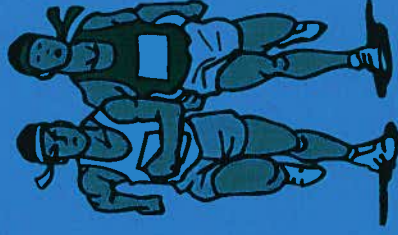


Resolution / Appeal Process

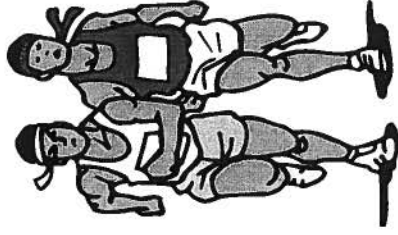
Seeking a Win / Win Solution



Office of Education
Carolina Conference of SDA
Revised November 2004

Resolution / Appeal Process

Seeking a Win / Win Solution



Office of Education
Carolina Conference of SDA
Revised November 2004

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Compiled by Pamela C. Forbes; Associate Superintendent of Education. © 2004
 Last Update: November 2004

Welcome to a world where you can win!

How to get the most from this booklet:

1. Please read this booklet from cover to cover one time.
2. Go back and study the areas that are not clear to you.
3. Memorize what to do if someone skips a step or more.
4. Refer to this book anytime you have a conflict that needs resolving.
5. Remember that honest, effective communication is a learned skill. It will take practice to make it go smoothly.
6. Take this booklet with you as a guide until the communication process is a part of your thinking.
7. Continually ask God to help you perfect this skill!

***Remember: Do your best. Don't be too hard on your self or others.
Jesus was perfect in all He did, and He didn't win Judas.***

Introduction

The following guidelines are not only the Biblical way to deal with a problem, but are also the legal way to resolve an area of concern. One must remember that each party in this process has either a parental, professional, or administrative role to play. Each party should be respected for the other's respective role.

STAGE ONE - DETERMINE THE PROCESS:

Determine the exact area of concern from the following choices.

For concerns about: (Everyone's Expertise and Responsibility)----- page 5
Missed steps in resolution procedures

For concerns about: (Local School Board's Expertise and Responsibilities)----- page 6
Local School Policies -- Items to do with student finances, school policies, school handbook.
Classroom Facility -- Items to do with the maintenance and structure of a specific classroom.
Discipline Administered -- To your child by the teacher / principal / school board.

For concerns about: (Local School Board's Expertise and Responsibilities)----- page 7
School Plant -- Items for maintenance, utilities, use of building, building improvements, finances for such.
Church Related Issues -- Items that need church involvement to resolve, i.e. sharing a schoolroom with a Sabbath School class, etc.

For concerns about: (Local Conference Office, Department of Education's Expertise and Responsibilities)----- page 4
Classroom Instruction - Items to do with teaching practices, lesson plans, grading,
Classroom Management -- Pertaining to classroom rules, procedures, and structure / classroom environment.
Classroom Discipline Philosophy -- Items to do with a conflict in agreement with the teacher's personal philosophy of discipline.
Conference Paid Teacher -- Items to do with any concern about a specific teacher.

For concerns about: (Principal / Head Teacher's Expertise and Responsibilities)----- page 4
Other items not listed above -

STAGE TWO -- EXAMINE YOUR HEART:

See the prayer on page 2.

My Prayer to God

Lord, I come humbly before You and ask You to cleanse my heart from every fault and renew a right spirit within me. Forgive me for the thoughts I have had, words I have spoken, and things that I have done that are not glorifying to you. Specifically, I confess to You (name any thoughts, words, or actions that you know are not pleasing to God). I confess it as sin and I repent of it. I choose to walk away from this pattern of thought or action and live Your way. I know that You are "gracious and merciful, slow to anger and of great kindness" (Joel 2:13). Forgive me for ever taking that for granted.

Lord, I realize that You are a God who "knows the secrets of the heart" (Psalm 44:21). Reveal those to me if I am not seeing them. Show me any place in my life where I harbor sin in my thoughts, words, or actions that I have not recognized. Show me the truth about myself so that I can see it clearly. Examine my soul and expose my motives to reveal what I need to understand. I am willing to give up meaningless and unfruitful habits that are not Your best for my life. Enable me to make changes where I need to do so. Open my eyes to what I need to see so that I can confess all sin and repent of it. I want to cleanse my hands and purify my heart as You have commanded in Your Word (James 4:8).

I pray that You will "have mercy upon me, O God, according to Your lovingkindness; according to the multitude of Your tender mercies, blot out my transgressions. Wash me thoroughly from my iniquity, and cleanse me from my sin" (Psalm 51:1-2). Lord, "create in me a clean heart . . . and renew a steadfast spirit within me. Do not cast me away from Your presence, and do not take Your Holy Spirit from me" (Psalm 51:10 - 11). "Cleanse me from secret faults" (psalm 19:12). "See if there is any wicked way in me, and lead me in the way everlasting" (Psalm 139:24). Make me clean and right before You. I want to receive Your forgiveness so that times of refreshing may come from Your Presence (Acts 3:19).

STAGE THREE – PRACTICE THE SCRIPT:

Here is an effective way to communicate a difficult issue and usually find an acceptable result to all parties involved. It works very well with two or three involved parties.

1. **Intensions:** Believe that everyone involved has good intentions in their heart!
2. **State Differences:** Say, *“I know there is a difference of opinion or feeling about (state the conflict). I wish to resolve this situation so that we both are comfortable and can accept the resolution. I’d like to discuss this until we can find a solution. Would you be willing to do that?”*
3. **Concerned Party Talks First:** This party shares his or her concerns and feeling about the situation trying to be as clear and factual as possible. Do not accuse or place blame, just state facts and feelings. Example: Say, *“When (state incident) happened the other day, I felt (state your feeling). Because of this I (state what has happened to you).”*
4. **Second Party LISTENS First:** Let the concerned party tell their story. LISTEN intently with appropriate questions for clarification as needed. Remember that your job is to understand the story regardless of how you feel about it.
5. **Restate.** After the Concerned Party has shared, the Second Party restates what was just said to check for clarification. When the Concerned Party feels satisfied that the Second Party really understand what the Concerned Party said, then move to step 6.
6. **Second Party Tells:** Say, *“I would like to tell you my side of the story and then let’s see if we can come to a resolution together that we both can be happy with. Is that Okay with you?”* Second party tells their story with the Concerned Party restating what they have heard.
7. **Goal.** Establish the common or mutual goal as a result of this conversation.
8. **Brainstorm:** Brainstorm ways that this goal or result could be accomplished until a comfortable agreement is reached. OR go to number 10 on this list if an agreement cannot be reached! (See form on p. 9-11 of this booklet.)
9. **Abide.** Abide by the decision. Document the decision using the form on p. 9-11 of this booklet. If you find later that this is not working, go back to square one and begin this process all over.
10. **No Deal!** When an agreement cannot be reached, both parties look at the correct process as determined from page 1 of this document and agree to go to the next level. It is good to always state who or what the next level is so that there clear communication continues in spite of the disagreement.

STAGE FOUR – MAKE THE APPOINTMENT:

Set the appointment with the person identified in the process you chose from page 1 and meet. Remember to use the principles set down in the script on page 3. Keep working the process until a comfortable decision is reached or you have gone all the way to the top!

EXCEPTIONS TO THE RULE:

- In cases where the principal is the spouse, the Office of Education may be directly contacted in place of the principal.
- In schools where the same person is the teacher and the principal, the teacher may opt to contact the school board or office of Education in lieu of a principal as outlined.
- In cases where a concerns committee has been set up to handle concerns, this committee would be contacted before the school board is contacted.
- Sometimes a person's life or a child's safety is at stake. These issues can be dangerous and harmful if not handled carefully. Sometime you will know just what to do, like calling the police when someone breaks into your house. Other times things are not so clear, and you may feel confused and fearful, like in the case of suspected child abuse. In that case, please call the Office of Education at the Conference Office for help. Careful discretion can help save much pain and distress. Thanks!

Congratulations!

*You now have joined an elite few in this world
who have specific skills for resolving conflict in life!*

What an accomplishment!

God is glorified when we live openly and honestly with each other.

OOPS!

(Everyone's Expertise and Responsibility)

Missed Steps in Resolution Procedures:

What to do if someone comes to you and they have skipped a step or more in the resolution process:

1. Be KIND! Understand that they mean well even if they haven't understood all the process!
2. Be GENTLE! Tell them you want to see them find a resolution, too!
3. Then LEAD! Show them the resolution process and help them identify where their next step should be.
4. Then ASK! Offer to go with them to follow that step if they would like or are afraid.
5. Be STEADY! Gently repeat the above process until they agree to follow it or stop talking to you regarding the matter. (Even when you agree with their concern, you should do this and then set the example by personally following the resolution process for your own concern!)

If you miss a step, simply go back and do it, canceling the other steps until you have processed in the correct order.

Communication Procedures

(Local School Board's Expertise and Responsibilities)

Local School Policies – Items to do with student finances, school policies, school handbook.	Classroom Facility – Items to do with the maintenance and structure of a specific classroom.	Discipline Administered - To your child by the teacher / principal / school board.
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Step # 1

Concerned Party	Teacher / Staff Member
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Step # 2

Concerned Party	Teacher / Staff Member	Principal
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Step # 3

Concerned Party	Teacher / Staff Member	Principal	Board Chair / School Board
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Step # 4

Concerned Party	Teacher / Staff Member	Principal	Board Chair / School Board	Conference Education Department
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Step # 5

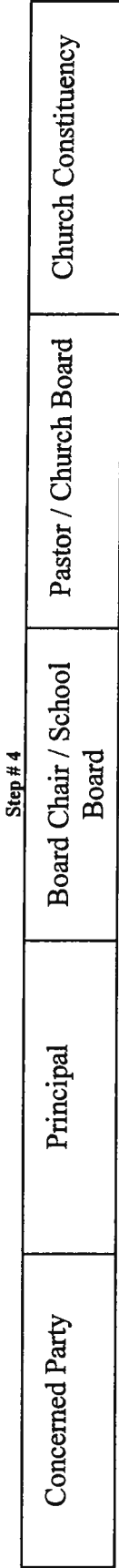
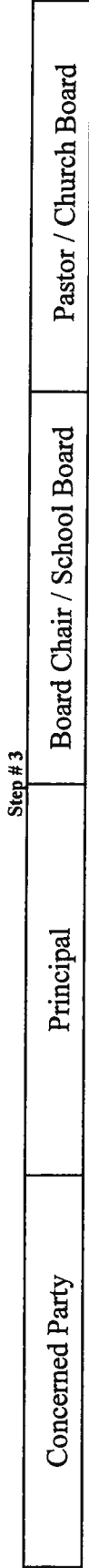
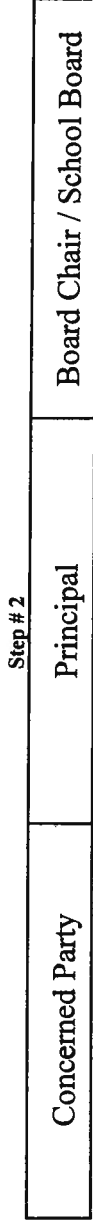
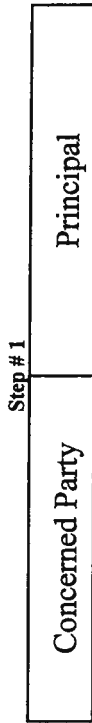
Conference Personnel Committee	K -12 Committee
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Communication Procedures

(Local School Board's Expertise and Responsibilities)

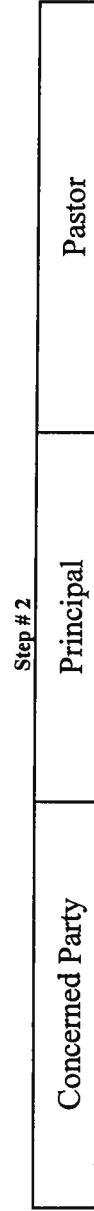
School Plant

- Items to do with maintenance, utilities, use of building, building improvements, finances for such.



Church-related Issues

- Items that need church involvement to resolve, i.e. sharing a schoolroom with a Sabbath School class, etc.



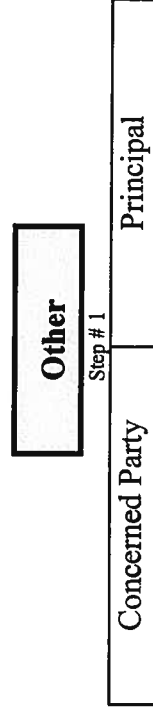
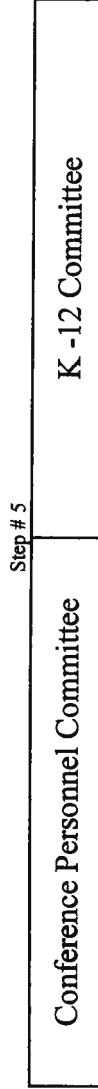
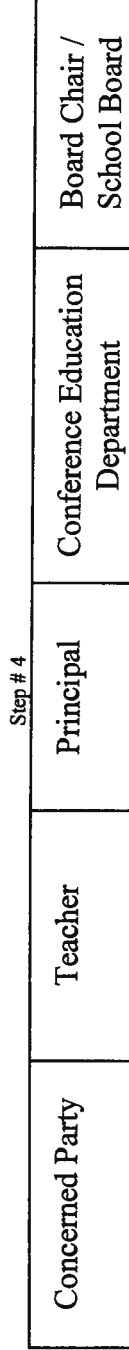
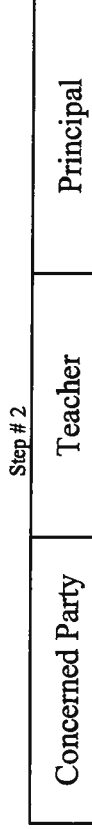
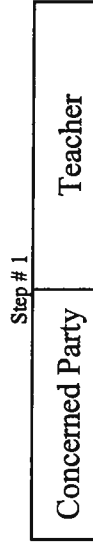
Step # 3

* Depending on the nature of the concern, the Principal and Pastor determines what step to take next.

Communication Procedures:

(Local Conference Office, Department of Education's Expertise and Responsibilities)

Classroom Instruction - Items to do with teaching practices, lesson plans, grading	Classroom Management - Items to do with classroom rules, procedures, and structure / classroom environment.	Classroom Discipline Philosophy - Items to do with a conflict in agreement with the teacher's personal philosophy of discipline.	Conference paid teacher – Items to do with any concern with a specific teacher.
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* Depending on the nature of the concern, the Principal determines what step to take next.

Agreement / Resolution Communication Form

Date of Meeting: _____

Page 1 of 3

Concerned Party: _____

Persons Present: _____

Item of Concern: (Attach addition sheet if needed.)

BRAINSTORMING BOX: (Write ideas discussed here.)

A large, empty rectangular box with a thin black border, intended for writing brainstorming ideas. The box is oriented vertically on the page.

Statement of Agreement / Resolution :

Follow-up Date: _____ (To review how things are working with the resolution for both parties.)

Check here if this is a NO DEAL and fill out this box.

Next step _____

Communication Procedure Page and Step: _____

Person setting up the next step: _____ Phone Number: _____

Concerned Party's Signature _____ Date _____

Other Party's Signature(s) _____ Date _____

_____ Date _____

Resolution / Appeal Process Evaluation Form

Thank you for helping us to evaluate the effectiveness of the above process.
Please send to the Carolina Conference of SDA Office of Education.

Date: _____ **Name (Optional)** _____

Process	Very Helpful	Helpful	Not Helpful	Other
1. Overall information in the booklet.				
2. STAGE ONE – DETERMINE THE PROCESS:				
3. STAGE TWO – EXAMINE YOUR HEART:				
4. STAGE THREE – PRACTICE THE SCRIPT:				
5. STAGE FOUR – MAKE THE APPOINTMENT:				
6. EXCEPTIONS TO THE RULE:				
7. OPPS! Missed Steps				
8. Communication Procedure Charts (pages 6 – 8)				
9. Agreement / Resolution Communication Form (Pages 9 -11)				
10. Overall clarity and ease of document use – (User friendly)				

Comments / Suggestions: