



## School Family Partnership Agreement

### Welcome

At Morgan Autism Center, partnership and trust are at the heart of everything we do. Students thrive when families and staff share understanding, communicate openly, and work together toward common goals.

This agreement is designed to promote clarity. Clear expectations help support your child's progress, develop positive home-school relationships, and allow our team to remain fully focused on providing the very best care and instruction each day.

By joining our program, your family becomes part of a thoughtful, compassionate community built around consistency, collaboration, and student-centered practices. We are excited to be on this journey with you.

## 1. MAC's Commitment to Your Family

MAC agrees to:

### **Provide a Supportive, Predictable, and Caring Environment**

- Prioritize students' comfort and happiness at school, leading to more-available learners
- Relationship-based, trust-centered instruction
- Evidence-supported practices: 15-minute rotations, visual supports, sensory-informed strategies, embedded communication
- Embed all disciplines throughout the day (communication/fine and gross motor support, proactive and reactive sensory strategies, etc.)

### **Communicate Clearly and Regularly**

- One daily update from your child's teacher
- Responses to messages within **1-2 school days**
- CC'ing appropriate team members to support alignment
- Pre-IEP meetings offered before every IEP
- Sharing all IEP documents (reports, goals, BIPs) in advance of the meeting
- Both families and staff share responsibility for maintaining civility and professionalism during challenging conversations. MAC does not tolerate hostile or aggressive behavior from anyone, as it disrupts student care and team collaboration.

### **Partner with Families in a Respectful and Transparent Way**

- Invite and value your questions and concerns
- Explain classroom routines and supports
- Approach transitions with care and collaboration
- Provide honest information about your child's successes and challenges

## 2. Family Commitment to MAC

### Support the MAC Model

- Place trust in our instructional and behavioral expertise
- Allow the focus of the school day to remain on student engagement and staff management - teachers are typically not available to respond to emails during the school day
- Trust that decisions are guided by professional best practices and a breadth of experience

### Communicate Collaboratively

- Share important updates at the start of each day when appropriate (sleep, seizures, hunger, medications, major changes)
- Understand that responses may come after staff finish student-centered duties
- Reach out to teachers for daily matters and Program Directors for bigger-picture needs
- Trust that teachers will proactively share pertinent information - it will not be possible for them to communicate each and every detail
- Maintain civility at all times, including when disagreements arise. MAC admin may immediately conclude any meeting or discussion in which hostile and/or explosive behavior is present.

### Participate in IEP Processes in a Positive and Productive Way

- Provide input in advance through parent questionnaires
- Join pre-IEP meetings as able
- Maintain a solution-focused and student-centered tone
- Notify MAC in advance if you plan to bring an advocate or attorney so the right team members can be present
- Return signature forms promptly to avoid delays in advancement of your student's programming

### **3. Program Participation, Attendance, and Consistency**

Consistency is essential to regulation, connection, and learning progress.

Families agree to:

- Commit to their child attending summer session each year – it is a required part of MAC programming
- Schedule trips and discretionary absences to coincide with breaks in programming whenever possible
- Work with MAC and your district if extended absences are needed
- Notify the MAC office and SafeTrans (if applicable) of absences

We understand that emergencies and illnesses happen. Communication and planning help us support your child well.

### **4. Classroom, Campus, and Communication Expectations**

These guidelines protect student privacy, safety, and the calm needed for learning. Together, we commit to:

#### **Healthy Communication Boundaries**

- One daily update from the classroom team
- Professional, kind communication at all times
- Space during the day for staff to remain fully present with students
- Refrain from calling/texting staff in the evenings unless an absolute emergency which requires immediate action on the teacher's part
  - All other information can be sent via email, which will be reviewed when they start work the following morning

## Direct Requests to Appropriate Personnel

Clear communication helps us stay aligned and ensures your child receives the support they need. To make sure questions are answered efficiently — and by the people best equipped to help — we ask families to direct messages to the appropriate team members. This consistency allows our teachers and specialists to remain focused on students during the day while still keeping everyone informed and involved.

Team Member	Topics	Example
Teacher	Classroom questions	<ul style="list-style-type: none"> <li>General classroom programming details</li> <li>Developing consistency across environments for strategies</li> </ul>
Teacher + Program Directors	Behavioral Concerns Broader Programmatic Questions	<ul style="list-style-type: none"> <li>Coaching request for strategies at home</li> <li>Medication questions/changes</li> </ul>
Front Desk	Transportation Absences Administrative Requests	<ul style="list-style-type: none"> <li>Child will be absent or miss part of the day</li> <li>Attendance requests (district reimbursement)</li> </ul>
IEP Team (Program Director, Teacher, OT/SLP)	IEP or student progress (group or individuals)	<ul style="list-style-type: none"> <li>Questions regarding progress reports</li> <li>Goal ideas/feedback</li> </ul>

## Observation Etiquette

Observations can be a great way for parents or other providers to gain nuanced insight into their student's day. We are eager to provide those opportunities for our families. However, they can create a certain amount of disruption or distraction in the classroom, so parents are asked to observe a provider no more than once per quarter.

- Duration of no more than 60 minutes, or one session of speech/OT

- Please avoid interacting with the staff member or your child, as it will compromise an accurate observation, and at times can lead to behavioral challenges
- We encourage you to write down any questions or comments for a follow up meeting with the classroom teacher if needed
- We are happy to provide other means of providing this information (e.g., videos) if your presence is likely to have a distracting effect on your student

## 5. Understanding Program Limits

We pride ourselves on a highly flexible program to serve the individual needs of our students and their families. There are limits to the lengths to which we can adjust our approach and continue to maintain the integrity of our model and serve all of our students effectively. Numerous requests and/or substantial adjustments may not be possible to accommodate.

To maintain a predictable, positive experience for all students, MAC is unable to support:

- Frequent or extended absences (summer session is a requirement)
- Requests for real-time or multiple daily updates
- Programming requests inconsistent with student needs or MAC's model
- Unscheduled campus visits or classroom interruptions

These boundaries are in place to protect your child's access to consistent, high-quality instruction and care and to maintain appropriate work-life balance for our teachers

## 6. Our Shared Vision

The purpose of this agreement is simple:

✨ *Strong partnerships create the best outcomes for students.* ✨

We are grateful for the trust you place in our team, and we look forward to building a meaningful, joyful journey for your child here at MAC.

## Acknowledgment

This document is not a contract – it is intended to affirm our shared values and the commitments we each make to support a successful and collaborative relationship.

Parent/Guardian Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Program Director: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_