Lack of Trust Between Families & Schools Driver

Meaning: when families do not trust that schools are acting transparently, respectfully, or in their child's best interest, disputes escalate quickly into complaints, mediation, or due process hearings.

Levers: Actions that build transparency, relationship quality, responsiveness, and shared understanding.

| Lever | Description |
|-----------------------|---|
| Proactive, Ongoing | Create regular, proactive communication loops — not just at IEP |
| Communication | meetings. Examples: positive calls home, newsletters, |
| | classroom updates. |
| Rapid and Visible | When you promise something to a parent — even something |
| Follow-Through | small — do it quickly and visibly. Follow-through builds trust |
| | more than words. |
| Offer Relationship- | Host informal gatherings (e.g., coffee chats, disability awareness |
| Building | fairs, family nights) where families can interact with educators in |
| Opportunities | low-stakes environments. |
| Outside of Conflict | |
| Transparency About | Ensure parents understand the "why" behind decisions, |
| Processes and | document everything carefully, and use clear language (no |
| Decisions | jargon, no hiding information). |
| Train Staff on | Not just what to say legally, but how to listen deeply, validate |
| Empathy, Active | feelings, and stay connected even during difficult conversations. |
| Listening, and Repair | |
| After Conflict | |
| Create Visible, | Publicize clear ways for parents to raise concerns early, and |
| Accessible Problem- | visibly celebrate when early conflict resolution works. |
| Solving Pathways | |
| Consistency Across | Parents trust systems that are predictable. Train staff to follow |
| Schools and Teams | consistent practices and communication norms across schools |
| Use Facilitated IEP | Offer neutral facilitation for high-tension IEPs to show families |
| Meetings | you are willing to collaborate and problem-solve fairly. |
| Strategically | |
| Engage Parent | Involve families in system improvement, not just individual cases |
| Advisory Councils or | — so they experience being partners, not outsiders. |
| Family Leadership | |
| Groups | |
| Build Cultural | Analyze complaints, mediation requests, hearing data, and |
| Competence and | staffing data to focus limited resources where risk is highest |
| Responsiveness | (rather than spreading them too thinly). |

