

**GOVERNMENT OF THE VIRGIN ISLANDS
VIRGIN ISLANDS BOARD OF EDUCATION**



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**PRESENTATION TO THE
COMMITTEE ON FINANCE
31st LEGISLATURE OF THE VIRGIN ISLANDS
EARLE B. OTTLEY CHAMBERS
JULY 11, 2016
1:00 P.M.**

**SUBMITTED BY MARY MOORHEAD CHAIRPERSON
17TH VIRGIN ISLANDS BOARD OF EDUCATION**

Greetings Senator Clifford Graham, Chairman of the Committee on Finance, other senators of the 31st Legislature, and the viewing and listening audience. My name is Mary L. Moorhead. On March 18, 2016, I was elected chair of the 17th VI Board of Education (hereafter "Board"). Judy Gomez, Esq. was elected Vice Chair, and LaVerne Slack was retained as Secretary. With me today is Laurie Isaac, Acting Executive Director and Director of Business and Finance and Board Liaison Stephanie Berry, PhD. Board Members Judy Gomez, Esq., Arah Lockhart and LaVerne Slack are in the audience as are Administrative Assistants Theolinda Connor and Dairdre Heath for Certification, Student Aid Assistant Sylvania Rhymer for financial aid, and Accountant Ralda Claxton.

Under this leadership, the Board operates inclusively and remains transparent. We are focused on formalizing operating procedures and policies, rebuilding and upgrading our website and communication system, and improving the efficiency of our personnel by evaluating and updating job descriptions and cross-training and guiding staff.

We are also monitoring and evaluating our operations to improve the application process for our certification and financial aid scholarships. This includes developing online applications, which we anticipate will streamline processes in these two areas. We also continue to engage parents, educators, students and the community and respond to their concerns. We also hope to utilize social media as part of these efforts.

MISSION STATEMENT

The Virgin Islands Board of Education is committed to its vision and will promote the transformation of the structure of existing public education through: 1. governance over the public education system; 2. improved student, parent, teacher relationship; 3. comprehensive community engagement; 4. standards that promote high academic achievement; 5. creation of an environment that is conducive to effective communication; 6. enhanced quality of professional development for all; 7. provision of adequate resources to achieve our vision, goals and objectives.

VISION STATEMENT

To ensure that each child is provided with the best quality education which promotes our history and culture, guarantees academic achievement and builds strong communities.

Composition

The Virgin Islands Board of Education is an independent agency of the Government of the Virgin Islands. The Members of the Board are elected in the two legislative districts, four in St. Croix, four in St. Thomas and the one At-large, a resident of St. John. Our St. Croix members are Winona Hendricks, Terrence T. Joseph, Martial Webster, Esq. and myself. St. Thomas members are Judy Gomez, Esq., Arah C. Lockhart, LaVerne M. Slack and Nandi Sekou, Esq. The At-large seat is vacant since the passing of Oswin Sewer Sr. The four-year term for the Board is staggered; two seats in each district and the At-large seat are on the ballot in November 2016.

Operations

The work of the VI Education Board is directed by five (5) Standing Committees.

1. The Professional Staff Certification and Higher Education Committee validates and recommends educators who are highly qualified and certifiable.
2. The Policies, Rules and Regulations Committee draft policies to govern the public schools in the best interest of the emotional, educational and physical needs of the children.
3. The School Plants and Facilities Committee is mandated to visit each school facility and in collaboration with several agencies, assess the facilities' suitability for learning for our students and then send a report to the governor and the Legislature.
4. The Public Private Liaison Committee establishes initiatives for positive working relationship between the Department of Education, the stakeholders of education and the public.
5. The Executive Committee supervises the executive director to assure the acts of the Board are executed, and it keeps the members informed of issues on the local and national level. The Board has oversight of Special Legislative Grants and the federal monies appropriated by US Congress.

The standing committees meet at regular intervals. Under this leadership, the number of regular Board meetings were increased from six (6) to nine (9) meetings per year to address the needs of the Board and the community. The 17th Board of Education understands that the public and private sectors must communicate and collaborate to develop and grow a better VI. A well-educated workforce attracts businesses!

Presently, the Board has a staff of ten (10) full-time employees and seven (7) part-time employees. Two (2) full-time employees and two (2) part-time are in the St. Croix office. Eight (8) full-time employees and five (5) part-time employees are in the St. Thomas office. Laurie Isaac and Stephanie Berry are part time employees working on operational procedures for the management, training and reconstruction of the Board. Ms. Isaac retired from the position of Board financial director. She presently serves as acting Director of Business and Finance. Dr. Berry is the Chair's liaison to the board, education stakeholders, and the community as a whole. She serves as consultant and trainer for the agency. The Board is in the process of filling full time positions of Associate Executive Director and Administrative Assistant in St. Croix office and the Director of Business and Finance in St. Thomas office by the end of summer.

The board has been building relationships with the Department of Education, the Career and Technical Board, the University of the Virgin Islands, the American Federation of Teachers (AFT) and the PTSA's to interact on issues that affect the teaching and learning of public school students in the territory.

Accomplishments

1. The Board completed a revision of the Valedictorian & Salutatorian selection policy April 1, 2016.
2. The Board completed a revision of the Home Education Policy April 1, 2016.
3. The Board completed a draft on the Use of Electronic Communication Device Policy in June.
4. The Board is reviewing comments from citizen readers of the revised draft Code of Conduct/Student Discipline policy to incorporate their recommendations.
5. The Board received 1028 applications for scholarships. The Board awarded \$1,391,500 in general scholarships. In addition, approximately \$546,150 was awarded for 145 applicants for Special Legislative Grants and \$200,000 for Nursing. The 17 VIC Ch. 15, section 172 (a) mandates that the Board shall review the fields of study for scholarships biennially. The Board is working to fulfill that mandate and forward our recommendation to the Senate Education and Workforce Committee.
6. The Board certified a total of 156 educators, 73 for the district of St. Croix, and 83 for the district of St. Thomas/St. John from October 1, 2015 to May 30, 2016. Districts' itemized listing of certifications granted are attached to this report. St. Croix list prepared by Ms. Heath and St. Thomas/St. John list prepared by Ms. Connor.
7. The Board hosted a VI History & Civics Curriculum conference. The public was engaged, and many requested a continuation of the subject matter.
8. The Board held a territory-wide VI History Month K-12 Art Contest with prizes in three (3) categories that were funded by the VI Lottery.
9. All board transcripts are being digitalized for record keeping and security.

Actions

Our Committee for Professional Staff Certification and Higher Education is reviewing certification concerns presented at meetings with the AFT Executive Board and the DOE attorney and Human Resources division. An alphabetized list of both districts' certified educators, with name, certification type and expiration is being prepared for placement on a new Board website.

Our Policies, Rules and Regulations Committee has experienced challenges working to include Restorative Practice in the revision of a Students' Code of Discipline. Schools need sufficient staff to provide intervention services to students who act out, along with a de-escalation plan for dealing with students who engage in behavior that poses a substantial risk of serious injury to self or others. Schools must have a location in the building where disruptive or in-school suspension students can be provided with learning opportunities, a structured environment with wraparound services, and not disengage from teaching.

Our Public Private Liaison Committee has been meeting with students from each public high school, planning a Youth Symposium for next school year. We hope to engage high school students to discuss issues that are of concern and determine ways to address them.

Our School, Plants and Facilities Committee in conjunction with the new Associate Executive Director will revise the assessment form used when visiting schools in order to capture the information mandated to be assessed for the annual School Management Accountability Report.

Mid-June, the staff began creating promissory agreements for all eligible applicants for the Territorial Scholarship and Loan program. To date, over 520 documents have been prepared and applicants are being called each day to pick up their agreement. We are continuously processing Agreements for all completed files. Some files are incomplete due to pending transcripts, not having acceptance letters, or us not having full-time enrollment status verification on file. Follow-up communications are being done for these applicants. New applicants' files are on hold awaiting a vendor number from the Department of Property and Procurement. With limited staff in the St. Croix office, our St. Thomas summer workers have been assisting with preparing and printing the Agreements and calling applicants located in the St. Croix district to pick up their document at our St. Croix Office.

Once the Agreement has been signed and notarized it is processed through the Department of Finance's system by our accounting staff in order to have a check issued. All checks come to the Board for final review and distribution. As of July 6, 2016, 20 files have been entered into the system for approval.

Financials

The 2017 budget for Board is

Category	Amount
Personnel Services	\$ 790,853.00
Fringe Benefits	322,670.00
Capital Outlay	37,000.00
Supplies	40,000.00
Other Services & Charges	482,452.00
Utilities	70,000.00
Sub-total	\$1,742,975.00
Special Legislative Grants (includes \$552,816 Territorial Scholarship fund and \$400,000 Nursing)	\$1,299,966.00
Total Budget	\$3,042,941.00

Collections

	Amount
October 2015 – June 30, 2016	
• Loan repayments	\$381,547.59
• Certification fees	
○ St. Croix district	\$4,535.00
○ St. Thomas/St. John district	\$1,675.00*
• EDC companies per Act 6842	\$152,667
Delinquent accounts (556 accounts as of 6/30/2016)	\$728,544.98

* for January 2016 – April 2016

The St. Thomas office property at Dronningens Gade, # 60B, 61, 62 is the Board of Education's main asset. The property consists of two buildings. There is a single level historic building on the street front that needs rehabilitation to serve as Board's conference/meeting room. In the yard is a two-story, masonry building with offices, storage areas, and restrooms on both levels. All the doors and windows are fitted with hurricane shutters. Estimates are being considered for a generator to service the building because power outages challenge the time sensitive work and confidential record preservation. The recent removal of trees and pruning of others in the front of the two-story building has allowed for additional parking and ease of use. The Recorder of Deeds has the property value as \$374,900. Concerns regarding our St. Croix office are under review and will be addressed e.g., consistent ADA accessibility. The Board has two (2) vehicles in St. Croix and two (2) vehicles in St. Thomas.

Projections

The members of the 17th Virgin Islands Board of Education have not yet discussed the priority for 2016-2017 school year. This leadership continues to develop a collaborative relationship with the Department of Education for the purpose of receiving information, data, and statistics to construct/draft academic outcomes and goals for the students; we will continue to work to engage parents, students, educators, and the business community to support public education making use of PSA's; we will continue to promote revision of existing policies and development of others. We know there are challenges facing students in the community: poverty, one-parent households, nutrition needs, crime and violence. Research shows that prekindergarten program is part of an effective education reform strategy. A child's brain is more plastic and open to intervention during the ages of 0-5, therefore having children in prekindergarten will give educators opportunity to identify learning deficiencies, if exist, early enough for correction before third grade when children read to learn. 17 VIC Ch. 20, section 231 (a) mandates "the Department of Education shall establish a Territorial-wide pre-kindergarten program for four-year olds." The Legislature must support Early Childhood education with an appropriation to execute the statute. A well-educated workforce attracts businesses!

This year the VIDE's leadership allowed members to make remarks at promotion ceremonies. My remarks informed audiences of one of the Board's most important duty mandated by the Virgin Islands Code, set the requirements for public school promotion and graduation. Yet, at most public school promotion and graduation ceremonies, the Department of Education is publicly recognized as the certifying agency of the promoted class, regardless of the presence of the Board.

In conclusion, 17 VIC Ch. 3, section 21 (a) 10 mandates "the VI Board of Education has the authority and jurisdiction to prepare the budget for the Board for submission to the Director of the Office of Management and Budget." This legislation allowed for significant cuts in the Board's operational budget by former administrations. We request an amendment of that language to have the Board's budget be submitted directly to the Legislature, like other independent agencies. In addition, the legislation that mandates that any entity receiving benefits under 29 VIC Ch. 12 "shall contribute \$3,000 annually to the Board of Education to be placed in the Territorial Scholarship Fund" must be amended to reflect an increase in concert with the current scholarship needs of our students. Given the considerable amount of tax benefits given by the VI Government, the current annual contribution is a drop in the bucket.

Senators, thanks for the opportunity to share. We hope and pray for a partnership of the Legislature of the Virgin Islands and the Virgin Islands Board of Education for comprehensive education reform to focus on the growth and development of our children, uniquely situated in Caribbean islands that they must learn to preserve.

Thanks for your attention.



Mary L. Moorhead
Chairperson, 17th VI Board of Education

Attachments: Valedictorian & Salutatorian revised policy
Home Education revised policy
Code of Discipline revised policy draft
Use of Electronic communication device policy draft
17th Board's Interpretation of K-6 Promotion policy, section 2.3 &
2.4. Interpretation of K-6 Promotion policy
St. Croix District Certification Status Report
St. Thomas/St. Thomas District Certification Status Report

GOVERNMENT OF THE VIRGIN ISLANDS
VIRGIN ISLANDS BOARD OF EDUCATION



Approved by the 15th Elected Virgin Islands Board of Education
January 28, 2006

Amended by the 17th Virgin Islands Board of Education
April 2, 2016

**GOVERNMENT OF THE VIRGIN ISLANDS
VIRGIN ISLANDS BOARD OF EDUCATION**



VALEDICTORIAN AND SALUTATORIAN SELECTION POLICY

Jurisdiction and Authority: The Virgin Islands Board of Education is authorized and has jurisdiction to prescribe general regulations to do anything necessary for the proper maintenance and operation of the public schools of the Virgin Islands by virtue of Virgin Islands Code, Title 17, Section 2, and shall perform such other functions as may be prescribed or required by local or Federal law. Pursuant to Title 17, Section 41, the Virgin Islands Board of Education is further authorized to promulgate rules and regulations in order to prescribe courses of study for all public schools, which shall not be less than the minimum standards set by the acknowledged accrediting groups in the United States: provided, that the basic course of study for high schools shall be academic. Each regulation adopted by the Board must be within the scope of authority conferred and in accordance with standards prescribed by other and provisions of law.

All students enrolled in the public school system of the Virgin Islands in the twelfth grade, which includes general and vocational educational students are eligible to be selected as valedictorian or salutatorian subject to the following criteria:

1. Eligible students must have attended and completed 4 years in a Virgin Islands public high school; with the last two years being consecutive and at the same school; and
2. Eligible students must have completed all major credits as required by promotion policies of the Virgin Islands Board of Education and Department of Education; and
3. Eligible students must be in good standing and must not have been determined guilty of any level four infraction(s) during high school (Grades 9-12) unless such determination was reversed by an appellate process; and
4. Eligible students must have successfully completed at least two (2) Advanced Placement courses (to include Early Admissions or Dual Credit courses) or at least (4) Honors courses during high school where applicable; and

5. Based on the all of the above: The student with the highest grade point average will be awarded the Valedictorian honor. The student with the second highest grade point average will be awarded the Salutatorian honor. In the event of tied grade point average for valedictorian and/or salutatorian, the school administrator shall award Co- Valedictorian and / or Co-Salutatorian positions.

The Virgin Islands Public Educational System offers opportunities to students and will not discriminate against any student based on race, color, religion, age, national origin, sex or disability.

This policy shall take effect immediately but shall apply first to students graduating in the 2015-2016 school year.

Approved by the 17th Virgin Islands Board of Education on the 2nd day of April 2016.

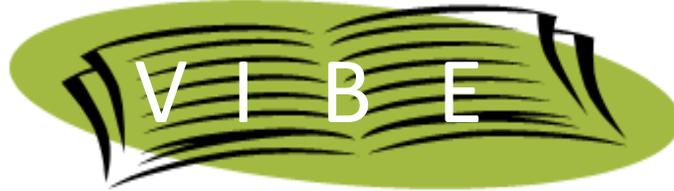


Chairman



Secretary

**GOVERNMENT OF THE VIRGIN ISLANDS
VIRGIN ISLANDS BOARD OF EDUCATION**



Home Education Policy

Approved by the 13th Elected Board of Education
May 14, 1998

Amended by the 17th Elected Board of Education
December 4, 2015

Statutory Authority

Virgin Islands Code Title 3, Section 912, states that each regulation adopted, to be effective, must be within the scope of authority conferred and in accordance with standards prescribed by other provisions of law. Virgin Islands Code Title 17, Section 84 authorizes the Virgin Islands Board of Education to prescribe rules and regulations for the Home Education of children who have been granted written permission by the Commissioner of Education to remain out of school for that purpose.

In compliance with Virgin Islands Code Title 3, Section 933, an original and two duplicates of these regulations are filed with the Office of the Lieutenant Governor for publication in the Virgin Islands Rules and Regulations.

Section 84-1 Definitions:

- (a) “Board” means the Virgin Islands Board of Education.
- (b) “Commissioner” means the Commissioner of the Virgin Islands Department of Education or his designee.
- (c) “Department” means the Virgin Islands Department of Education or his designee.
- (d) “District” means St. Croix or St. Thomas/St. John.
- (e) “Home education program” means education provided at home by a person holding at least a high school diploma (or its equivalent) to students of compulsory school attendance age.
- (f) “Home education” means learning outside of the public or private school environment. It involves a commitment by a parent/guardian to oversee his/her child’s educational development.
- (g) “Home” means a place where the child is educated outside the traditional school setting. The term "home" is not necessarily limited to a house. For most families, their home schooling involves being out each day, learning from the rich resources available in their community, environment, and through interactions with other families who home educate. Home education is conducted primarily by the parent/guardian or other person who has custody of the child or nonpublic school instruction provided in the child's home.
- (h) “Home education provider” means a parent who is educating his/her child at home and controls the child’s education. Delegation of control to either a private school program or fee-based classes held outside the home for core subjects reclassifies the parents/guardians as something other than home education providers, at least in relation to the child/children involved in said program or classes.
- (i) “The Virgin Islands Summative Assessment Tests” means: The end-of-year Smarter Balanced Summative Assessments in English/Language Arts and Mathematics.

Section 84-2 Notice of Intent

(a) Parents/Guardians who desire to home school their children shall file a *Notice of Intent for Home Education* with the Commissioner of Education on forms provided by the Commissioner. The Notice of Intent for Home Education must be completed on an annual basis at least 10 days before home education begins.

(b) A completed *Notice of Intent for Home Education* form shall include, but not be limited to:

- (1) the name of parent(s)/guardian(s),
- (2) their physical and mailing address, emails and contact telephone numbers for all persons listed,
- (3) the name(s), age(s), & grade level(s) of each student who will participate in the home school program,

(c) Parents/guardians shall complete the Department of Education's student withdrawal process and provide proof of such withdrawal as part of the Notice of Intent for Home Education.

(d) The Notice of Intent for Home Education shall be kept the Department of Education as part of a student's permanent record.

Section 84-3 Application Review and Approval

(a) The Commissioner of Education shall appoint a designee who will receive, review, and forward Approved/Disapproved Notices of Intent for Home Education to the Virgin Islands Board of Education, the Superintendent of Schools, the Division of Curriculum and Instruction, and the parent/guardian.

(b) The Commissioner shall notify the parent/guardian of approval/disapproval of the Notice of Intent for Home Education no later than 15 calendar days after the receipt of the Notice of Intent. A copy of the Home Education Policy should be enclosed with the response. A letter of explanation shall be enclosed if there is cause to disapprove an intent document.

(c) The Commissioner of Education shall require the parent/guardian to produce educational records, if it is determined that the student's Home Education is not in compliance with the guidelines established by law.

Section 84-4 Report to the Board

The Department of Education shall provide a list of all applicants to the Board of Education at the end of every semester.

Section 84-5 Home Education School Year and Education Hour Requirements

The Home Education school year shall be determined according to the Department of Education's public school calendar. Each home education program shall provide for a minimum of 1080 hours of for each child.

Section 84-6 Home Education Instructional Plan

- (a) Each child shall be provided with an instructional plan by the Home Education Provider/Instructor prior to the start of the school year. The scope of the instructional plan shall include, but not be limited to:
 - (1) Name of teacher(s),
 - (2) Qualification(s) of teachers
 - (3) Subject(s) to be taught,
 - (4) Days of instructional contact,
 - (5) Hours per day of instructional program, and
- (b) Teacher's method of assessment shall include various levels of evaluation.

Section 84-7 Home Education Plan Curriculum

The home education program shall include but not be limited to the following subjects:

- (a) Primary level education: Reading, language arts, mathematics, science, social studies, and electives.
- (b) Secondary level education: English, mathematics, science, Virgin Islands culture & history, physical education, foreign language & digital literacy

Section 84-8 Testing and Annual Review

- (a) The Virgin Islands Summative Assessment Test(s) must be given in grades 3, 5, 7, and 11. The test will be administered at a location designated by the Department of Education. Results will be provided by the Department of Education to the parent or guardian of record.
- (b) The review shall occur in the major subjects required for promotion as indicated in the promotion/retention policy. Major subject department chairpersons shall be available to confer with principal, counselor, student, and parents/guardians.
- (c) An annual review of the student's record and progress will be conducted by a Department of Education representative.
- (d) If assessment scores or the composite scores for the student is below proficiency level, or the child is judged not to be making progress, the Department of Education will advise the parents/guardians to seek help to enhance the student's skills.
- (e) All students requesting re-entry into the public school system shall be tested for placement purposes.

Section 84-9 Student Portfolio

Each home education provider/instructor shall submit to the Department of Education a student portfolio by July of every school year. Written notification will be provided to parents by the Department of Education for submission date.

(a) The student portfolio should include a log of educational activities by date, samples of work in the curriculum areas to include, but not be limited to, writing samples, worksheets, workbooks, pictures of projects with description of the tasks, and evaluations.

(b) The portfolio shall be preserved by the parent/guardian during all years of home education and be made available for inspection by the Virgin Islands Department of Education.

Section 84-10 Provision of Home Education Resources

Books, curriculum & assessment tools are the responsibility of parents/guardians. Upon review by the Department of Education, the Department may provide resources to remediate or provide enrichment.

Section 84-11 Graduation Regulations Compliance

High school students must comply with the Virgin Islands Board of Education's graduation requirements as prescribed in its rules and regulations.

Section 84-12 Record Keeping

(a) The district shall keep a file of yearly approved/disapproved list of Intent for Home Education.

(b) A copy of the home education notification should be placed in the student's cumulative folder and the child should be listed as withdrawn or re-entry.

(c) A copy of the home educator's academic credentials must be kept on file.

(d) Home education approved date and withdrawn or entry information must be sent to the Registrar in the student's respective school district.

Section 84-13 District Requirement and other Compliance

(a) Students in a Home Education program shall follow the District's registration, enrollment or withdrawal procedures, where applicable.

(b) Home Education students transitioning to the public school system must meet the requirements established for Virgin Islands' public schools (e.g., immunization, graduation credits, assessments, grade point average, etc.)

Approved by the 17th Virgin Islands Board of Education on the 2nd day of April 2016.



Chairman



Secretary

**Home Education Application Form
(Complete one form for each child)**

Date: _____

Notice of Intent for Home Education

Part A.

Name of Student _____ **Date of Birth** _____

Physical Address _____

Mailing Address _____

Email _____

Contact numbers Home: _____ **Cell:** _____ **Other:** _____

Current Grade Level: _____

School Last Attended (Public or Private) _____

Reason for withholding student from public school education:

Part B. Academic program (list subjects)

The minimum recommended number of home education hours is 1080.

Home education instructor's method(s) of assessing student's progress:

Parents/Guardians utilizing home education of other persons and/or entities must review business licenses and other practices before accepting terms and conditions of services to be rendered.

Part. C. Academic Review

- An annual academic review must be done in accordance with the Department of Education’s school calendar year, and may include a student/parent/guardian interview.
- The student’s home education portfolio must be submitted to the Department of Education upon notification and request.
- The Virgin Islands’ Summative Assessment Test(s) must be given in grades 3, 5, 7, and 11. The test will be administered at a designated location by the Department of Education. Results will be provided by the Department of Education to the parent/guardian of record.

Part D. Confirmation & Signature(s)

Whereas, I am the legal parent/guardian of _____, I do herein acknowledge and accept full responsibility for the education of my child in accordance with the requirements of Virgin Islands Law VIC Title 17, §84. I affirm that the information provided in this form and its supporting documents are true and accurate.

Parent/guardian’s signature (print & sign) _____ Date _____

Physical address: _____

Mailing address: _____

Email address: _____

Contact number: _____

Parent/guardian’s signature (print & sign) _____ Date _____

Physical address: _____

Mailing address: _____

Email address: _____

Contact number: _____

SUBSCRIBED AND SWORN to before me
on this _____ day of _____ 20__.

Notary Public

Do Not Write Below This Line. For Official Department Use Only.

Approved _____

Disapproved _____

Signature _____ Date _____

Commissioner of Education

cc: VI Board of Education
District Superintendent

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DRAFT

AUTHORITY OF BOARD TO PRESCRIBE RULES AND REGULATIONS

The Virgin Islands Board of Education is authorized and has jurisdiction to prescribe general regulations to do anything necessary for the proper maintenance and operation of the public schools of the Virgin Islands by virtue of Virgin Islands Code, Title 17, Section 21. It is more specifically authorized, pursuant to Section 91, to prescribe rules and regulations in order that the Commissioner of Education may expel from public school any pupil guilty of gross misconduct, persistent disobedience, having bad habits, or being in a physical condition detrimental to the best interests of the school.

Each regulation adopted by the Board must be within the scope of authority conferred and in accordance with standards prescribed by other applicable provisions of law. Accordingly, the Board is guided by the general legislative mandate contained in Title 17, Section 761 *et seq.* that conflict resolution education be incorporated into educational programs and student centered processes be learned and utilized by every member of the school community, including librarians, teachers, counselors, students, principals, and parents.

SCOPE OF DISCIPLINARY AUTHORITY TO BE EXERCIZED

In accordance with the Virgin Islands Code, principals and teachers have the right to exercise the same authority, as to conduct and behavior over pupils attending their school as do parents, guardians, or persons in a parental relation to such pupils. This authority is to be used as set forth in the policies and rules and regulations of the Virgin Islands Board of Education as well as the rules and regulations of the Department of Education and the particular school.

This authority extends beyond the school itself. It is allowed to be exercised off-campus to and from school and at school sponsored activities where school personnel are in charge of students.

School personnel have only that part of parental powers necessary for the conduct of the school operations which ensures the health, safety and welfare of students: the use of such authority should be governed by the requirements of reasonableness and restraint.

The authority to be exercised pursuant to this policy is for the purpose of providing schools officials with the tools they need to carry out their duty to maintain a safe educational environment that is conducive to learning in furtherance of the operation of the school.

Where and When the Rules and Regulations Apply

- In school and during school hours
- Before and after school, while on school property
- While traveling on vehicles funded by local or Federal monies
- At all school sponsored and approved events
- On other than school property when such behavior can be demonstrated to negatively affect the educational process by endangering the health , safety , morals or welfare of the school community

THE PHILOSOPHY OF THIS POLICY

The Virgin Islands of Board of Education prescribes these rules and regulations to support the students and schools in attaining academic achievement goals, social growth and career development. Preventative, restorative, fair and non-discriminatory rules and regulations are required to enhance the public education process. All practices of school management and class sites must be based on democratic rights, responsibilities, legal and judicial actions.

School Discipline shall promote rights, regulations and behavioral expectations to maintain safe, orderly, and proper disciplinary responses in educational environments.

These rules and regulations must support:

- *Student rights & responsibilities
- *Social conduct with responsive counseling
- *Intervention, Prevention & Restorative Decision-making strategies & actions
- *Appropriate responses and referrals for inadequate attendance, punctuality, social behavior, appearance and traumatic situations.

This policy advocates the use of restorative counseling versus emphasis on suspensions, expulsions, and any other punitive actions which deny access to educational opportunities.

GOALS OF THE POLICY.

Virgin Islands schools are expected to prepare students to become productive lifelong learners through positive social interaction and career development in global atmospheres. Learning about the culture of the Virgin Islands, diversity and social skills are critical academic components to promote beneficial outcomes. Students and other stakeholders have rights and responsibilities that must be respected in public education. Every school is expected to promote a welcoming environment where students, personnel, parents and other stakeholders trust and feel comfortable to visit, express opinions, and address academic goals or violations of the Student Discipline Policy.

Goal 1. Attendance & School Participation - schools shall stress regular and consistent school participation. Written notices are required when absence occurs.

Goal 2. Drug Free Programs -schools shall encourage reduction & elimination of the use of alcohol and tobacco. The use of controlled drugs shall not be permitted unless supported by legally authorized documents.

Goal 3. Health & Safety Concerns -schools shall require persons engaged in school functions or programs to use safe, healthy & protective measures. Concerns about communicable, biological, media, technological and violent distractions are considered serious threats to the welfare of all persons.

Goal 4. Correction of Negative Behavior- schools shall expect each student, parent and public education service provider to act responsibly by providing strategies for preventative and restorative actions.

SECTION 1 PARENT RIGHTS & RESPONSIBILITIES

Philosophical Approach

The Virgin Islands Board of Education recognizes that you as a parent or guardian are our most important partner in your child's education. Your involvement is considered essential to your child's educational success. We urge you to understand and exercise your rights and responsibilities.

Parents/Guardians Rights:

- To receive regular reports of academic progress and attendance, as well as reports of times when your child is removed from the classroom as a means of discipline
- To request a conference if you believe that a school staff member has violated laws or school discipline policy
- To receive due process (a hearing) before receiving consequences for action
- To be given the reason for disciplinary action orally and in writing
- To file a complaint if your child has been discriminated against or harassed in any way.
- To be given information about the appellate process
- To appeal disciplinary actions such as expulsion and/or suspension

Parents/Guardians Responsibilities:

- To know the discipline policy and guidelines as stated in the handbook
- To discuss the discipline guidelines with your child and encourage compliance
- To inquire what happened
- To inquire who was harmed or affected by the behavior
- To inquire what needs to be done to make things right?
- To help determine how individuals can behave differently in the future ?

SECTION 2. STUDENTS RIGHTS, RESPONSIBILITIES & CODE OF EXPECTATIONS

Philosophical Approach

The Virgin Islands Board of Education (VIBOE) seeks to protect the rights of all its students and service providers through a progressive educational process commensurate with students' abilities, interests, values and life goals by safeguarding their health, safety, and rights.

The Board recognizes that the task of training and educating youth must be shared by all members of the school community: students, faculty, administrators and parents: who must bear the responsibility of supporting the policies, rules and regulations of the Virgin Islands Board of Education and adhere to the integrity of the educational process as administered by the Virgin Islands Department of Education. Schools shall create an atmosphere that make students aware of their rights and responsibilities and that students' rights are protected.

Students Rights:

- To receive free high-quality public education
- To be safe at school
- To be treated fairly, courteously and respectfully
- To bring complaints or concerns to the school principal or staff for resolution
- To receive due process (a hearing) before receiving consequences for action
- To be given the reason for disciplinary action orally and in writing
- To be given information about the appellate process
- To express opinions, support causes, assemble to discuss issues and engage in peaceful and responsible demonstrations

Students Responsibilities

- To read and know the Student Discipline Policy
- To abide by the Student Discipline Policies, rules and regulations as given by the school, principal, teacher and other staff members.
- To attend school daily and punctually, be prepared for class and to complete class and homework assignments to the best of his/ her ability
- To keep parents informed of school - related matters, including progress in school , social and educational events
- To ensure that parents receive all materials and information transmitted by the school
- To express yourself in speech, writing, and other modes of expression, including electronic devices in a manner which promotes positive reflection, cooperation, and does not interfere with the educational process
- To report to school staff any dangerous behavior including bullying which is occurring or has occurred at school, on the way to and from school or in the community that endangers the health and welfare of students
- To keep the campus safe and free of weapons, illegal drugs , alcohol and other controlled substances by bringing only materials authorized by school educational sites.
- To treat everyone in the school community with respect

- To respect school property, community property and the property of others. Additionally, to maintain materials, textbooks and other school equipment in an acceptable condition.
- To provide the school with appropriate documentation indicating reason(s) for absences.
- To make up class work within a reasonable amount of time when there is an excused absence.
- To adhere to guidelines established for dress and school related attire for classes, laboratories, shops, gymnasium, etc.
- To be appropriately dressed for school as determined by the uniform code.

Students Code of Expectations

As a caring and responsible student in the Virgin Islands public school system, it is the Board's expectation that you shall use democratic decisions making and resolution strategies by completing the following:

- Ask for help if needed
- Participate in student, school & community activities to represent the best educational practices
- Communicate openly with parents, teachers, and staff
- Find opportunities to help adults, other students and friends
- Use non-confrontational methods to resolve conflicts
- Obey rules and avoid bad, hostile, or illegal situations
- Stand up for yourself and others, be a good role model
- Encourage others to be good role models
- Reflect dress and overall appearance to meet the basic standards of health, safety, cleanliness & decency established by the school uniform code.
- Wear items which do not promote or represent drugs, alcoholic or tobacco products, gang membership or gang violence
- Practice to safeguard & take care of school property
- Complete your schoolwork, homework, and projects to the best of your ability at all times
- Provide honest and factual information to assist with establishing and telling the truth.

- Develop good friendship skills & avoid anti- social & bully techniques
- Exhibit pride in yourself , your school , and your team. Reject intimidation from others.
- Demonstrate confidence in yourself and your academic ability. Share your educational talents with the community
- Provide leadership which encourages fellow students to follow established school policies and practices

SECTION 3. SCHOOL PERSONNEL RIGHTS & RESPONSIBILITIES

Philosophical Approach

School personnel are responsible for creating a school climate and culture that is receptive and informative. All personnel shall model educational values, commitment to instructional programs, and professional ethics to influence positive relationships with parents, colleagues and community members. The outlook of school personnel shall be to promote student learning, motivation, conduct and development for career, college & worldwide choices.

There are many types of school personnel at public schools. All persons employed by the Virgin Islands Department of Education are expected to act as professional representatives for public education programs. Each and every school employee must contribute to effective school operations.

School Personnel Rights

School personnel should be respected by all stakeholders for their roles and responsibilities in the learning environment. Critical employees are expected to participate in student decision- making that impact the students' yearly progress.

- All employees should expect a safe and healthy environment
- Adequate materials, resources and consistent access to instructional technology should be available.
- Opportunities for professional development should be available.
- Community stakeholders are expected to comply with, security routines, procedures, and visiting guidelines as stated by personnel.

- School personnel should request that community members wear and display visitors' pass at all times
- School personnel should have access to current contact and relevant information to assist with decision- making

School Personnel Responsibilities

Schools are required to:

- Communicate the vision, mission and purpose of the learning program
- Comply with rules and regulations of the Virgin Islands Board of Education
- Demonstrate prompt handling of school related matters. Support the academic growth and social development of all learners
- Respect students' rights for privacy & confidentiality
- Receive all stakeholders in a professional and business-like manner
- Establish a relationship between home, school and community that is positive, responsive and informative .
- Develop , distribute, and practice procedures which ensures the safety and well-being of all students, parents , staff, and visitors in the educational environment
- The use of abusive and profane expression in the workplace is deemed unprofessional
- Dress in a manner which supports professional learning initiatives
- Report crimes, inappropriate, and disruptive behavior
- Establish relationships with students which encourages respect for their rights and assist them in making safe, legal, and responsible decisions
- Use books, materials and curriculum initiatives based on the Virgin Islands Code.
- Keep abreast through professional development, publications and in services activities
- Provide for instruction and guidance in areas such as, conflict resolution, problem solving , problem ownership, and restorative justice
- Develop and maintain codes of conduct which are conducive to classroom management , and safety requirements for school wide implementation
- Take necessary measures and precautions to protect students and staff from unsafe equipment and hazardous conditions,

- Evaluate operations, student progress , behavioral issues and school performance on a regular basis
- Be available for educational conferences. Provide notice of time, place, and type of meeting as part of the conference details
- Be proactive and assist with crisis and escalating situations

SECTION 4. INFRACTIONS AND DISCIPLINARY RESPONSES

All members of the school community - students, school personnel and parents must know and understand the standards of behavior which all students are expected to live up to. They must also understand the consequences of the standards if their behavior is harmful, disruptive, or criminal.

Student Discipline Philosophy

The Virgin Islands Board of Education is committed to ensuring that our schools are safe and orderly environments in which teaching and learning take place everyday. A safe and supportive school depends upon the efforts of all members of the school community - teachers, students, administrators, parents, counselors, social workers, safety personnel, related service providers, cafeteria , custodial, maintenance and bus staff- to treat one another with mutual respect.

School culture and climate have a profound impact upon students' academic progress and their relationship with peers and adults. Every School is expected to promote a positive school culture that provides students with a supportive environment in which to grow both socially and academically. Based on the mission, vision and goals of the Virgin Islands Board of Education the philosophy of this section is to have the Virgin Islands Public School System adopt and integrate Restorative Justice Practices as an alternative process for addressing infractions and disciplinary responses.

Restorative Justice Definition

Restorative Justice refers to a philosophy that seeks to understand and repair the harm that was done in a given situation. It is a method of bringing together the parties who identify as stakeholders in a discussion of the harm that focuses on the needs of the victim, offender and school community and what is to be done to repair the situation.

Schools integrating restorative justices practices must evaluate the total circumstances surrounding the conduct before determining how best to address inappropriate conduct. The following indicators must be considered prior to determining the appropriate and final disciplinary measure:

- the student's age ,level of maturity and special needs
- the student's disciplinary record (including the nature of any prior misconduct, the number of prior instances of misconduct and the disciplinary and guidance intervention measures applied for each)
- the nature , scope and severity of the behavior
- the circumstances / context in which the conduct occurred
- the frequency and duration of the behavior

- the number of persons involved in the behavior
- the student's IEP (Individualized Education Plan) , (Behavioral Intervention Plan) and 504 Accommodation Plan, if applicable.

Restorative Justice Practices are characterized by four specific interactions in school related settings.

1. **Encounter:** Provide opportunities for students (victims, offenders and community members) who want to do so to meet to discuss negative behavior or conduct and the aftermath of a problem.
2. **Amends:** Expect student-offenders to take steps to repair the harm they have caused.
3. **Reintegration:** Seek to restore students-victims and offenders to whole, contributing members of school or society.
4. **Inclusion:** Provide opportunities for students or parties with a stake in a specific negative behavior or conduct to participate in its resolution.

Student engagement is integral to creating a positive school culture and climate that assist students' social/emotional growth and academic achievement. Providing students with multiple opportunities to participate in a wide range of pro-social activities and, at the same time, bond with caring, supportive adults and community can help reduce and prevent negative behaviors.

Restorative Justice Practices

*Victim Offender Mediation -

1. Involves meetings between the victim and offender facilitated by a trained mediator. With the assistance of the mediator, the victim and offender begin to resolve the conflict and to construct their own approach to achieving justice in the face of their particular crime.
2. The offender's participation is usually characterized as voluntary as well, although it should be recognized that offenders may "volunteer" in order to avoid more onerous outcomes that would otherwise be imposed.
3. The outcome of the mediation must be documented, dated and signed by all participations.

School requirement: The DOE must train 3 staff members to be official mediators.

*Conferencing

1. School based conferencing programs can be used for victim-offender reconciliation/ or mediation .They must involve school based team members, the victim and offender in an extended conversation about the conduct and its consequences.
2. Conferencing programs can include the participation of families, community support groups social welfare officials and attorneys in addition to the victim and offender
3. The outcome of the conference must be documented, dated and signed by all participants.

• **Circles**

1. Circles provide a space for encounter between the victim and the offender, which allows for realistic discussion about the issues that caused the harm or conduct.
2. It can involve the community in the decision making process: the community participants may range from justice system personnel to anyone in the community concerned about the conduct
3. Everyone present will be given a voice in the proceedings.
4. Participants typically speak as they pass a “talking piece” around the circle.

5. The process is value driven. Primarily, it is designed to bring healing and understanding to the victim and the offender.

6. The outcome of the circle must be documented, dated and signed by all participants

School requirement: school personnel must be trained to facilitate circle discussion

- [Victim assistance](#)

1. The school may refer students to victim assistance programs to address specific material ,physical , and psychological needs within 3 business days

2. Students- victims experiencing crime, physical and psychological trauma related to the crime may have difficulty attending school & daily responsibilities.

3. The school shall evaluate student- victims academic, social or peer activities to determine whether assistance is needed

4.

54The notification of the referral shall be documented, dated and signed by all participants.

School requirement - qualified school personnel must be trained to initiate timely services from within the community. Documentation of length of services, quality of services must be maintained

- [Restitution](#) hearing.

1• Restitution is an "Act of restoring; restoration of anything to its rightful owner; the act of making good or giving equivalent for any loss, damage or injury; and indemnification"

2. Restitution can embody both monetary payments and in-kind services to the victim

3. Restitution hearings may be held if the school is considering using this strategy: repairing the relational harms, in-kind service or financial amount or cost suffered by the interested parties

4. The restitution hearing must document the cost or amount lost by the parties

5. The ability to provide monetary restitution, in-kind service or other means must be determined and explained to all parties.

6. Restitution serves to commemorate the gesture of reparation and acknowledgment of wrongdoing, the offender must personally acknowledge and account for the offense or harm.

7. Restitution is a sanction and must be documented: regarding amounts, payment period, method of payment, delivery and end of terms. All interested parties must sign off on agreement.

School requirement - a school administrator or designee must determine terms of restitution agreement.

- [Community service](#)

Legal definition of community service for Virgin Islands public school system

AED- responsible for Definition of Community Service

Community Service Definition

Community Service is a service that a student performs outside of school that is for the benefit of the local community. It is intended to expose students to civic engagement and to broaden their educational and social development, in keeping with the Virgin Islands Board of Education mission to promote the transformation of public education through “comprehensive community engagement,” and with our vision “To ensure that each child is provided the best quality education which promotes our history and culture, guarantees academic achievement and builds strong communities.”

Community Service Credit and Approval

Community service activities and credit must be approved by the school principal and must be organized by the school or the school in collaboration with other organizations. Community Service activities should include activities that are humanitarian in nature and strive to better the community.

School based and Curriculum Based Activities

Community service Activities are not curriculum based. Curriculum based activities has a classroom instruction component. Activities that are school based such as drama productions, school band productions, and athletic activities cannot be counted as community service activities.

1. Community service provides an opportunity for the offender to see first-hand the indirect injuries caused by his/her offense.
2. The offender must provide constructive & proactive means of repairing the injuries caused by his/her conduct with the potential to improve the offender's overall sense of self-worth
3. The offenders' services can be a tremendous resource to governmental, school and non-profit organizations
4. The emphasis of community service is not on punishment nor on rehabilitation; rather, it is on accountability and taking responsibility for decision making.

Glossary for Student Discipline Policy

Academic learning time- time spent in learning environment where students are actively engaged in performing academic tasks

Accountability - holding students, teachers, or school responsible for is taught and learned

Affective domain- learning concepts (Bloom's Taxonomy) concerned with values, attitudes, feelings & emotions

Alternative placement- placing students in least restricted environment so educational goals continue ex. Alternative school, online /Plato , credit recovery, homeschooling etc.

Antecedents- history of events, circumstances, actions, causes which produced unacceptable behavior

Appeal - ability of person to request hearing to discuss accusation, charge, situation so fair decision , judgment or ruling is provided

Baseline data-initial level of performance set to compare or analyze other behaviors or performance with

Behavior learning theories- learning theories that provides changes in observable behavior or the way persons act in specific situations

Behavior modification - Shaping/ changing behavior by providing consequences, varying outcomes or rewards that follow the targeted behavior

Classroom management - the process of conducting the class, program or event with organization, structure, parameters that reduces behavior problems, distractions or disruptions

Collaborative consultation- to willingly cooperate with others to accomplish a goal

Contingency contracts- system in which formal written agreement/s between student & teacher are established so student/s receive specific rewards, grades, gains , etc.

Corporal punishment -punishment inflicted on a person by use of striking, hitting , etc.

Critical thinking & decision making- the ability of the students to analyze situations, using objectivity ,consistency & legal factors to make the best decision .

Data collection - comprehensive gathering of information, facts, materials organized in system for decision making

Deviant behavior - behavior that moves away or is different to acceptable standards or rules

Delinquency - breaking or not following laws by individuals or students who are not considered adults

Disabled- the inability to do, perform or address specific objectives

Discipline- activity, exercise, or a regimen that develops or improves a skill; training; punishment inflicted by way of correction and training; behavior in accord with rules of conduct; behavior and order maintained by training and control

Due process-the opportunity to have fundamental rights, procedures and the administration of the law provide for a person

Empathetic listening- listening to understand the feelings, experiences, or what the person is responding to

Engaged time- actual time persons/students are engaged in purposeful, productive & performing

required tasks

Exclusion - the act of removing person from program, not including or limiting services

Expulsion- expelling , removing from formal education programs

Goals- efforts towards achievement of certain objectives

Hearing - meeting provided to listen to & discuss school related case

IDEA- The Individuals with Disabilities Education Act (IDEA) is a law ensuring services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education and related services to more than 6.5 million eligible infants, toddlers, children and youth with disabilities.

Incentive system - measures used to encourage persons to perform at high and acceptable levels

IEP- Individualized Educational Plan - plan written to address student's needs, goals, instruction , behavior ...

Jurisdiction- the right , power or authority to govern or provide control over specific areas

Model-method or standard for acting, doing, or representing behavior

Motivation -ability to act based on inducements

Objectives- goals, targets, purpose that one tries to achieve or attain

Peers- person who is one's equal in rank, age, qualifications or group

Positive reinforcement – occurs when a motivating or reinforcing stimulus is presented to a person after the desired behavior is exhibited, making the behavior more likely to happen in the future.

Negative reinforcement occurs when a certain stimulus (usually an aversive stimulus is removed after a particular behavior is exhibited.

Reinforcement theory is the process of shaping behavior by controlling the consequences of the behavior. In reinforcement theory a combination of rewards and/or punishments is used to reinforce desired behavior or extinguish unwanted behavior

Punishments- severe penalty, handling or treatment for offense or as a consequence

Relationships- the way in which two or more people or organizations regard and behave towards each other or the state of being connected

Reality theory approach that focuses on problem solving and making better choices in order to achieve specific goals. This theory focuses on the here and now rather than the past.

Rehabilitative – restore to good health or useful life, as through therapy and education

Responsibility – duty or task that you are required or expected to do something that should be done because it is morally right or legally required

Restorative- that which is efficacious in restoring consciousness or health; that which restores

Rigor- not intended to be harsh, rigid, or overly prescriptive but that are stimulating, engaging and supportive (learning environments)

Relevance- concept of one topic being connected to another topic in a way that makes it useful to consider the first topic when considering the second

Target behavior – any behavior that has been chosen or targeted for change. Target behaviors should be positive

School climate – refers to the quality and character of school life as it relates to norms and values, interpersonal relations and social interactions, and organizational processes and structures

Self-discipline- the ability to control one's feelings and overcome one's weaknesses; the ability to pursue what one thinks is right despite temptations to abandon it

Social development- involves learning the values, knowledge and skills that enable

Student -centered curriculum- an approach to education focusing on the needs of the students, rather than those of others involved in the educational process, such as teachers and administrators

Suspension- a temporary prohibition or exclusion, as from attending school or enjoying privilege, especially as a punishment.

Teacher effectiveness- is a method used in the school system that uses multiple measures of assessments including classroom observations, student work samples, assessment scores and teacher artifacts, to determine the impact a particular teacher has on student's learning outcomes.

Wrap around services is a philosophy of care with defined planning process used to build constructive relationships and support networks among students and youth with emotional or behavioral disabilities and their families.

Due Process in Student Discipline:

SUSPENSION & EXPULSION

Students are expected to conform to the ordinary rules of the school , community , and the Code of Student Conduct as stated in the _____

When an infraction is committed that requires disciplinary action, the student involved will receive notice that specific action has been taken place within 3 business days.

No pupil may be suspended unless:

1. The pupil is given oral or written notice of the charges against him;
 2. The pupil is given an oral or written explanation of the facts that form the basis of the proposed suspension; and
 3. The pupil is given an opportunity to present his version of the incident.
1. Students have the right to appeal any disciplinary action taken against them within__ business days of receipt of intent for disciplinary action at the school level
 2. Appeals must start at the school level and procedure upward to DOE officials.

Suspension and expulsion are disciplinary measures involving exclusion from school. Short-term suspension is an exclusion from school for ten (10) days or less. Long-term suspension is an exclusion from school for more than ten (10) days but not more than ninety (90). Expulsion is exclusion from school for not more than twelve (12) months. Expulsion and long-term suspension are referred to the commissioner of education's level. Appeals may be made to the Virgin Islands School Board within ____ days of the decision.

School RE- ENTRY Guidelines or Support for Students Transitioning from Suspension
Expulsion Needed

IN SCHOOL SUSPENSION GUIDELINES NEEDED

**GOVERNMENT OF THE VIRGIN ISLANDS
VIRGIN ISLANDS BOARD OF EDUCATION**



Reframing of Electronic Communication Device Policy

LAW & STATUTORY Information -
this section needs a legal introduction for Board attorney

INTRODUCTION

The Virgin Islands Board of Education provides this policy regarding the use of Personal Electronic Communication Device in schools to facilitate environments that support learning and the exchange of ideas.

The Department of Education shall implement the use of personal electronic communication device regulations to support digital literacy , exposure to technology and creative , analytical and critical thinking .

Educational uses means :

Curriculum development, instructional programs , educational events, and activities for the purpose of academic learning and assessment programs.

SCOPE.

The Virgin Islands Board Of Education establishes the use of Electronic Communication Devices (ECD) policy which shall be implemented by the Department of Education for appropriate and acceptable technology use in public education.

This policy offers guidelines applicable to the use of electronic communication devices to include iPads, cell phone , and

DEFINITIONS.

A. Educational electronic communication devices shall be school owned , distributed and regulated devices for the purposes of teaching , learning and communicating by various formats : (audio, video, text, Internet or computer) to support and expand academic growth.

B. Personal electronic communication devices such as iPads, cell phones and computers may be used in school settings for audio, video or texts , which complies with the rules specified in the policy for electronic communication devices (ECD) .
Students shall be permitted to possess and use personal electronic communication devices as regulated by the school or as directed by the school, a teacher or course instructor for educational purposes

C. Students must receive written notification and approved authorization to use personal electronic communication devices from the school's administration.

USE OF ELECTRONIC COMMUNICATION DEVICES IN THE CLASSROOM Section 1.0

Types of devices The following devices: Ipad, cell phone, computer may be considered as an educational option in the school setting.

Section 1.1 Prohibited use of devices

The following personally owned devices : IPads, cell phones and computers are prohibited for use unless directed and authorized for use by the school or teacher.

Section 1.2 Use of devices during examinations The use of any electronic device/ s during examinations , other than those authorized by the school or teacher in charge of the testing is strictly prohibited.

Section 1.3 Use of personal devices for testing All personal electronic devices shall be turned off (not vibrate) and not used during ant test or examination period. During the test or examination period all personal electronic devices shall be stored in secured place and not visible on desk.

Section 1.4 Disruptions of Internet services Students may access the Internet during class sessions for teacher directed and authorized class related purposes. The Department of Education controls the internet connectivity in the classroom and may elect to " turn-off" the network as necessary during class time or also restrict student passwords for wireless connections.

Section 1.4 Students with disabilities or exceptional needs Students with disabilities or exceptional needs , who require assistive technological devices for their day to day functioning in the academic setting : are to coordinate the use of electronic devices during class sessions with their teacher. The need for electronic devices shall be stated in the individual educational plan (IEP) .

Section 1.5 Use of electronic devices during test for students with disabilities Students with disabilities or exceptional needs : who require electronic devices to complete tests and other examinations shall inform the class instructor in writing at the beginning of the course (as stated in IEP) .

2.0 Procedures and Reactions

Registration and approval of personal electronic devices

Students requiring use of personal electronic communication devices such as IPads , cell phone and computer must request and complete Use of Personal Electronic Communication Device Form during the school orientation period .

*Each type of device must be listed with identifying device numbers *The parents/guardians must be available to affix their signature to the Use of Personal Electronic Communication Device Form

* Parents/ guardians and students must sign the commitment form indicating that they will comply with school rules and regulations for use of personal electronic communication device as part of the learning process

2.1 Adherence to school rules for use

A. Students enrolled in courses are expected to adhere to and comply with the appropriate and acceptable use for Department of Education electronic communication devices and personal electronic communication devices .

B. Individuals using , tampering, or damaging technologies without teacher approval and appropriate school authorization shall be subject to disciplinary and or legal action.

C. The student may also face penalties for academic dishonesty based on the student discipline policy .

2.2 Progressive discipline for unauthorized actions Students participating in unauthorized use of electronic device for activities not related to learning experiences related to school sanctioned assignments are subject to : verbal warnings, confiscation of personal devices, parent notification, administrative referrals, and other punitive measures .

Students using technology without the teacher's approval and appropriation are subject to disciplinary actions.

2.3 Parent Notification

7. Parents shall be advised in writing when Department of Education electronic communication devices or personal electronic device privileges have been denied.

2.4 Emergency Contact

1. The Virgin Islands Board of Education understands that students may have personal emergencies and need to receive pertinent information.

2. All student contact for emergency situations must use the school's main office as a contact point.

3. Students and parent/ guardians must be familiar with the school 's contact telephone numbers

4. School and staff members shall expeditiously provide emergency information to students and document details of emergency situations .

UNITED STATES VIRGIN ISLANDS

BOARD OF EDUCATION

GENERAL ORDER

NO. 01 /2016

The Virgin Islands Board of Education ("Board") is authorized to prescribe general regulations and orders to do anything necessary for the proper establishment, maintenance and operation of the public schools of the Virgin Islands, pursuant to Virgin Islands Code Title 17 Section 21. Further, these orders may be directed to the Commissioner of the Department of Education for enforcement.

The purpose of this Order is to clarify Sections 2.3 and 2.4 of the Virgin Islands Board of Education Elementary Level (Grades K-6) Promotion and Retention of Students and Grading System Requirements ("PRSGSR"). During a meeting of the Policies Rules and Regulations Committee of the Board, comments were received from the members of the staff of the Department of Education ("Department") concerning the inconsistent application of sections 2.3 and 2.4 of the PRSGSR. In considering promotion of students from grade level fourth to sixth, some teachers determine promotion decisions based on an overall average of items on the checklist while others base it on meeting the minimum requirement for each item on the checklist. For promotion of students from the sixth grade to junior high school, some teachers use an overall average of the scores achieved for each subject while others require the minimum score be met for each subject.

Section 2.3 of the PRSGSR reads as follows:

PROMOTION FROM FOURTH THROUGH SIXTH GRADE

Promotion from grade to grade shall be based on completion of at least 70% of the skills checklist for each grade level and a minimum score of 70% on the competency readiness exam for each grade level.

Section 2.4 reads as follows:

PROMOTION FROM SIXTH GRADE TO JUNIOR HIGH

Promotion from sixth grade shall be based on the completion of at least 70% of the skills checklist for sixth grade in reading, language arts, mathematics, science, social studies, health and computer science, and a minimum score of 70% on the exit Examination which covers reading, language arts, mathematics, social studies and Spanish.

In discussing the checklist of skills, the PRSGSR provides in pertinent parts of Section 4.0 as follows:

Every teacher shall keep a student folder documenting the progress and skills of each student. Classroom teachers shall utilize a variety of assessment tools and shall use an appropriate code to indicate the type of assessment approach being utilized. Teachers shall use a checklist of skills and/or concepts mastered during the school year. The student's folder shall be turned over to the next teacher who shall use the information to plan a successful learning program for each student."

Based on a plain reading, there is nothing in the PRSGSR that suggests students be promoted to the fourth through sixth grades according to a score of 70 percent for each area of the checklist. Moreover, there is nothing to suggest that students can have less than 70 percent in any subject and still be promoted to junior high. Teachers must base their grading on a checklist of skills. An overall average score of all skills combined determines whether a student meets the minimum requirement for promotion to either fourth, fifth or sixth grade. The same concept applies for promotion to the fourth grade, except the formula is used for each individual subject as opposed to the entire grade.

Based on this interpretation, the Department of Education shall utilize the following guidance in applying Sections 2.3 and 2.4 of the PRSGSR:

Section 2.3: Promotion from fourth grade through sixth grade is based on a 70% overall score for each grade level.

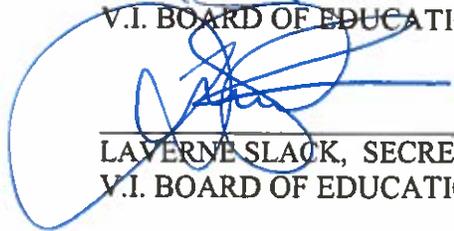
Section 2.4 Promotion from sixth grade to Junior high is based on 70% score for each subject, including reading, language arts, mathematics, science, social studies, health, and computer science.

Further, the Department must apply Sections 2.3 and 2.4 of the PRSGSR in conjunction with the guiding principles set forth in Section 1.0 of the Sections 2.3 and 2.4 of the PRSGSR including but not limited to subsection 1.4, which requires factors other than grades to drive promotion and retention decisions.

Attested to and approved for distribution by the 17th-Elected Virgin Islands Board of Education on the 28th day of May, 2016.



MARY MOORHEAD, CHAIRPERSON
V.I. BOARD OF EDUCATION



LAVERNE SLACK, SECRETARY
V.I. BOARD OF EDUCATION

**St. Croix District
Certification Status Report
2015/2016 School Year**

REQUEST: 1. Certified Professionals from October 1, 2015 to May 30, 2016.....73

- Provisional Certification.....0
- Initial Certification.....17
- Transitional Certification.....0

2. Report on School Certification Status by Subject Areas:

**St. Croix Central High School
Professional Staff Certification Status
2015/2016 School Year**

Total Educators.....62
Total Certified.....27

- English as a Second Language—2
- Fine Arts—3
- Foreign Language—4
- Language Arts—9
- Mathematics—10
- Physical Education—6
- Science—8
- Social Studies—10
- Special Education—10

Percentage Certified.....44%

**St. Croix Educational Complex
Professional Staff Certification Status
2015/2016 School Year**

Total Educators.....66
Total Certified.....36

- Fine Arts—4
- Foreign Language—4
- Language Arts—13
- Mathematics—12
- Physical Education—6
- Science—11
- Social Studies—9
- Special Education—7

Percentage Certified.....55%

**Arthur A. Richards Junior High School
Professional Staff Certification Status
2015/2016 School Year**

Total Educators.....29
Total Certified.....17

- Bilingual Education—1
- Fine Arts—2
- Language Arts—6
- Mathematics—4
- Physical Education—3
- Science—3
- Social Studies—3
- Special Education—7

Percentage Certified.....59%

**Elena L. Christian Junior High School
Professional Staff Certification Status
2015/2016 School Year**

Total Educators.....22
Total Certified.....12

- Fine Arts—1
- Language Arts—4
- Mathematics—4
- Physical Education—2
- Reading—1
- Science—4
- Social Studies—3
- Special Education—3

Percentage Certified.....55%

**John H. Woodson Junior High School
Professional Staff Certification Status
2015/2016 School Year**

Total Educators.....29
Total Certified.....19

- Bilingual Education—2
- Fine Arts—1
- Language Arts—4
- Mathematics—4
- Physical Education—2
- Reading—1
- Science—6
- Social Studies—5
- Special Education—4

Percentage Certified.....66%

**Alexander Henderson Elementary School
Professional Staff Certification Status
2015/2016 School Year**

Total Elementary Educators.....32
Total Certified.....26

Percentage Certified.....81%

**Alfredo Andrews Elementary School
Professional Staff Certification Status
2015/2016 School Year**

Total Elementary Educators.....37
Total Certified.....28

Percentage Certified.....76%

**Claude O. Markoe Elementary School
Professional Staff Certification Status
2015/2016 School Year**

Total Elementary Educators.....34
Total Certified.....27

Percentage Certified.....79%

**Eulalie C. Rivera Elementary School
Professional Staff Certification Status
2015/2016 School Year**

Total Elementary Educators.....31
Total Certified.....25
Percentage Certified.....81%

**Juanita Gardine Elementary School
Professional Staff Certification Status
2015/2016 School Year**

Total Elementary Educators.....25
Total Certified.....19
Percentage Certified.....78%

**Lew Muckle Elementary School
Professional Staff Certification Status
2015/2016 School Year**

Total Elementary Educators.....30
Total Certified.....22
Percentage Certified.....73%

**Pearl B. Larsen Elementary School
Professional Staff Certification Status
2015/2016 School Year**

Total Elementary Educators.....32
Total Certified.....22
Percentage Certified.....69%

**Ricardo Richards Elementary School
Professional Staff Certification Status
2015/2016 School Year**

Total Elementary Educators.....31
Total Certified.....24
Percentage Certified.....77%

**Day Adult Education Program
Professional Staff Certification Status
2015/2016 School Year**

Total Educators.....01
Total Certified.....00
Percentage Certified.....00%

**St. Croix Positive Connection Alternative Education Program
Professional Staff Certification Status
2015/2016 School Year**

Total Elementary Educators.....09
Total Certified.....04
Percentage Certified.....44%

**Youth Rehabilitation Center (YRC)
Professional Staff Certification Status
2015/2016 School Year**

Total Educators.....03
Total Certified.....02
Percentage Certified.....67%

**Theolinda Jacobs-Connor
 Certification Status Report
 2015/2016 School Year**

REQUEST: 1. Certified Professionals from October 2015 to May 30, 2016.....83

- Provisional Certification.....63
- Initial Certification.....19
- Transitional Certification.....01

2. Report on School Certification Status by Subject Areas:

**Charlotte Amalie High School
 Professional Staff Certification Status
 2015/2016 School Year**

Total Professionals.....	84
Total Certified	44
English 6	
Foreign Language 5	
Bilingual Education 4	
Mathematics 9	
Music 3	
Physical Education 2	
Science 7	
Social Studies 1	
Special Education 5	
Percentage Certified	52%

**Ivanna Eudora Kean High School
 Professional Staff Certification Status
 2015/2016 School Year**

Total Educators.....	53
Total Certified	23
English 6	
Foreign Language 1	
Mathematics 3	
Physical Education 3	
Science 2	
Social Studies 2	
Special Education 6	
Percentage Certified	55%

Addelita Cancryn Junior High School
Professional Staff Certification Status
2015/2016 School Year

Total Educators	48
Total Certified	22
English 1	
Language Arts 1	
Foreign Language 2	
ELL 1	
Bilingual Education 4	
Mathematics 3	
Music 1	
Physical Education 2	
Science 2	
Social Studies 3	
Special Education 5	
Percentage Certified	46%

Bertha C. Boschulte Middle School
Professional Staff Certification Status
2015/2016 School Year

Total Educators	37
Total Certified	19
English 3	
Spanish 1	
Mathematics 3	
Music 2	
Science 3	
Social Studies 4	
Special Education 3	
Percentage Certified	51%

Adult Education & Family Literacy Center
Professional Staff Certification Status
2015/2016 School Year

Total Educators	02
Total Certified	02
Mathematics/Science 1	
Language Arts 1	
Percentage Certified	100%

Julius Sprauve School
Professional Staff Certification Status
2015/2016 School Year

Total Elementary Educators25
Total Certified11
Percentage Certified44%

Leonard Dober Elementary School
Professional Staff Certification Status
2015/2016 School Year

Total Elementary Educators10
Total Certified07
Percentage Certified70%

Ulla Muller Elementary School
Professional Staff Certification Status
2015/2016 School Year

Total Elementary Educators28
Total Certified21
Percentage Certified75%

Jane E. Tuitt Elementary School
Professional Staff Certification Status
2015/2016 School Year

Total Elementary Educators12
Total Certified07
Percentage Certified58%

E. Benjamin Oliver Elementary School
Professional Staff Certification Status
2015/2016 School Year

Total Elementary Educators31
Total Certified18
Percentage Certified58%

Gladys A. Abraham Elementary School
Professional Staff Certification Status
2015/2016 School Year

Total Elementary Educators	25
Total Certified	18
Percentage Certified	60%

Herbert H. Lockhart Elementary School
Professional Staff Certification Status
2015/2016 School Year

Total Elementary Educators	42
Total Certified	24
Percentage Certified	57%

Joseph A. Gomez Elementary School
Professional Staff Certification Status
2015/2016 School Year

Total Elementary Educators	31
Total Certified	26
Percentage Certified	84%

Ulla Muller Elementary School
Professional Staff Certification Status
2015/2016 School Year

Total Elementary Educators	28
Total Certified	21
Percentage Certified	75%

Yvonne Milliner-Bowsky Elementary School
Professional Staff Certification Status
2015/2016 School Year

Total Elementary Educators	31
Total Certified	20
Percentage Certified	65%

J Joseph A. Gomez Elementary School
Professional Staff Certification Status
2015/2016 School Year

Total Elementary Educators14
Total Certified07
Percentage Certified50%

Julius Sprauve School
Professional Staff Certification Status
2015/2016 School Year

Total Educators.....25
Total Certified11
Percentage Certified44%

Edith Williams Alternative Academy
Professional Staff Certification Status
2015/2016 School Year

Total Educators.....07
Total Certified04
Percentage Certified57%