

ADMINISTRATIVE PROCEDURE

Personnel and Employee Relations Conflict Resolution Process PER #44

Revised: November 2024

Background

In Christ The Redeemer (CTR) Catholic Schools, our Catholic faith permeates all that we do, and guides our division in supporting a cooperative and collaborative environment for all. Therefore, all staff members take reasonable steps to avoid and resolve disputes at the school level which may arise between parents, principals, teachers, and support staff as prescribed by the [Education Act](#). The Board of Trustees has delegated its authority to hear appeals under the Education Act to the Superintendent. Finally, Section 43 of the Education Act states that a parent or student (16 years of age or older) may request in writing that the Minister of Education review a board's decision in the following matters:

- the provision of specialized supports and services to a student in accordance with section 11(4) or to a child enrolled in an early childhood services program;
- the expulsion of a student;
- which board is responsible for a student or child;
- access to or the accuracy or completeness of a student record.

A parent or student must request the Ministerial review within 60 days of the date on which they are informed of the board's decision. The purpose of this administrative procedure is to provide a process to resolve concerns identified by parents, students or community members in a candid, cooperative and timely manner.

[Board Policy 01 - Divisional Foundational Statements](#) states that, as a division, we embrace the Magisterium of the Church. Our Catholic Faith permeates all that we do. Our schools become faith communities when staff and students give witness to their faith, and that we believe that the infinite value of each person in God's eyes must be reflected in all that we do. This calls for respect in all relationships. These statements guide CTR Catholic's dispute resolution processes, as we are called to create a culture where we see Christ in everyone.

In CTR Catholic, confidentiality and respect in conflict resolution is a priority, and private and respectful discussions are urged before escalating conflict resolution to a supervisor. Active listening and creating a secure space for open expression are strongly urged. Additionally, staff members are to foster an environment that encourages diverse opinions from parents, guardians, coworkers, and supervisors, strive to treat everyone with courtesy and kindness, and foster positivity and solution-oriented interactions. CTR is guided by the Catholic faith as demonstrated in the **Communication and Conflict Resolution Appendix** (attached):

Procedures

1.0 Application

1.1 This administrative regulation applies to:

- 1.1.1 All parents, students and community members expressing a concern, except for those matters otherwise provided for in any other CTR Administrative Procedure or Board Policies.
- 1.1.2 All employees addressing concerns from a parent, student, or community member.

1.2 All employees are responsible for and fulfilling this administrative procedure.

2.0 Dispute Resolution Principles

2.1 Concerns are best resolved as close to the source of the concern as possible, therefore individuals shall raise a concern with the individual where the responsibility for the decision resides.

2.2 Effective solutions arise through collaborative efforts among parents, students, community members, and employees, working together openly, positively, and respectfully to strengthen relationships among staff, parents, and students.

2.3 Concerns shall be investigated and resolved in a timely manner.

2.4 Collaborative dispute resolution is an open, fair, and timely approach that includes information sharing with all participants to facilitate a resolution.

2.5 Concerns must be made in a respectful manner, at an appropriate time and place and should not be:

- 2.5.1 in the presence of students;
- 2.5.2 during instructional time; or
- 2.5.3 in the presence of an employee's co-workers.

3.0 Channels of Communication

3.1 Concerns shall be channeled according to the sequence indicated in each of the following categories:

3.1.1 Instruction, discipline or learning materials

- Teacher;
- Principal;
- Superintendent / designate.

3.1.2 School Personnel

- School employee;
- Immediate supervisor;
- Principal (if not immediate supervisor);
- Superintendent / designate.

3.1.3 Board operations, policies, and decisions

- Board.

3.2 Supervisors may refer a concern for intervention that has yet to follow the above sequence, to the appropriate individuals.

4.0 Conflict Resolution Procedure

- 4.1 An employee who is contacted by a parent, student or community member with a concern shall follow this administrative procedure and may share the Communication and Conflict Resolution Appendix included in this administrative procedure.
- 4.2 Every effort should be made to resolve the concern at the earliest stage of the process.
- 4.3 When a parent, student or community member has a concern, the first step is to raise the issue with the individual employee at the school.
- 4.4 The employee(s) involved with the decision shall make every effort to meet with the individual with the concern.
- 4.5 This meeting should be:
 - 4.5.1 in person, by telephone, or by video conference;
 - 4.5.2 one to one; and
 - 4.5.3 focused on resolving the matter.
- 4.6 If a resolution is not reached with the individual employee, the individual may direct the concern to the next level of responsibility, as indicated in section 3.0. The next level of responsibility and appropriate staff members shall make every effort to meet with the individual to discuss the concern as outlined in section 4.0. If the matter is not resolved, the individual may continue to escalate the matter until it is resolved.
- 4.7 Parents may choose to contact a school principal as an initial point of contact for support and assistance on how to navigate the conflict resolution procedure.

5.0 Confidentiality

- 5.1 Concerns must be handled in a confidential manner. To effectively and efficiently be resolved, information about and the identity of the person lodging the concern will be disclosed to:
 - 5.1.1 individual(s) named in the concern;
 - 5.1.2 individual(s) who need to be contacted for information about the concern;
 - 5.1.3 individual(s) who need to know about the concern as a part of their duties; and
 - 5.1.4 individual(s) responding to the concern.

Communication and Conflict Resolution Appendix

In Christ The Redeemer (CTR) Catholic Schools, we prioritize respect in conflict resolution, advocating for private and respectful discussions. As concerns are best resolved with individuals closest to the source, everyone is encouraged to address issues directly before escalating them to a supervisor. Although parents may seek principals' support in resolving issues, principals are committed to connecting parents with staff members to address and resolve concerns effectively. We also prioritize active listening and creating safe, caring spaces for open conversation. We treat everyone with courtesy and kindness, fostering positivity and solution-oriented interactions.

Our Catholic faith permeates all that we do, and our Communication and Conflict Resolution strategies are guided by teachings such as:

- **"In everything do to others as you would have them do to you." Matthew 7:12**
- **"The fruit of the Spirit is love, joy, peace, patience, kindness, goodness." Galatians 5:22**
- **"And be kind to one another, tenderhearted, forgiving one another, as God in Christ forgave you." Ephesians 4:32**

We endeavor to treat everyone with courtesy, politeness, and kindness, approaching every interaction with a positive, solutions focused mindset.

- **"Do nothing from selfish ambition or conceit, but in humility regard others as better than yourselves. Let each of you look not to your own interests, but to the interests of others." Philippians 2:3-5**

We strive to foster an environment where parents, guardians, coworkers, and supervisors are encouraged to express their opinions and ideas, while also considering input from multiple perspectives.

- **"Be quick to listen, slow to speak and slow to anger." James 1:19**
- **"Judge not, that you be not judged." Matthew 7:1**

We prioritize confidentiality and respect in conflict resolution. When conflicts arise, it is crucial to address issues respectfully and privately with individuals closest to the matter before escalating the matter to a supervisor.

- **"If another member of the church sins against you, go and point out the fault when the two of you are alone." Matthew 18:15**

Best practices for conflict resolution include:

Conflict resolution is a crucial skill in various aspects of life, including personal relationships, workplace settings, and community interactions. Best practices for effectively resolving conflicts include:

1. Active Listening (as per the below attachment):
 - Listen attentively to the concerns of all parties involved.
 - Demonstrate empathy to show that you understand their perspectives.
2. Maintain Calm and Composure:
 - Stay calm and composed to think rationally.
 - Avoid escalating the situation by reacting emotionally.
3. Clarify Issues:
 - Clearly identify and define the issues causing the conflict.
 - Ensure that everyone involved has a mutual understanding of the problem.
4. Communicate Openly and Honestly:
 - Encourage open and honest communication.
 - Express your own concerns and needs clearly and assertively.
5. Focus on the Problem, Not the Person:
 - Separate the issue at hand from personal feelings.
 - Avoid blaming or attacking individuals involved in the conflict.
6. Explore Solutions Collaboratively:
 - Brainstorm potential solutions together.
 - Encourage a collaborative approach to find mutually agreeable resolutions.
7. Establish Common Ground:
 - Identify shared goals or interests.
 - Emphasize areas where both parties can agree and build from there.
8. Use "I" Statements:
 - Express your thoughts and feelings using "I" statements.
 - This helps to avoid accusatory language and promotes personal responsibility.
9. Seek Mediation if Necessary:
 - If the conflict persists, consider involving a neutral third party.
 - A mediator can facilitate communication and guide the resolution process.
10. Follow-Up:
 - Ensure that agreements are implemented.
 - Schedule follow-up meetings to assess progress and address any lingering issues.

The goal of conflict resolution is not to "win" but to find solutions that are acceptable to all parties involved. It requires patience, empathy, and a willingness to collaborate for the benefit of everyone concerned.

Powerful LISTENING

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"In everything do to others as you would have them do to you." Matthew 7:12

"The fruit of the Spirit is love, joy, peace, patience, kindness, goodness." Galatians 5:22

"Be quick to listen, slow to speak and slow to anger." James 1:19

These teachings form the foundation of our approach, ensuring that our actions reflect our commitment to faith, respect, and understanding in all interactions.

EMPATHIZE

1

Acknowledge their concerns even if you don't agree. Use active listening and paraphrase their key points. Ask clarifying questions to demonstrate you're interested in understanding their perspective.

WHAT YOU KNOW

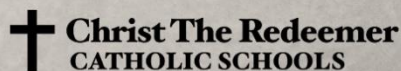
2

Tell them what you know about the situation. What guides your current thinking? What steps did you take to avoid the issue? What might they not know? What elements of their position resonate with you?

WHAT'S NEXT

3

Tell them what you plan to do next. How will their feedback inform future actions? What about their concern can you respond to, rather than what you can't.



SKILL/TOOL	PURPOSE	HOW TO	EXAMPLES
Paraphrasing	Provide evidence that you hear what the other party is saying. Give them an opportunity to clarify their meaning.		
P	To demonstrate interest in and respect for speaker's point of view. To check for understanding and interpretation of meaning.	Restate the speaker's message in your own words. Paraphrasing does not mean you agree with the statement.	If I understand you correctly... As you see it... You're saying ... Ineffective wording: I hear you. I know what you mean. I understand what you're saying.
Open Questions	Be open to what the other person has to say. If they are frustrated, they are often acting out for themselves and not at you. Ask open questions and seek understanding. Open questions begin with who, what, why, where or how and are focused on beliefs, concerns, hopes, expectations, assumptions and values. Reflecting what is really important to the other party is essential.		
O	Open questions can show that you are curious, interested and want to understand what's going on for the other person.	Open questions begin with who, what, where, how and why. Cannot be answered with a yes or no.	Where are your greatest concerns? What are you hopeful for? How did that impact you and your family?
W	A	I	T
W	"Why am I talking?" Silence is powerful. Provide some space for the other party to think about your questions.		
Empathize Acknowledge Emotions	Stand in the other party's shoes. What is going on for them in this conversation? If you are experiencing some apprehension or frustration yourself, take some time before the meeting to convert your feelings into language that is honest and expresses what is going on for you.		
E	To demonstrate your understanding of the emotions associated with the speaker's message. It can help to calm the emotions.	Reflect your perception of the speaker's emotions. Acknowledging emotions does not imply that you feel the same way.	It sounds like you are feeling frustrated because this is your third call and your concern is still not resolved to your satisfaction.
Respond	Shift the frame of reference to one of hope and possibility for resolution. Share what you know including values that you heard. Provide clarity about next steps that you and/or the other person can undertake. What plan can you develop together?		
R	To change the frame of reference to one that is positive, resolvable, and hopeful. Share what you know and values you heard earlier.	Restate the things that will alleviate anxieties and fears with a positive frame.	You are looking for a speedy resolution to your concerns. You want to be able to support your child and ensure they are safe. Here is what we have done so far...
Reflect or Request	To provide clarity about next steps that you and/or the other person can undertake.	Be specific. What can you commit to?	I can commit to the next steps of... and I heard that you were able to...

Sourced from the Justice Institute of British Columbia, Centre for Conflict Resolution.