



SECTION R: DISPUTE RESOLUTION PROCESS

If a dispute - relating to the application or interpretation of the contract, or any policy, waiver or procedure - arises between LAE and DCSD, either party may request dispute resolution pursuant to C.R.S. 22-30.5-107.5 and/or this policy. Both parties shall approach the resolution with a good faith intention to resolve with dispute using any form of alternative dispute resolution, including but not limited to those described in the "Dispute Resolution Act," (part 3 of article 22 of title 13, C.R.S)

Dispute resolution shall be initiated by providing reasonable written notice to the other party and at a minimum the written notice shall include a brief description of the matter in dispute and the scope of the disagreement between the parties. Within thirty days of receipt of the written notice, the DCSD Superintendent (or his/her designee), and the LAE Board (or its designee) shall meet and attempt in good faith to resolve the dispute via alternative dispute resolution so long as the resolution chosen results in final written findings by a neutral third party within one hundred twenty days after the notice of dispute. If the parties agree to the written findings of a neutral third party, then DCSD and LAE agree to be bound by the final resolution, which are not subject to appeal. If the parties do not agree on the written resolution of the third party, then either party may appeal to the state board. Decisions made by the state board are final and not subject to appeal.

In addition to the potential for conflict to arise between DCSD and LAE, LAE recognizes that disputes involving scholars, parents, teachers, administrators and staff members might arise. These dispute resolution policies give structure to the resolution process and hold all parties to a high standard of conduct at all times during the resolution process. In keeping with the school's philosophy of partnership within our community of staff, administration, parents and scholars, LAE recognizes that a focus on resolution as opposed to enflaming conflict is essential.

Constructive criticism is seen as an opportunity to improve the quality of the education program, the administrative processes and the efficiency of staff and faculty in order to benefit LAE scholars. To help facilitate that, the Board provides direction and guidelines to LAE faculty and staff to ensure that employees are free from unnecessary, spiteful or destructive criticism and complaint. When disputes arise – including concerns, complaints or disagreements that are outside the construct of constructive criticism – they will be addressed constructively, efficiently and in an unbiased manner.