and ways to celebrate holidays and birthdays.

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Creating A Parenting Plan

Holiday and Vacation Options



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THE IMPORTANCE OF A HOLIDAY AND VACATION SCHEDULE

The best parenting plan is one created by parents that meets the unique needs of the children and the parents. A key part of any parenting plan is how special days and school vacations will be handled when parents are not living together. Holidays and vacations often offer children opportunities to deepen ties to extended family, to share in family traditions and to enjoy the company of their parents without the demands of work and school. When these important occasions are not included in a family's parenting plan, the family may experience more stress at these times as they struggle to agree on a way of sharing at the last minute. As tension between the parents mounts, the children are often drawn into the controversy and what could have been positive experiences become tainted by memories of conflict and anger. On the other hand, when parents can tell their children reassuringly about how special times will be shared, the children experience a sense of safety and security.

In most parenting plans, holidays and vacation periods take priority over the regular schedule. This brochure describes some factors to consider in planning for holidays and vacations.

Will holidays be divided or alternated?

Divided – Parents split the holiday itself or the holiday weekend. This option may be particularly suitable for young children.

Sample of Split Holiday:

Parent A - 9 AM to 3 PM

Parent B - 3 PM to 9 PM

Sample of Split Holiday Weekend:

Parent A - Friday, 6 PM to Saturday, 6 PM

Parent B - Saturday, 6 PM to Sunday, 6 PM

Alternated – Parents alternate holidays every year.

Sample of Alternated Holidays:

In even-numbered years, the children are with Parent A on Holidays 1 and 3 and with Parent B on Holidays 2 and 4.

In odd-numbered years, the children are with Parent B on Holidays 1 and 3 and with Parent A on Holidays 2 and 4.

What are other holiday options?

Regular Schedule - Parents make no special provisions for holidays and follow their regular parenting schedule; the children then celebrate holidays with whomever they are residing at the time.

Monday Holidays - Parents provide that a legal or school holiday occurring on a Monday will extend the weekend 24 hours to include the holiday.

Sample Holiday Schedule

Having in mind which holidays are important to you and how you wish to share them will increase your likelihood of agreeing on a plan with the other parent. See sample below:

HOLIDAY	TIME	EVEN YRS	ODD YRS
New Year's Eve/Day	12/31 at 6 PM until 1/1 at 6 PM	Dad	Mom
Child's Birthday	After school until 8 PM	Mom	Dad
4 th of July	7/4 at 10 AM until 7/5 at 10 AM	Dad	Mom
Thanksgiving Weekend	Wednesday after school until Sunday at 6 PM	Mom	Dad
Hanukkah First Night	To be arranged	Dad	Mom
Hanukkah Last Night	To be arranged	Mom	Dad
Christmas Eve	12/24 at 10 AM until 12/25 at 10 AM	Dad	Mom
Christmas Day	12/25 at 10 AM until 12/26 at 10 AM	Mom	Dad

How will you provide for your child's vacation time from school?

First consider your child's school schedule and whether he or she is on a "traditional" schedule with a long summer break and brief breaks in the Winter and Spring or on a "track" schedule where there may be several longer breaks throughout the year.