



Monitoring Report

Superintendent Monitoring Report:	Internal	Organization:	Rutland City Public Schools
Policy Type:	Executive Limitations	Policy Number/Title:	2.1 Treatment of Students and Parents/Guardians
Submitted on:	September 8, 2026	Period Covered	June 9, 2026-September 8, 2026

Policy

2.1 Treatment of Students and Parents/Guardians

With respect to interactions with Students and Parents/Guardians of the Rutland City Public School District, the Superintendent will not cause or allow conditions, procedures, or decisions that are untimely, unclear, undignified, or unnecessarily intrusive. Further, the Superintendent of the Rutland City Public School District shall not:

- 1. Elicit information for which there is no clear necessity.*
- 2. Fail to follow the applicable statutes, rules, and regulations regarding the collection of, review of, transmission of, and/or storage of student/family information.*
- 3. Fail to operate facilities with appropriate accessibility and privacy.*
- 4. Fail to establish with Students and Parents/Guardians a clear understanding of what may be expected and what may not be expected from the service offered.*
- 5. Fail to inform Students and Parents/Guardians of this policy or to provide a way to be heard for persons who believe they have not been accorded a reasonable interpretation of their protections under this policy.*
- 6. Fail to provide a process for the effective and efficient handling of complaints and concerns.*
- 7. Fail to assure a system of communication between the school district and parents that provides for two-way, timely, and appropriate information about academic progress, safety, and other important matters relating to education.*
- 8. Fail to ensure the appropriate stakeholders have appropriate input in significant decisions.*
- 9. Fail to address barriers that prevent any student from achieving their unique potential within the capacity of the school district to provide.*
- 10. Fail to provide an environment that fosters and promotes the achievement of the Ends.*

Interpretation

I interpret this Executive Limitation to mean that the Superintendent is responsible for ensuring that all interactions, systems, practices, and decisions involving students and parents/guardians are grounded in respect, transparency, equity, accessibility, and a commitment to partnership. The District's relationship with students and families is foundational to achieving the Board's Ends and requires intentional systems that promote trust, timely communication, meaningful engagement, and responsive support.

I understand this limitation to establish that students and parents/guardians must be treated with dignity and respect, and that the District must operate in a manner that is clear, consistent, and accessible. This includes ensuring that families understand expectations, have appropriate opportunities to participate in decisions affecting their children, and have meaningful avenues to ask questions, express concerns, and provide feedback.

The Superintendent is responsible for creating and maintaining systems that ensure:

- **Respectful and appropriate interactions with students and families**
The District will provide services and engage with students and parents/guardians in ways that are timely, professional, culturally responsive, and free from unnecessary barriers. Decisions and procedures should be understandable, purposeful, and aligned with the District's educational mission.
- **Protection of student and family information**
The District will collect, maintain, use, share, and store student and family information only when there is a legitimate educational or operational need and in accordance with applicable federal and state laws, regulations, and Board policies. Privacy and confidentiality protections will guide all practices involving student records and family information.
- **Accessible, safe, and private learning environments**
School facilities and services will be designed and operated to promote accessibility, safety, and appropriate privacy for students and families. The District will work to identify and address barriers that limit access or participation.
- **Clear communication of expectations and services**
Students and parents/guardians should have a clear understanding of the services provided by the District, the responsibilities of students, families, and staff, and the processes available for accessing support, resolving concerns, and participating in school life. Communication should be proactive, understandable, and provided through multiple appropriate channels.
- **Meaningful opportunities for feedback and resolution of concerns**
The District will maintain processes that allow students and parents/guardians to raise concerns, provide feedback, and seek resolution in a manner that is timely, respectful, and fair. Complaints and concerns will be addressed through established procedures designed to promote problem-solving, accountability, and continuous improvement.
- **Effective two-way communication with families**
The District will maintain systems that promote regular and meaningful communication between schools and families regarding student learning, academic progress, safety, attendance, student well-being, and other matters essential to student success. Communication should not be limited to the sharing of information but should provide opportunities for dialogue and partnership.

- **Appropriate stakeholder engagement**
The Superintendent will ensure that students, families, staff, and community partners have appropriate opportunities to provide input on significant decisions that impact educational programs, services, and the student experience. The level of engagement should be proportionate to the significance and impact of the decision.
- **Commitment to equity and removing barriers**
The District will identify and address barriers that interfere with students' ability to achieve their unique potential. This includes examining systems, practices, and resource allocation to ensure students have access to meaningful opportunities and appropriate supports within the District's capacity.
- **Alignment with the Board's Ends and District mission**
All decisions, programs, and practices involving students and families will be evaluated through the lens of the Board's Ends, ensuring that the District provides learning environments that support student achievement, wellness, belonging, and preparation for future success.

I further interpret this limitation to mean that compliance is demonstrated not simply by the absence of complaints but by the intentional establishment of systems and practices that foster strong relationships with students and families. The Superintendent is responsible for ensuring that the District continually evaluates and improves its communication, engagement, and service delivery practices so that students and families experience the District as responsive, respectful, equitable, and committed to their success.

Rationale:

1)	Elicit information for which there is no clear necessity. The District collects only the information necessary to educate students, provide required services, ensure student safety, and comply with legal obligations. Limiting the collection of personal information demonstrates respect for student and family privacy while reducing unnecessary risk associated with maintaining sensitive information.
2)	Failure to follow the applicable statutes, rules, and regulations regarding the collection, review, transmission, and storage of student/family information. Families trust the District to safeguard confidential information. Compliance with federal and state privacy laws, including the Family Educational Rights to Privacy Act (FERPA) and applicable Vermont regulations, protects student rights, preserves public confidence, and ensures that information is accessed and shared only for legitimate educational purposes.
3)	Failure to operate facilities with appropriate accessibility and privacy. Students and families should be able to access District services in environments that are safe, welcoming, and respectful of their privacy.

	Accessible facilities and appropriate confidentiality support equitable participation, reduce barriers to services, and reinforce the dignity of every student and family.
4)	Failure to establish with Students and Parents/Guardians a clear understanding of what may be expected and what may not be expected from the service offered. Clear expectations promote consistency, reduce misunderstandings, and strengthen trust between families and the District. Providing understandable information regarding programs, responsibilities, procedures, and available services enables students and parents/guardians to become effective partners in the educational process.
5)	Failure to inform Students and Parents/Guardians of this policy or to provide a way to be heard for persons who believe they have not been accorded a reasonable interpretation of their protections under this policy. Students and families should understand both the protections afforded to them and the avenues available if they believe those protections have not been upheld. Providing transparent processes for feedback and review reinforces accountability, procedural fairness, and confidence in District leadership.
6)	Failure to provide a process for the effective and efficient handling of complaints and concerns. Timely and consistent resolution of concerns helps maintain positive relationships and prevents issues from escalating unnecessarily. Well-defined complaint procedures promote responsiveness, fairness, continuous improvement, and confidence that concerns will be heard and addressed appropriately.
7)	Failure to ensure a system of communication between the school district and parents that provides for two-way, timely, and appropriate information about academic progress, safety, and other important matters relating to education. Student success is strengthened when schools and families maintain open, ongoing communication. Effective two-way communication ensures that families receive important information while also providing meaningful opportunities to share questions, concerns, and insights that support student learning and well-being.

8)	Failure to ensure that the appropriate stakeholders have input into significant decisions. Educational decisions are strengthened when informed by the perspectives of those affected by them. Meaningful stakeholder engagement promotes transparency, builds trust, improves decision quality, and increases shared ownership of District initiatives while preserving the Superintendent's responsibility for final implementation.
9)	Failure to address barriers that prevent any student from achieving their unique potential within the school district's capacity to provide. The District is responsible for identifying and reducing barriers that limit students' access, participation, and achievement. Intentionally examining systems, allocating resources strategically, and providing appropriate supports advance equitable opportunities for every student to reach their potential.
10)	Failure to provide an environment that fosters and promotes the achievement of the Ends. The Board's Ends define the outcomes the community expects for its students and provide the foundation for all District work. Creating learning environments that are safe, inclusive, supportive, and academically rigorous ensures that policies, programs, and practices remain aligned with these desired student outcomes.
	Additional Resources for Rationale: Parent, Family and Community Engagement Agency of Education Americans with Disabilities Act (ADA) and Accessibility Division of Fire Safety Americans with Disabilities Act (ADA) and Accessibility Division of Fire Safety Multi-Tiered System of Supports Agency of Education

Observable Conditions & Evidence:

Observable Condition	Evidence: Data/Result
a) The District maintains policies, procedures, and practices that protect student	• Board policies governing student records and confidentiality are current and implemented

and family privacy and ensure compliance with applicable laws governing the collection, use, transmission, and storage of confidential information. (Components 1 & 2)	• Annual FERPA/confidentiality training completed by appropriate staff. • No material findings of noncompliance from audits, complaints, or investigations related to student records. • Established procedures exist for records requests, access, retention, and secure destruction. RCPS Policy- Educational Records Safe Schools Training for Staff 2026-2027 Vector Solutions
b) Students and parents/guardians have access to educational programs, services, and facilities that are accessible, respectful of privacy, and designed to promote equitable participation. (Component 3)	• Scheduled facility reviews will identify ADA accessibility needs. • Student support areas provide appropriate confidentiality and privacy. • Corrective actions from accessibility or safety reviews are addressed in a timely manner. • No significant unresolved accessibility concerns affecting student participation. 2023 Condition Facility Assessments: Northeast Northwest Longfellow Rutland High School Stafford Technical Center Rutland Intermediate & Middle Schools
c) The District clearly communicates expectations, services, student rights, and available processes to students and parents/guardians. (Components 4 & 5)	• Student and Parent/Guardian Handbooks are annually reviewed and published. • District website provides access to Board policies, complaint procedures, and student rights information. • Required annual notices are available to families.

	• Communication materials are available through multiple formats and languages, as appropriate. RCPS Website: Families Website Translation Tool- upper left corner NE Family Handbook NW Family Handbook RIS Handbook ASC/PC Handbook RMS Student Handbook RHS Student & Family Handbook
d) The District maintains effective systems for receiving, investigating, responding to, and resolving student and parent/guardian concerns and complaints. <i>(Components 5 & 6)</i>	• Established complaint procedures are publicly available. • A review of complaints made and follow-up provided demonstrates timely acknowledgment and resolution. • Trends in complaints are scheduled for periodic review to identify opportunities for improvement. • No pattern of unresolved or recurring complaints indicating systemic deficiencies.
e) The District maintains timely, two-way communication with students and families regarding academic progress, student well-being, safety, and other significant school matters. <i>(Component 7)</i>	• Parent communication platforms are consistently utilized across schools. The program See-Saw is used K-6, and School Messenger is used 7-12. • Families receive regular progress reports, report cards, and safety communications. • Family engagement opportunities are offered throughout the school year, examples include the Community Resource Fair, Parent Teacher Conferences, Science Technology Engineering, Art and Math (STEAM) Nights, Global Studies Fair, Family BBQs, and “Show Your Work” Nights • Survey or participation data demonstrate opportunities for two-way communication.
f) The Superintendent provides meaningful opportunities for stakeholder engagement and works to identify and reduce barriers that limit student success. <i>(Components 8 & 9)</i>	• Evidence of stakeholder input through advisory committees, surveys, forums, or focus groups for significant initiatives. • Data is reviewed to identify disparities in access, participation, attendance, discipline, or achievement.

	The district has revised its Educational Support Team process as we increase our focus on universal supports and instruction, as well as screening and assessment. • Improvement initiatives are implemented to address identified barriers, such as transportation and language. • Student support services are aligned to identified needs within available district resources.
g) District practices, learning environments, and decision-making demonstrate alignment with the Board's Ends and promote respectful treatment, belonging, and student success. <i>(Component 10 and overarching policy expectation)</i>	• Strategic Plan and school improvement initiatives align with the Board's Ends. • Each school has implemented surveys to gain information about student experiences and learning environments. Data is analyzed and demonstrates positive trends. Annual Report RCPS Strategic Plan Year 2026 Final.pdf Strategic Plan Annual Report 2026 Slides

Compliance:

I report partial compliance with Policy 2.1. The following district-wide procedures and updates are needed:

- Procedures regarding records: requests, access, retention, and secure destruction
- Complaint procedures
- Update of recent policy and procedure changes on the website

Notes:

- It is recommended that I provide an updated monitoring report for Policy 2.1 by January 2027.