Monitoring Report

Superintendent Monitoring Report:	Internal	**Organization:**	Rutland City Public Schools
Policy Type:	Executive Limitations	**Policy Number/Title:**	2.2 Treatment of Staff
Submitted on:	November 10, 2026	**Period Covered**	June 9, 2026-November 10, 2026

Policy

2.2 Treatment of Staff

With respect to the treatment of paid and volunteer staff, the Superintendent shall not:

1. *Operate without written personnel rules that*
   a. *clarify rules for staff,*
   b. *provide for effective handling of grievances, and*
   c. *protect against wrongful conditions.*
2. *Discriminate against any staff member for non-disruptive expression of dissent.*
3. *Allow staff to be unprepared for emergency situations.*

Interpretation

I interpret this policy to mean that the district's operational environment must prioritize fairness, clarity, safety, and respect for all employees and volunteers. Specifically:

- **Written Personnel Rules (2.2.1):** I interpret this to require comprehensive, up-to-date employee and volunteer handbooks that clearly outline workplace expectations, rights, and responsibilities.
  - *Rules Clarity (2.2.1.1):* All policies regarding employment terms, performance expectations, and daily operations must be easily accessible and clearly communicated.
  - *Grievance Handling (2.2.1.1.1):* A documented, multi-step process must be in place to ensure that staff can report concerns, disputes, or contract violations without fear of reprisal, with defined timelines for resolution.

    - *Protection Against Wrongful Conditions (2.2.1.1.1.1):* The working environment must actively protect staff from illegal discrimination, harassment, unsafe physical conditions, and unethical directives.
- **Non-Disruptive Expression of Dissent (2.2.2):** I interpret this to mean that staff members retain their right to express differing professional opinions, criticisms, or concerns regarding district operations, provided such expression does not interrupt the educational process, violate privacy laws, or breach professional conduct codes.
- **Emergency Preparedness (2.2.3):** I interpret this to require that all paid and volunteer staff receive regular, documented training and clear operational protocols for emergencies (e.g., medical crises, natural disasters, severe weather, and active security threats).

Rationale:

1)	**Personnel Rules (Policy 2.2.1)** Clear, documented personnel expectations set the boundaries of unacceptable operational conditions while leaving day-to-day administrative methods to executive discretion. Written procedures and expectations ensure that authority is exercised consistently and transparently across the district rather than arbitrarily. Establishing explicit guidelines, structured grievance procedures, and safeguards against unfair working conditions creates a stable environment. It ensures due process, protects the district from legal liability, and maintains equitable treatment for all paid and volunteer personnel across every school site.
2)	**Non-Disruptive Expression of Dissent (2.2.2)** Protecting staff from retaliation for expressing professional dissent establishes clear limits on executive authority, preventing suppression of valid feedback while upholding the Superintendent's authority to maintain orderly operational conduct. A healthy workplace relies on psychological safety. Staff members must feel empowered to voice constructive criticism, point out operational flaws, or propose alternative ideas without fear of career reprisal. Distinguishing non-disruptive dissent from operational disruption protects civil rights, encourages innovation, and alerts leadership to systemic issues before they become crises.

3)	**Emergency Preparedness (2.2.3)** The Board sets Executive Limitations to prevent conditions that expose the organization, its people, or its assets to unreasonable risk. Unprepared staff in a crisis represent a direct violation of duty of care and an unacceptable risk to district operations, safety, and public trust. Comprehensive training and clear emergency protocols ensure that all staff members—whether full-time, part-time, or volunteer—can execute immediate, coordinated responses to physical, environmental, or security threats. Proactive preparation minimizes harm, satisfies legal and regulatory mandates, and preserves operational continuity during critical incidents.

Observable Conditions & Evidence:

Observable Condition	**Evidence: Data/Result**
Personnel Rules (2.2.1)	● A two-day New Employee Orientation is offered each August just before school begins. This comprehensive training includes presentations and professional development from RCPS Business, Human Resources, Information Technology, Curriculum, and Support Services Departments. Building and district administrators, joined by Rutland Education Association leadership, share pertinent information about the district. ○ New Staff Orientation Day One 2026 ○ New Staff Orientation Day Two 2026 ● During the 2026-2027 school year, RCPS began offering midyear, abbreviated orientation sessions for staff who joined after the school year began. Explaining expectations, providing essential training, and reviewing critical procedures are the focus areas of these mid-year training sessions. ● An orientation designed for guest teachers and substitute staff was introduced in August of 2026. Now a requirement for RCPS guest

	teachers and substitutes, the training includes topics such as mandated reporting, understanding boundaries with students, and responding to bullying. A Substitute Handbook, explaining expectations and key information, is reviewed and distributed to all substitutes prior to their first day with students. ○ Substitute Handbook.pdf ○ Substitute Agenda.pdf ○ Substitute Letter.pdf ● Mentoring and ongoing coaching are provided to new professional staff during their first 2 years. Mentors engage in training prior to beginning their work with their mentees, which includes a combination of constructive and structured conversations and observations. ○ Mentor Posting 2026-2027 ○ Mentoring Handbook ○ Copy of Mentor Program Training Slides.pptx ● HR works closely with all administrators and provides interpretation and support related to personnel policies and procedures. This year's training focuses on staff recruitment and thoughtful, thorough onboarding, with particular attention to interview questions and reference checks. ● HR works with the hiring administrator to update job descriptions as positions are posted. Job descriptions are required for all new positions. ● All collective bargaining agreements are posted on the District webpage, which contain informal and formal grievance procedures with clearly defined processes. ○ Master Agreement- REA Professionals ○ Master Agreement- REA Educational Support Professionals ○ Master Agreement- Administrator's Association

	○ Master Agreement- AFSCME ● Monthly leadership meetings are held with the REA Teacher Association and the REA Educational Support Professional Association. ● Adopted Board Policies provide standards and expectations for professional conduct. ○ RCPS Policy- Code of Ethics for all District Personnel ○ RCPS Policy- Substitutes ○ RCPS Policy- Alcohol and Drug Free Workplace ○ RCPS Policy- Employee Unlawful Harassment ○ RCPS Policy- Tobacco Prohibition ○ RCPS Policy- Electronic Communication with Students ○ RCPS Policy- Title IX Sexual Harassment Policy ○ RCPS Policy- Responsible Computer, Network, & Internet Use ● RCPS' Supervision and Evaluation System for professional staff is consistently implemented, with standards used to assess performance. Professional Educator Evaluation Handbook Evaluation frameworks are constructed and differentiated for a wide variety of professional roles within the district (e.g., nurses, counselors). The evaluations for Educational Support Staff include expectations in four specific domains and include descriptors for four degrees of performance. Professional Standards for Educational Leaders, published by the National Policy Board for Educational Administration and adopted by the VT Agency of Education, are the standards and expectations referenced in the evaluation system for RCPS Administrators. National Standards for Educational Leaders

Non-Disruptive Expression of Dissent (2.2.2)	● 100% of formal grievances are logged, investigated, and responded to within the procedural timelines established in collective bargaining agreements or district procedures. ○ Master Agreement- REA Professionals ○ Master Agreement- REA Educational Support Professionals ○ Master Agreement- Administrator's Association ○ Master Agreement- AFSCME ● Zero retaliatory disciplinary actions recorded against staff for expressing non-disruptive feedback, union activities, or professional opinions during public comment or internal feedback cycles.
Emergency Preparedness (2.2.3)	● RCPS staff and administrators meet regularly to discuss, review, and develop protocols, procedures, and strategies for safety and emergency situations in our schools and the community. ● Threat assessment procedures are in place and consistently applied throughout the district. Each school has a Behavioral Threat Assessment Team with clearly articulated procedures. RCPS Threat Assessment Procedures ● Mandated safety drills are scheduled, performed, and reported to the Vermont Agency of Education as expected. ● Each school administrator shares urgent needs related to school-based crisis/safety procedures with the appropriate district team member(s). ● A districtwide “Safety Team,” with staff and administrative representation from all RCPS buildings, meets regularly to review and review data, discuss needs, and plan for improvement.

	○ RCPS District Safety Team March 2026 ● Principals and administrators review the emergency preparedness/response procedures with staff at least annually. ● District nurses are trained in emergency medical response procedures and provide training to appropriate staff. ● Automated External Defibrillator (AED) equipment is available as required by state statute. AED Requirements in VT Schools ● Visual representations of evacuation routes are posted in an easily accessible location during an emergency. ● Every instructional space has a “to go bag” containing supplies and materials to assist during an emergency evacuation. ● CPR- and First Aid-certified staff, as well as those trained in water safety, accompany student groups on field trips and community-based learning opportunities as appropriate (e.g., hiking, swimming) ● VT Resources used for reference and compliance: ○ Act 29: Emergency Operations Plan ○ Vermont School Safety Resource ● School Board Policy is current with state statute and VT Agency of Education requirements ○ RCPS Policy- Drills & Preparedness

Compliance:

I report compliance with Policy 2.2.

Notes:

- While evidence substantiates compliance, the district will continue to review and revise our emergency management protocols and further develop our preparedness for crisis response.