



VOYAGER: A PUBLIC CHARTER SCHOOL

“The Journey of Learning Never Ends”

POLICY NO.	DESCRIPTION	EFFECTIVE DATE
005	CONFLICT RESOLUTION POLICY	3/12/15

PURPOSE:

To outline the process by which conflicts will be resolved. Conflict is defined as a state of disharmony based on a serious disagreement, argument, or unresolved opposing viewpoints that interfere with the healthy, respectful functioning of the community. Prior to reaching this level, the procedures in Policy No. 004, Complaint Policy, will be followed.

POLICY:

A. Background

Voyager School is founded on the principles of All One Family, The Golden Rule, and Unity in Diversity. A harmonious, respectful, conflict-free work environment is crucial to the functioning of the school, and provides a safe, respectful learning environment for students, teachers, and staff members.

As role models to the children we serve, staff and faculty are expected to uphold the Voyager values and “walk the talk” in their interactions with students, peers, families, and community members. Ongoing resentment and/or conflict is detrimental to maintaining a collaborative, respectful school culture and therefore must be resolved.

In the event that conflict occurs between Voyager stakeholders, the expectation is that the parties will take all necessary measures to resolve the issue by “speaking to the source”. It is also expected that most matters will be raised and resolved through the every-day work of our teachers, staff, parents, and students. Personal issues and feelings are expected to be explored, expressed, honored, and resolved while remaining ever mindful of what is best for the school and what is best for the students. The following procedure is available only when the best intentions of people to work collaboratively, become stuck.

B. Fundamental Agreements

If the conflict resolution process is to be successful, there are certain agreements by which everyone must abide:

1. We believe it is important to be kind and caring towards each other at all times;
2. We acknowledge the importance of open, constructive, honest, and direct communication for the purpose of strengthening our community;
3. We believe in fostering an environment where conflict is seen as an opportunity for learning and growth;
4. We believe that different perspectives, different styles, and differences of opinion are a fundamental component of a healthy community;
5. We believe it is important to listen with understanding and empathy;
6. As critical thinkers, we believe in the importance of challenging one’s own beliefs and viewpoints, as well as accepting the views of others;
7. We seek to find creative solutions that keep concern for our students at the core;
8. We understand the importance of discretion when involved in a dispute, so as not to disrupt the teaching and learning of others; and



9. We believe that disputes can be resolved only when there is a genuine desire and effort on the part of all involved to understand the various viewpoints, and a commitment to work through the differences that underlie our disagreements, for the good of the school.

C. Levels of Consideration and Resolution

1. The first attempt to resolve a conflict will be made through the Complaint procedure outlined in Policy No. 004.

2. In the event the first attempt does not result in a resolution, an appropriate third party may be invited to assist.

D. Resolution of Employee Complaints

Whenever employees are engaged in the Conflict Resolution Procedure, the principal is required to report the matter at the next Board meeting.

1. If the complaint is filed by an employee and resolution is not reached through the process described in paragraph C, the employee may choose to seek support from their in-house union representative and request another meeting with administration in an attempt to address/resolve the concern.

2. If still unresolved, or if the employee chooses not to seek the support of their in-house union representative, the employee should then follow the grievance procedure of their respective union contract.