



# INTERNAL MONITORING REPORT

**To:** WSD Board President and Board of Trustees  
**From:** Wilmer Chavarria, WSD Superintendent  
**Re:** **Annual Monitoring Report on Executive Limitations**  
**Policy Title: 2.1 Treatment of Students,**  
**Parents/Guardians and Community**  
**Date:** 8/9/2023

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Dear Members of The Board,

Below please find my Annual Monitoring Report on your Executive Limitations policy 2.1 "Treatment of Students, Parents/Guardians and Community," presented in accordance with your monitoring schedule. I certify that the information contained in this report is true.

Thank you for your work in advancing the mission of our district to form students who will "lead healthy, productive and successful lives and engage with their local and global community."

Respectfully Submitted,



**Wilmer A. Chavarria, NBCT**  
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# POLICY WORDING

## Policy Title: 2.1 Treatment of Students, Parents/Guardians and Community

With respect to interactions with students, parents/guardians and community members or those applying to be students, parents/guardians and community members, the superintendent shall not cause or allow conditions, procedures, or decisions that are arbitrary or capricious, untimely, unclear, undignified, or unnecessarily intrusive. Further, without limiting the scope of the foregoing by this enumeration, the superintendent shall not:

1. elicit information for which there is no clear necessity
2. Use methods of collecting, reviewing, transmitting, or storing student/family information that fail to protect against improper access to the material elicited
3. Operate facilities without appropriate accessibility and privacy
4. Allow students, parents/guardians and community members to be unaware of what may be expected and what may not be expected from the district
5. Leave students, parents/guardians and community members uninformed in writing of this policy or without away to be heard for persons who believe they have not been accorded a reasonable interpretation of their protections under this policy a)  
Discourage persons who believe they have not been accorded a reasonable interpretation of their protections under policy from airing a complaint and being heard

## 1. INTERPRETATION

The term "interactions" will be defined as all and any activity where the recipient can be affected, influenced, impacted, or simply informed by such activity when initiated by WSD personnel. "Conditions" means the environmental, cultural, physical, psychological, and operational factors under which the three classes (students, parents/guardians, and community members) experience their relationship to the WSD. "Procedures" are both the quotidian practices endorsed or promoted by the administration of the schools as well as the formalized and published procedures, expectations, and protocols stemming from Board-issued policy.

A decision is a consequential response to a question of practice when multiple options are available but that stay clear of rule creation that usurps the privilege of specific administration or the powers of policymaking held only by the Board of Trustees.

## 1. INTERPRETATION (CONTINUED)

Decisions are made at all levels of the system and at all times, but the impact and jurisdiction of a decision is based on the person's official role. A decision by a teacher to provide a student additional support within the classroom is of different nature than a decision by the school principal to implement systems of support for a subsection of students in a grade band, or a decision by the Superintendent to create procedure based on the Board policy regarding systems of support. While they all deal with a similar question, the decision making is dependent on the individual and their role.

Conditions, procedures, or decisions are arbitrary when they are based on opinion and situation-specific considerations that may yield inconsistent application of rules and the unfair treatment of the recipient.

Conditions, procedures, or decisions are capricious when they are based on the needs and preferences of a single person or persons, especially adults, without consideration of students and their wellbeing, and without placing foremost importance on the primacy of the districts mission (Ends) before anyone else's needs.

Conditions, procedures, or decisions are untimely when they do not allow stakeholders a reasonable amount of time to process, learn, and analyze the information given, especially when this information leads to decision making that will impact a student's experience within the WSD.

Conditions, procedures, or decisions are unclear if they are presented in a disjointed or incoherent manner, without the proper differentiation when multiple options exist, and without the appropriate level of guidance on the implications of each option.

Conditions, procedures, or decisions are undignified when they do not account for the inherent dignity of every person and for their right to be respected and treated as a full human being and with their agency, voice, and uniqueness considered sufficient basis for that respect.

Conditions, procedures, or decisions are unnecessarily intrusive when an individual's information is obtained without consent and without a legally and ethically sound reason, or by violating a person's right to bodily autonomy, physical independence, freedom of movement, or access to emotional safety and peace for no legal or emergency and safety-related reason that is categorically compelling and free of racial bias or other types of prejudicial discrimination.

## 2. COMPLIANCE CONDITIONS

Conditions, procedures, or decisions are **not arbitrary** if they are based on existing policy and policy-based procedure that is consistently applied, where discretion is possible if the policy or procedure specifies so and if applied within reasonable limits that avoid the perception of unfair treatment.

Conditions, procedures, or decisions are **not capricious** when they are made based on the district's mission (Ends) and the needs of our students first. Then, the decisions, procedures, or conditions are carefully considered based on the context and specific information at hand rather than a single person's or group's wishes or preferences.

Conditions, procedures, or decisions are **timely** when they are produced and presented within a reasonable timeframe for familiarity and analysis, with ease of access, and within limits required by statute.

Conditions, procedures, or decisions are **clear** if presented as comprehensively as feasible within an easy-to-follow and accessible structure. They are presented with as much explanation and contextual information as possible and relayed in a way that is inclusive to as many stakeholders as possible, especially those most affected by the matter.

Conditions, procedures, or decisions are **dignified** when they account for the inherent dignity of every person and for their right to be respected and treated as a full human being and with their agency, voice, and uniqueness considered sufficient basis for that respect.

Conditions, procedures, or decisions are **not unnecessarily intrusive** when an individual information is obtained with their consent and for legally and ethically sound reasons, or if the violation of a person's bodily autonomy, physical independence, freedom of movement, or access to emotional safety and peace only occur in the rare instances of true imminent danger to themselves or others or a high plausibility of intentional harm against others when the conditions, procedures, or decisions are backed by solid legal basis, are free of bias, and are respectful of all other WSD policies.

## EVIDENCE OF COMPLIANCE

All decisions, procedures, or conditions are supported by existing policy and policy-based procedure. Where there is no clear policy or procedure, guidance is created collectively, and procedure is created and published as quickly as possible. Evidence of this work includes the body of policy currently made available on our website and the ongoing policy-revision and adoption process the administration is supporting the board with. Additional evidence includes the current administrative structures and employment agreements which allow for fairness to be pursued formally when necessary.

Conditions, procedures, or decisions are made based on the district's mission (Ends) and the needs of our students first. Then, the decisions, procedures, or conditions are carefully considered based on the context and specific information at hand rather than a single person's or group's wishes or preferences. Evidence of this are the constant inclusion of our Ends policy in documents and communications and the growing body of processes that are created and released to the employees and stakeholders for consistency of practice.

Evidence of timeliness includes our strict adherence to legally required warnings for all mandated business but especially the constant investment in advance communication about matters our stakeholders are likely to find important, and immediate and open communication for urgent matters. This includes but is not limited to newsletters, reports, weekly emails, informational literature, telephone and email outreach, physical meetings, and administrative availability for stakeholders.

Evidence of clarity includes the continued support for our Liaison Program to reach communities whose main language is not English, our constant administrative presence that is accessible to families and community members, and the continued professional development provided to teachers and staff around best instructional practices and structures that are accessible and easily understood by stakeholders.

Evidence of the advancement and promotion of our stakeholders' dignity includes our regular recommitment to anti-racism and the constant vigilance and self-reflection regarding bias and prejudice in our practice. These efforts range from formalized professional development available to administrative and leadership collective reflection on our growth, and the strengthening of policy-based procedures to enhance the protection and accompaniment of historically marginalized individuals.

Multiple processes and systems exist to prevent unnecessary intrusion, including forms for consent when obtaining necessary information, policy-based procedures for searches, written guidance for student support on sensitive matters, and the annual retraining of personnel in various topics, including appropriate discipline, mandatory reporting, and ethics.

## EVIDENCE OF COMPLIANCE (CONTINUED)

The Superintendent gauges the level of relevance a type of information has in relation to a necessary matter that is directly related to the educational program, the operations of the school, and the legal responsibilities of the WSD before soliciting it, and only takes steps to obtain information that is either necessary or legally required for record-keeping and reporting purposes.

The Superintendent maintains methods of collecting, reviewing, transmitting, and storing student and family information that protect against improper access to the material elicited. Improper access includes non-authorized individuals, information storage in unauthorized facilities or digital platforms, and the use of the information for purposes other than those disclosed to the individual or those allowed by law.

The superintendent ensures that facilities go above and beyond pertinent accessibility law and regulations and that spaces in the facilities exist for personal privacy for allowed purposes such as use of restrooms, changing spaces, and infant assistance by legal caregivers.

The superintendent maintains clear, consistent, and linguistically appropriate channels of communication that ensure all stakeholders are appropriately informed on all matters related to the WSD that may be of interest to them, including notifications of all privileges and responsibilities within the nature of their relationship with the district.

The superintendent produces a variety of communication opportunities, at minimum in writing and publicized through the WSD's formal channels, for students, parents/guardians and community members to become informed of this policy and its respective interpretations as provided to the Board. In addition, mechanisms for the safe airing of complaints on their part regarding being accorded a reasonable interpretation of their protections under this policy are made available through this report and through established complaint protocols and steps detailed in this public report: a) An individual addresses the matter with their immediate supervisor or their pupil's primary teacher; b) The employee receiving this information has 10 days, unless no knowledge of this procedure is reasonably claimed, to report the concern to the district Director of Communications or any employee in the district offices; c) The superintendent reaches out to the complainant within 30 days and provides them with a remedy if applicable, such as the immediate posting of information on the website; d) The complainant may bring the matter to the board on the basis of suspected non-compliance with policy within the same academic or calendar year of the initial complaint, whichever is longer.

## COMPLIANCE STATUS

I report **partial compliance**: The district, under my leadership, is doing its best to comply with this policy but much room remains for procedure building and for formalized guidance around many matters. We have begun an aggressive process of procedure, protocol, and guidance-making that will grow in number and precision over time. It is my aim to confidently report compliance within 12 months.