

The aim of the current research is to examine the perceptions of parents and teachers regarding legal norms that shape their collaboration. The study was conducted using a qualitative approach, and 40 parents and teachers from the general, religious, and ultra - Orthodox communities were interviewed. Analysis of the interviews revealed that parents and teachers form an encompassing framework for the child, yet each has additional circles to which they belong and are influenced by. The interaction between parents and teachers occurs within the context of their roles and relative commitment. When examining the level of commitment through the lens of law and legal aspects, it becomes evident that while legal boundaries exist, varying interpretations and perspectives give rise to different conflicts at various points of contact and different encounters. Practically, even when each party strives for the child's success, it is done in accordance with their worldviews and their capacity to express their position. Nonetheless, when the law is presented to parents and teachers, they are required to focus on the child's best interests. The findings of this research may assist educational systems in building tools for a partnership based on the law, guiding the parties to achieve their goals with sensitivity