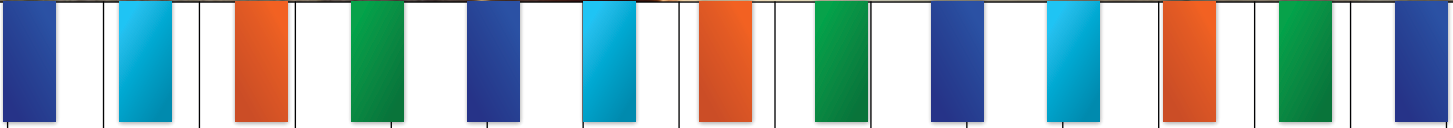




School
Management
Accountability
REPORT
VI Board of Education
2023-2024



RAISING THE BAR

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GOVERNMENT OF THE VIRGIN ISLANDS VIRGIN ISLANDS BOARD OF EDUCATION



June 15, 2024

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Honorable Albert Bryan, Jr.
Governor of the U.S. Virgin Islands
Government House
1105 King Street
Christiansted, VI 00820

Honorable Novelle E. Francis, Jr.
Senate President
35th Legislature of the Virgin Islands
Capital Building
P.O. Box 1690
St. Thomas, VI 00804

Dear Governor Bryan and Senate President Francis:

School Management Accountability Report (SMAR) 2023-2024

In accordance with 17 V.I.C §24, we present the 21st Virgin Islands Board of Education's (VIBE) School Management Accountability Report (SMAR) for the 2023-2024 academic year. This document requires your careful review and advocacy to address the pressing issues in public education. We appreciate your thorough consideration of this report.

Overview of Public Education in the U.S. Virgin Islands & Commitment to Improvement and Innovation

Public education in the U.S. Virgin Islands is administered by the Virgin Islands Department of Education, overseeing a network of schools across St. Thomas, St. John, and St. Croix. These schools strive to nurture and educate approximately 10,000 students, each bringing a rich cultural heritage and a spirit of resilience reflective of the islands' history. However, the path to educational excellence is fraught with challenges, including infrastructural deficiencies and limited resources. Many school buildings, still bearing the scars of hurricanes Irma and Maria in 2017, require significant repairs and modernization to create conducive learning environments.

Despite these obstacles, there is a steadfast commitment to improvement and innovation. The territory has made strides in integrating technology into classrooms, recognizing the importance of digital literacy in the modern world. Initiatives aimed at professional development for teachers, curriculum enhancement, and student support

MISSION STATEMENT

The mission of the Virgin Islands Board of Education is to provide leadership and oversight, set policy and advocate for continuous improvement of the Public Education System of the Virgin Islands of the United States.

VISION STATEMENT

Each child is provided with the best quality education which guarantees academic excellence, promotes our history and culture, and builds strong local and global communities.



services are actively pursued. VIBE has also taken significant steps to update its policies in line with best practices and principles for success. Community involvement plays a crucial role in the educational landscape of the Virgin Islands. Local organizations and businesses frequently step in to provide supplementary resources and support, from after-school programs to scholarship opportunities. These partnerships are vital in bridging the gap between limited public funding and the needs of the educational system.

SMAR Report Focus and Methodology & Focus Areas for 2023-2024

The SMAR report, spearheaded by VIBE's School Plants and Facilities Committee, oversees all Department of Education buildings, including schools and administrative offices in the Territory. The committee reviews curriculum and instruction efforts and challenges, conducting regular site visits to recommend necessary repairs and improvements. This year, the committee also piloted an academic checklist in both districts to test the effectiveness of curriculum and instruction. Effective school management is crucial for achieving educational goals, leveraging digitalization, enhancing career and college readiness, planning curricula, recording attendance, engaging parents, and the community, addressing structural needs, and promptly identifying students' needs.

This year, the Board has prioritized environmental health and safety, student achievement, and addressing persistent facilities issues in the Territory's public schools. VIBE reviewed school profiles, site-based data, and remedial data from the Virgin Islands Department of Education (VIDE) along with other pertinent information. We commend all public-school administrators, faculty, staff, students, parents, and the School Plants and Facilities Committee, along with VIBE staff, for their contributions to providing relevant and accurate information during the reporting period. We seek your support to advocate for the prompt repair and maintenance of public schools in the Territory before the August 2024 school reopening, considering the observations and data in this report.

Conclusion

In the face of adversity, the spirit of the U.S. Virgin Islands shines through. Parents, teachers, and community leaders work tirelessly to ensure that the young minds of the territory are equipped with the knowledge, skills, and resilience needed to navigate and succeed in an ever-changing world. The journey is challenging, but the collective determination and hope for a brighter future continue to drive the islands towards educational betterment.

Sincerely,

Kyza A. Callwood
Dr. Kyza A. Callwood, Chairman
21st Board of Education

Enclosure

cc: Honorable Tregenza A. Roach, Esquire, Lieutenant Governor of the USVI
Members of the 35th Legislature of the Virgin Islands
Members of the 21st Virgin Islands Board of Education
Sandra Bess, Interim Executive Director



17 V.I.C. § 24

Statutes current through Act 8703 of the 2023 session of the 35th Legislature, including all code changes through April 24, 2023

Virgin Islands Code Annotated > **TITLE SEVENTEEN Education (Chs. 1 — 45)** > **Chapter 3. Virgin Islands Board of Education (§§ 21 — 25)**

§ 24. School management accountability

(a) The Board of Education shall:

(1) in consultation with the Department of Education, conduct a thorough annual assessment and evaluation of all public-school curricula and instruction, and school administration in the territory;

(b) [Deleted.]

(c) [Deleted.]

(d) The Board of Education, in consultation with the Commissioner of Education, shall make recommendations to the Legislature and the Governor through an annual report of its findings and recommendations based on the inspections conducted under the provisions of this section no later than June 15 after the close of the school academic year. The report shall include:

(1) findings of administrative deficiencies and the recommendations for addressing the deficiencies;

(2) findings of guidance and counseling deficiencies and recommendations for addressing the deficiencies; and

(3) identification of strengths and weaknesses of each school to include achievement and standardized test scores and statistics for dropouts, attendance, college entrance and vocation program entrance.

History

—Added Aug. 2, 2001, [No. 6421, § 1, Sess. L. 2001](#), p. 106; amended Dec. 2, 2005, [No. 6797, § 4, Sess. L. 2005](#), p. 445; amended Apr. 25, 2023, [No. 8717, § 9\(a\)\(1\), \(2\), \(b\), Sess. L. 2023](#), p.

—.

Annotations

Notes



HISTORY

Amendments

—2023.

Act 8717, § 9(a)(1), substituted “curricula and instruction” for “facilities, school guidance division” in subsection (a)(1).

Act 8717, § 9(a)(2), deleted subsections (a)(2) and (a)(3).

Act 8717, § 9(b), deleted subsections (b) and (c).

—2005.

Act 6797, § 4, in subsection (a), redesignated former paragraph (2) as subparagraph (2)(A) and added subparagraph (2)(B).

Virgin Islands Code Annotated
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VIRGIN ISLANDS BOARD OF EDUCATION SCHOOL MANAGEMENT ACCOUNTABILITY REPORT

Summary

Annually, the Virgin Islands Board of Education (VIBE) is legally mandated by 17 V.I.C. § 24 to deliver a School Management Accountability Report (SMAR) by June 15th to the Legislature of the Virgin Islands, the Governor, and other state officials.

The SMAR aims to present research, evidence, and data to support policy development, decision-making, and critical curriculum and instructional changes. It serves as a tool for transformative resolutions and raising educational standards in the Virgin Islands. Readers are expected not only to review the report but to address its implications and outcomes for public education. Through this annual report, governance and decision makers are expected to engage with stakeholders about public education goals, objectives, financial commitments, and resources to boost student achievement and performance. However, the Board has observed that public officials often do not adequately address the findings and recommendations of the annual SMAR.

The 2023-2024 report focuses on the 2022-2023 Smarter Balance Test results and plans to assess curricula and instruction in public schools for the 2024 2025 academic year. It will also present findings, deficiencies, and recommendations on school administration, guidance counseling, programs, services, and the condition of school facilities using a multifaceted approach:

- **Analysis of Smarter Balance Results for 2022-2023:** This involves comparing students' performance in English Language Arts, Mathematics, and Science with previous results.
- **Curricula and Instruction Evaluation Preparation:** Parents and students' knowledge of curricula and instruction were assessed through surveys to gauge awareness.
- **Academic Checklist:** A pilot program using an academic checklist was implemented in select schools to gather data on curricula and instruction practices. This checklist outlines the necessary knowledge, and skills students should acquire and aligns effective, research-based instructional strategies.
- **Review of Maintenance Projects:** Board members reviewed 30-day maintenance projects with directors of maintenance and school personnel to assess accomplishments, incomplete work, and challenges due to funding, contract delays, or planning issues. Detailed reports and testimonies about school facilities and specific projects are included in the appendix.
- **Legislative Proposals:** The Board requests that the Virgin Islands Legislature respond to significant proposals to directly impact the course of education in the territory. Several classes of legislative action are referred to or strongly recommended.

This comprehensive information was gathered through visits, observations, and discussions involving the Board, Department of Education, University of the Virgin Islands, the Regional Educational Laboratory of the Northeast and Islands (REL NEI), school-based parent associations, and student organizations. This collaborative effort ensures a systemic approach to collecting research, feedback, and opinions about the services provided in public schools.





VIRGIN ISLANDS DEPARTMENT OF EDUCATION
STATE CURRICULUM STANDARDS

Renee Charleswell, Ph. D.
Deputy Commissioner

May 31, 2024

Kyza A. Callwood, Ph.D., Chairman
21st Virgin Islands Board of Education
PO Box 11900
Dronnigens Gade
Nos. 60B, 61 & 62
St. Thomas, VI 00801
VIA EMAIL: kcallwood@myviboe.com

Greetings, Chairman Callwood:

On behalf of the Commissioner of Education, Dr. Dionne Wells-Hedrington, enclosed is your requested access to the Curriculum Standards for PreK through 12th grade to include Career, Technical, and Adult Education. The Virgin Islands Curriculum and Standards are accessible online, and included herewith in PDF format. They are accessible to schools, parents, and the community on #GOOpenUSVI. Below are the listings for:

❖ **Standards of Achievement (see attachment for links)**

- English (ELA)
- Mathematics
- Science
- Social Studies
- Health and Physical Science
- World Languages
- Computer Science
- Virgin Islands Cultural Standards/ Kallaloo Framework
- Instructional Resources

❖ **Curriculum Standards for CTE (links and PDF attachments)**

- Child Care Management (3 PDF attachments)
- Cosmetology Standards (4 PDF attachments)
- National Academy of Finance (links)
 - Finance
 - Health Sciences
 - Hospitality and Tourism

❖ **National Center for Construction Education & Research (NCCER-trades) (link)**

❖ **Millwright- craft curriculums (2 PDF attachments)**



How is information shared with schools?

The divisions of Curriculum and Instruction at the State and districts' level provide ongoing professional development and support to educators and school personnel through regular targeted school visits and virtual presentations on a monthly and sometimes weekly basis. In addition to PDs, educators are also provided with one-on-one support on how maximize the use of the standards and curriculums resources.

How is information shared with parents and the general public?

The Virgin Islands Department of Education has hosted several public events that have engaged parents, stakeholders, and the community on the accessibility and location of our curriculum standards. These engagements occur quarterly and are not only used to highlight initiatives or special events, but to ensure that the public has an opportunity to view and digest this information.

SY 2024-2025

For the upcoming school year, the State Office of Curriculum and Instruction will provide posters placed in school offices throughout the territory. Each poster will include a QR code for easy access to the standards and curriculum. Additionally, students will be given a #GOOpenUSVI access card with a QR code that takes them directly to the portal. These cards will also be available to parents.

Please contact me with questions or concerns regarding this submission.

Respectfully Yours,



Renee Charleswell, Ph.D.
Deputy Commissioner
Curriculum and Instruction

Cc: Dionne Wells-Hedrington, Ed.D. Commissioner of Education
Victor Somme III, Assistant Commissioner of Education
Stefan Jürgen, Ph.D. Insular Superintendent, St. Thomas-St. John District
Carla Bastian-Knight, Ed.D., Acting Insular Superintendent, St. Croix District
Pedro Parrilla, District Director, Curriculum and Instruction, St. Croix District
Yvette McMahon-Arnold, Ph.D., State Director of Instructional Development-

Enclosure: Standards and Curriculum links and attachments



Virgin Islands Standards of Achievement

#GoOpenUSVI

English Language Arts (ELA)

- **Virgin Islands Standards of Achievement for ELA (VISA – ELA)**
 - <https://drive.google.com/file/d/1PxGPY28gXxHx10La6vt7rnGAPOFvcBl/view>
- **ELA Standards at a Glance**
 - https://drive.google.com/drive/folders/1aSTee7lvr_wd7C6UQt-Xy9EMeiYy0wnf
- **ELA Curriculum**
 - https://drive.google.com/drive/folders/1sksWek_KEo5v3MRpMR-g4RUeljANAoxA

Mathematics

- **Virgin Islands Standards of Achievement for Mathematics (VISA- Math)**
 - **Mathematics at a Glance**
 - <https://drive.google.com/drive/folders/1Ozi4tl3yU8fcU6q8Rs7SMX13x9OeFc0>
- **Mathematics Curriculum**
 - <https://drive.google.com/drive/folders/1QJAnVK5H83hPBGcwrS4dDThFnaWohgl>

Science

- **Next Generation Science Standards**
 - https://goopenusvi.vide.vi/courses/ngss-science-at-a-glance?_hub_id=12
- **Science at a Glance**
 - <https://drive.google.com/drive/folders/1M9mcSWghobLZJEAMPfNVOC5TkWH686EH>
- **K-5 Science Instruction**
 - https://drive.google.com/drive/folders/1w97fuevBW-R15Txzikt-NHa1AC_43NWw
- **6-8 Science Instruction**
 - <https://drive.google.com/drive/folders/1bEgjoECwQo3GccH0IovEaFuL5UVZguvN>
- **Biology**
 - <https://drive.google.com/drive/folders/1hzxI6pusn1TP5vkTEzocrKIT9tBuLnLq>



- **Chemistry**
 - <https://drive.google.com/drive/folders/1fkeX8uTqC-Y8vDAwNhC4VUgAyKyfx0j2>
- **Physical Science**
 - https://drive.google.com/drive/folders/1xZra46Bc4BgI4Fc4QnCJExzENC_ZGtqp
- **Physics**
 - <https://drive.google.com/drive/folders/1Zsdtw4OxpjNQia1fz5g9i4fAe4Nna2Qv>

Social Studies

- **Virgin Islands Standards of Achievement for Social Studies (VISA – SS)**
 - <https://drive.google.com/file/d/1RYXPXRPm2g1k1ul0c33ILQFkA7C6hPAJq/view>

Health and Physical Science (HPE)

- **School Health and Physical Education**
 - https://drive.google.com/file/d/1_Ks-hgkXHRUurrVTc-idKPRBkPukK0OD/view
- **HPE At a Glance**
 - <https://drive.google.com/drive/folders/1phYNGSzDZyaJErQqAJrVXYGuCb2epY3C>

World Languages

- https://drive.google.com/file/d/1_7DL5tWZu-X0TGcJ3cpgHMbadWg6HtEr/view

Computer Science

- https://drive.google.com/drive/folders/1BxSjTi_X7Bnsq3CR9FaCG2AFVv4F61CT
- **Computer Science Curriculum**
 - <https://code.org/>

Virgin Islands Cultural Standards

- **Kallaloo Frameworks**
 - <https://drive.google.com/file/d/1SjZLlk98RZqS2qthr4aj6uuq5JhhJ6fQ/view>

Instructional Resources

- <https://goopenusvi.vide.vi/>
- <https://goopenusvi.vide.vi/hubs/coer>
- https://drive.google.com/file/d/1_-p7Wt685u04wHF0P6Kwn7P-bhfhypwm/view



CTAE standards and curriculums

National Academy of Finance

<https://ash.naf.org/public/learning>

The National Academy of Finance Curriculums are utilized for the following programs at the secondary level. These prepare our students for different certifications.

Finance

Information Technology

Health Sciences

Hospitality And Tourism

National Center for Construction Education & Research

For our TRADES such as carpentry, plumbing, HVAC, electrical, welding we utilize NCCER Curriculums.

<https://www.nccer.org/craft-catalog/core/>



CURRICULA AND INSTRUCTION ASSESSMENT

Curricula and Instruction Assessment

Under 17 V.I.C. § 24, the Virgin Islands Board of Education (VIBE) is responsible for conducting an annual assessment and evaluation of all public-school curricula, instruction, and school administration in the territory. The goals and assessment criteria include:

1. Evaluation of Curricula and Instruction: Use of VIBE Academic Walkthrough Checklist.
2. Evidence-Based Data: To understand and improve student learning.
3. Collaboration: Collect information and reports in conjunction with VIDE school leadership and guidance counseling divisions
4. Academic Findings and Recommendations: To be included in the 2023-2024 SMAR based on specific, measurable, attainable, results-focused, time-bound goals.
5. Reporting: Share with stakeholders.

Definition of Curriculum

The Glossary of Education Reform defines curriculum as the knowledge and skills students are expected to acquire. This includes learning standards, core standards, and learning objectives they must meet.

A curriculum is structured into units and lessons tailored to the developmental age and learning stages of students. It encompasses assignments, projects, and research utilizing resources such as books, videos, presentations, and other materials in a logical progression. The curriculum should be evaluated using tests, assessments, and other methods to determine the quality and quantity of student learning.

Definition of Instruction

According to Great Schools Partnership, instruction is a framework of complementary elements integrated by teachers to enhance learning experiences. These elements include:

- Learning environment
- Clear shared outcomes
- Varied content
- Practices and feedback
- Complex thinking

This framework is grounded in the understanding that students are more engaged and invested in their learning when they feel safe, understand what they are learning and why it matters, have opportunities to practice, receive clear feedback, and engage in complex, meaningful thinking.

Definition of Evidence



Evidence consists of the available body of information, data, or exhibits indicating facts, programs, or processes. Examples include data sheets, formal requests, summarized reports, case examples, controlled studies, documentation, and informational flyers.

Approach and Steps for the 2024-2025 Curricula and Instruction Assessment

1. Pre-Walkthrough: The School Plants and Facilities Committee received Board approval on the Academic Checklist and Surveys.
2. Submission for Input: The checklist and surveys were sent to the Commissioner of Education and school leadership for input, dissemination, and recommendation for pilot schools (one K-8 school and one high school per district).
3. Distribution: The checklist and surveys were shared with parent and student associations and councils.
4. Academic Walkthroughs: Scheduled and conducted at pilot schools to include introductions, process, data collection, and observations.
5. Review: VIBE will review the evidence presented by schools, including test results and plans to determine if schools have strong, moderate, or insufficient curriculum and instructional programs based on specified criteria.
6. Compilation: Findings and recommendations will be compiled for inclusion in the 2024-2025 SMAR.

Checklist Evaluation Criteria

The curricula and instruction checklist streamlines the assessment process ensuring that all schools are evaluated using the same standards, therefore providing objectivity and credibility for the checklist. The evaluation criteria are as follows:

- Tier I – Strong Evidence: School has robust programs supported by documentation addressing student learning, achievement, and well-being.
- Tier II – Moderate Evidence: School has strong, partially developed programs with some supporting evidence.
- Tier III – Basic (Minimal) Evidence: School has inadequate programs requiring additional development and evidence.
- Tier IV – No Evidence: School lacks concrete data to support its claims, programs, or actions.



CURRICULUM & INSTRUCTION CHECKLIST

SECTION 1

OBJECTIVE #1 The School provided evidence of academic learning plans for all students

School Profile		Strong Evidence (Fully observed)	Moderate Evidence (Mostly Observed)	Insufficient - Evidence (Partially Observed)	No Evidence (Did Not Observe)
A.	*Enrollment data by grade				
B.	*Attendance data and intervention strategy by grade level				
C.	*After school programs and participation data				
D.	<p>(1) VIDE provided curriculum standards and guidelines by grade level</p> <p>(2) VIDE supported administrators, teachers and parents with formal presentations, data chats, reviews, and other pedagogical strategies to impact student learning.</p> <p>(3) School identified benchmarks and goals for academic achievement and socio-emotional wellness to connect with learning.</p>				
E.	School plans for Smarter Balance Assessment for the upcoming school year is based on analysis and alignment with curriculum standards				
F.	<p>(1) Early Childhood: Pre-K and Kg. student development and family engagement support programs were available</p> <p>(2) Approaches for special needs students to include: 504</p>				



	accommodations, IEP, ELL, and Gifted & Talented plans were available				
G.	<p>Information and data available for:</p> <p>(1) Personnel breakdown statistics</p> <p>(2) School professional development plan</p> <p>(3) School certification profile</p> <p>(4) Completed performance evaluations (by school administrators, other)</p>				

***Footnote:** Please provide information in advance and update as data changes.



SECTION 2

OBJECTIVE #2 The school provided comprehensive and rigorous plans across all curriculum areas.

Evidence-Based Intervention	Strong Evidence (Fully Observed)	Moderate Evidence (Mostly Observed)	Insufficient Evidence (Partially Observed)	No Evidence (Did Not Observe)
<p>A. (1) VIDE curriculum directors and coordinators show collaboration with school principals towards the attainment of grade level standards</p> <p>(2) Indicate how curriculum standards and instructional resources are made available</p>				
<p>B. Curriculum support: Systemic guidance and resources are provided to assist students working below/above level and for English Language Learners, so they receive equitable content and skill intervention</p>				
<p>C. (1) Classroom instruction practices: Samples of inquiry-based lesson plans cover areas across the curriculum to help student explore new content</p> <p>(2) School monitored grade level instructional standards are consistent with curriculum requirements</p> <p>(3) School monitored cultural diversity, career awareness, students’ interests (AI, robotics, coding) and capabilities integrated in lessons and classroom environment.</p>				



D.	Literacy Instruction is integrated throughout all content areas. The science of reading research & tools are provided to personnel				
H.	Curriculum guides, core standards, and instructional aids are provided as hard copies or electronically on a consistent basis.				

***Footnote:** Please provide in advance and update information as data changes.



SECTION 3

OBJECTIVE #3 School integrates career options/pathways (college, work, military, etc.) and opportunities for multilingualism, VI History & Culture

Evidence - Plan for Implementation	Strong Evidence (Fully Observed)	Moderate Evidence (Mostly Observed)	Insufficient Evidence (Partially Observed)	No Evidence (Did Not Observe)
<p>A. VIDE supports strategies for career development for teachers, students and parents which prepares students for academic disciplines and programs that require specialized training.</p>				
<p>B. *Academic discipline and behavioral strategies are focused on reinforcing positive behaviors, rather than punitive and exclusionary discipline. Positive models such as PBIS, Restorative Practices, Culturally Responsive Classroom Management, Trauma and Socio- Emotional Learning supports are employed.</p>				
<p>C. (1) Show Dean of Students and Guidance Counseling practices for leadership, behavior management and mental health wellness.</p> <p>(2) Provide proof of learning guidance, directions and alternative for: required courses, credit recovery, dual enrollment, early admissions, vocational competencies</p> <p>(3) Show plans for transition of middle school to high school</p>				



	(4) Show data on graduation exit plans and dropout intervention				
H.	<p>Transition Guides for:</p> <p>Junior High Students - Awareness of academic standards; Awareness of high school programs, career pathways, and requirements for magnet and vocational programs, etc.</p> <p>High School Students - Awareness of academic course standards, awareness of credits and grade level requirements; awareness of regular, advance, early admissions dual enrollment, and alternative route options, involvement in on-the-job programs, career pathways</p>				

***Footnote:** Please provide information in advance and update as data changes.

SECTION 4

OBJECTIVE #4 School has plans for public input

Examine and reflect		Strong Evidence (Fully Observed)	Moderate Evidence (Mostly Observed)	Insufficient Evidence (Partially Observed)	No Evidence (Did Not Observe)
A.	<p>Engaged a variety of stakeholders in the examination and reflection of school results including:</p> <ol style="list-style-type: none"> 1. Internal audiences (parents, VIDE teachers, trainers, coordinators) 2. External audiences (business partners, regional laboratories, UVI, etc.) 				



SECTION 5

OBJECTIVE 5. Classrooms are positive and conducive for learning with great impact on student achievement.

Classroom Management		Strong Evidence (Fully Observed)	Moderate Evidence (Mostly Observed)	Insufficient Evidence (Partially Observed)	No Evidence (Did Not Observe)
A.	Class environment reflects the culture, diversity, and ethnicity of the student body				
B.	Area is neat, organized, and welcoming: Learners' objectives were posted in appropriate language				
C.	Class is free of unsafe, unhealthy, or other environmental hazards				
D.	Teacher certification is prominently displayed in the classroom.				
E.	Students have access to developmentally appropriate resources and accommodations for learning.				
F.	Class reflects language, culture, ethnicity, artifacts, and the developmental stages of learner				
G.	Effective planning - diagnostic, predictive, prescriptive, etc. (copy of lesson plan)				
H.	Teacher/students dynamics and relationship is positive. The teacher asks questions to clarify and assess student knowledge.				
I.	Teacher used a variety of approaches and instructional techniques for delivery; lecture, groups, one-to-one coaching, questions, other				



J.	Students were on task and actively participating; Teacher used sufficient wait time to allow for reflection				
K.	Students' interactions were positive, void of cultural, racial, ethnic, or other negative bias or slurs				
L.	Students were encouraged to be responsible learners, ask questions, explore new ideas, advocate for themselves, and become integral members of the classroom community. Students' behavior was responsive to directions and guidance from teacher				
M.	Students responded to behavior cues or direct correction				
N.	Lessons are student-centered, concise, had rigor, and were easy to follow. Concepts were linked to real life experiences.				
O.	The teacher asked questions to clarify and assess student understanding and knowledge.				
P.	Use of Technology for Learning – tools and skills appropriate for grade requirements; students familiar with virtual and digital programs and have easy access to information for research, projects, labs, programs...				

***Footnote:** Please provide in advance and update information as data changes.



SMARTER BALANCE TEST

Why Smarter Balance Tests

The Smarter Balance test is an assessment used to evaluate students' knowledge and skills in English Language Arts, Literacy, Mathematics, and Science. This assessment aims to determine whether effective teaching and learning are improving student outcomes. The tests are designed for all students, including those with special needs and English Language Learners. The Virgin Islands Department of Education (VIDE) began using the Smarter Balance Test in the 2014-2015 academic year.

Practice and Training Tests

Practice tests are available for students in grades 3-8 and high school. These tests include six sample questions to help students become familiar with the software. The practice tests, software, and question formats are identical to those of the actual test. Additionally, students can practice using sample questions without completing the full test.

Smarter Balance Test Results

Smarter Balance test results are evaluated in four federally mandated areas, identifying achievement levels as Below Standards, Near Standards, Met Standards, or Exceeded Standards. Overall, territorial academic performance is below standards in English Language Arts, Mathematics, and Science.

Standardized tests should not be the sole indicator of student performance. Relying exclusively on these tests oversimplifies the evaluation process. Other indicators, such as classroom assignments, homework, quizzes, observations, projects, and additional evidence, must be used to determine student knowledge and capabilities. The Virgin Islands Department of Education (VIDE) should not categorize student performance based solely on the four achievement levels. Instead, the Smarter Balance Test results should serve as a starting point for discussions about individual or group academic achievement in the Virgin Islands.

Evaluation should measure the effectiveness of teaching and the extent to which students are mastering the curriculum and course materials. Student scores must be combined with additional evidence, such as completed courses or grades, portfolios, performance assessments, advisement, interventions, placements in developmental classes, credit-bearing opportunities, support materials, and specialist assistance. This comprehensive approach helps determine the appropriate courses of action and the range of academic progress based on performance.



Smarter Balance Profiles by District

Section I – Assessment Proficiency Rate 2022-2023 Data

Districts/Schools	2022-2023							Enrollment
	Dropout		Cohort Graduation Rate	Attendance Rate	Assessment Proficiency Rate			
	Amount	Rate			ELA	MAT	SCI	
St. Thomas-St. John District	56	2.2	76.8	91.9	16.1	5.4	33.1	5,094
Jane E. Tuitt Elementary School				89.0	11.8	7.4		169
Joseph Gomez Elementary School				98.8	11.3	4.2	41.7	420
Joseph Sibilly Elementary School				92.4	44.4	32.6	50.0	231
Lockhart Elementary School				92.4	11.7	3.9		298
Ulla F. Muller Elementary School				91.6	10.4	3.0	30.4	420
Yvonne E. Milliner-Bowsky Elementary School				87.6	12.6	6.5	30.6	428
Julius E. Sprauve School				95.0	9.0	2.8	34.0	202
Addelita Cancryn School	5	1.3		92.6	10.4	2.5	26.9	686
Bertha C. Boschulte Middle School	2	0.6		92.4	13.8	4.5	23.8	507
Charlotte Amalie High School	30	2.9	77.4	89.5	29.7	3.0	37.1	1,031
Ivanna Eudora Kean High School	19	2.7	76.7	92.5	35.7	8.4	44.8	702
St. Croix District	51	2.1	79.5	89.3	17.8	6.3	31.3	5,072
Alfredo Andrews Elementary School				84.9	17.1	5.3	40.7	460
Juanita Gardine				84.0	9.2	2.4	16.9	321
Claude O. Markoe Elementary School				87.1	11.1	3.4	28.3	383
Eulalie Rivera	1	0.7		86.2	20.3	7.9	34.1	619
Lew Muckle Elementary School				90.0	14.0	4.7	32.7	342
Pearl B. Larsen				91.1	13.1	7.0	27.3	443
Ricardo Richards Elementary School				88.0	35.1	17.6	56.9	407
John H. Woodson Junior High School	7	1.3		91.5	11.5	3.7	23.9	538
St. Croix Central High School	26	3.6	81.6	90.7	26.1	2.9	34.3	726
St. Croix Educational Complex High School	17	2.0	79.0	93.9	33.9	8.1	34.5	833
Virgin Islands	107	2.1	78.0	90.6	16.9	5.9	32.2	10,166

Column 1 – Dropout Rate for High Schools and Junior High Schools

Dropout rates are recorded in PowerSchool, with reasons specified for both official dropouts (who completed withdrawal forms) and unofficial dropouts (students who did not attend school or were frequently absent). The deadline to report dropouts for a school year is September 31st annually.

- St. Thomas/St. John District: Overall dropout rate was 2.2% of district enrollment, with 56 students dropping out. High schools had the highest dropout rates:
 - Charlotte Amalie High School - 30 dropouts
 - Ivanna Eudora Kean High School - 19 dropouts
- St. Croix District: Overall dropout rate was 2.1% of district enrollment, with 51 students dropping out. High schools had the highest dropout rates:
 - St. Croix Central High School - 26 dropouts
 - St. Croix Educational Complex - 17 dropouts

Column 2 – Cohort Graduation Rate

The cohort graduation rate represents the number of students in a graduating class who begin 9th grade and complete 12th grade together. This rate can be affected by retention, dropout, medical, or other reasons. St. Croix Central High School had the highest cohort rate in the territory.

- St. Thomas/St. John District:



- Charlotte Amalie High School - 77.4%
- Ivanna Eudora Kean High School - 76.7%
- St. Croix District:
 - St. Croix Central High School - 81.6%
 - St. Croix Educational Complex High School - 79%

Column 3 – Attendance Rate

The accepted rate for school attendance is 95%. Rates below this benchmark indicate truancy and chronic absenteeism directly related to missed instructional days and inadequate academic achievement.

- St. Thomas/St. John District: Joseph Gomez Elementary School and Julius Sprauve School met or exceeded the goal with attendance rates of 98.8% and 95.0%, respectively.
- St. Croix District: All schools in the district were below the expected attendance rate. The closest was St. Croix Educational Complex High School with 93.9%. Efforts are needed to address truancy and chronic absenteeism.

Column 4 – English Language Arts (ELA) Achievement Level

Achievement levels are below standards, near standards, met standards, or exceeded standards. The chart shows the percentage of students who were proficient or advanced in ELA.

- St. Thomas/St. John District:
 - Joseph Sibilly Elementary School (highest proficiency rate) - 44.4%
 - Ivanna Eudora Kean High School's - 35.7%
 - Charlotte Amalie High School - 29.7%
 - Junior high school rates were in the teens.
- St. Croix District:
 - Ricardo Richards Elementary School - 35.1%
 - St. Croix Educational Complex High School - 33.9%
 - St. Croix Central High School - 26.1%
 - Alfredo Andrews Elementary School - 20.3%
 - All other elementary and junior high school rates were in the teens

Column 5 – Mathematics Achievement levels

Achievement levels are below standards, near standards, met standards, or exceeded standards. The rates below indicate the percentage of students who were proficient or advanced in mathematics.

- St. Thomas/St. John District: Joseph Sibilly Elementary School had a rate of 32.6%. All other schools had single-digit rates.
- St. Croix District: Ricardo Richards Elementary School had a rate of 17.6%. All other schools had single-digit rates.

Column 6 – Science Achievement levels

Achievement levels are below standards, near standards, met standards, or exceeded standards. The rates below indicate the percentage of students who were proficient or advanced in science.



- St. Thomas/St. John District:
 - Joseph Sibilly Elementary School had a rate of 50.0%
 - Joseph Gomez Elementary School had a rate of 41.7%
 - Adelita Cancryn had a rate of 26.9%
 - Ivanna Eudora Kean High School had rate of 44.8%
 - Charlotte Amalie High School had a rate of 37.1%
 - Other schools had double-digit rates between 20-30%
- St. Croix District:
 - Ricardo Richards Elementary School had - 56.9% proficiency rate, Alfredo Andrews Elementary School had 40.7%, St. Croix Central High School had 34.3%, and St. Croix Educational Complex High School had 34.5%. Other schools had achievement levels in the teens, 20s, or 30s.

Column 7 – School Enrollment

Enrollment data shows smaller enrollments for elementary schools, while junior high and high schools have enrollments ranging from 400 to 1,000 students.

Section II – Enrollment and Staff 2023-2024 Data

Districts/Schools	2023-2024							
	Enrollment	Administrators	Teachers		Paraprofessionals	Counselors		Support Staff
			Certified	Not Certified		Attendance	Guidance	
St. Thomas-St. John District	5,277		185	239				
June E. Tuit Elementary School	161	1	10	7	5			8
Joseph Gomez Elementary School	477	3	20	13	11		2	21
Joseph Sibilly Elementary School	225	2	10	7	5		1	12
Lockhart Elementary School	962	6	30	55	17	1	4	38
Ulla F. Muller Elementary School	404	3	19	11	14		1	21
Yvonne E. Milliner-Bowsky Elementary School	431	3	10	23	19		2	17
Julius E. Sprauve School	228	2	9	9	9		1	10
Addelita Cancryn School								
Bertha C. Boschulte Middle School	574	5	21	30	14	1	2	25
Charlotte Amalie High School	1,084	6	36	48	7	1	4	32
Ivanna Eudora Kean High School	731	6	20	36	6	2	4	29
St. Croix District	5,111		180	255				
Alfredo Andrews Elementary School	510	3	28	12	16		2	20
Juanita Gardine	309	3	22	15	16		3	17
Claude O. Markoe Elementary School	408	2	18	18	14		1	21
Eulalie Rivera	636	5	18	30	16		3	20
Lew Muckle Elementary School	357	2	13	16	15		1	18
Pearl B. Larsen	452	3	10	30	18		2	19
Ricardo Richards Elementary School	402	2	16	11	12		2	20
John H. Woodson Junior High School	442	4	8	30	11		4	26
St. Croix Central High School	723	6	28	48	13		3	32
St. Croix Educational Complex High School	872	6	19	45	12	1	4	35
Virgin Islands	10,388							



Data Chats

Data Chats are essential for sharing perspectives and interpretations of both quantitative and qualitative information. The Board and the Department of Education must actively participate in these sessions to guide the preparation of curriculum, instruction, and resources to improve Smarter Balance performance. School improvement teams should focus strategically on addressing targeted issues, starting with a state-led plan to enhance performance in mathematics (the lowest-performing area in Smarter Balance results territory -wide), English Language Arts, and science.

The Board is petitioning VIDE to share a state-led plan on how to improve Smarter Balance Testing results. This plan should include a curriculum and instructional focus, as well as necessary resources. Additionally, individual school plans must align with the state plan and other territorial initiatives, particularly for mathematics, ELA, and science.

During the 2023/2024 school year, academic walkthroughs and Data Chats revealed that the current curriculum and instructional practices do not adequately align with or support positive Smarter Balance outcomes and student success across all core subject areas, particularly in technology usage and skills. Additionally, no accommodations or modifications were linked to improved outcomes for students with disabilities.

The chart below illustrates connections that should be made with curriculum, resources, tools and instruction for Smarter Balance preparation.

English Language Arts	Mathematics	Science	Electronic Assessment Skills	Curriculum, Instruction & Resources
Reading	Concepts	Vocabulary	Increase the use of tools for understanding	Consistent use of standards, and artifacts
Writing	Procedures	Formulas	Increase the ability to highlight areas	Ensure high quality internet connects
Listening	Problem Solving	Hypothesis	Increase the ability to Strikethrough information	Prioritize English, Math and Science skills in all content areas
Research & Inquiry	Explaining reasoning	Concept maps	Increase the ability to red flag information	Have collection of resources to support literacy
Critical Thinking	Diagraming	Explain use of materials	Increase the ability to Describe how information is handled	Use framework for instruction



		Summarize concepts	Increase the ability to briefly explain information	Have notification and resources for Special students
		Conclusions	Increase the ability to use videos	Provide for parents through website and school meetings



FINDINGS AND RECOMMENDED CORRECTIVE ACTION

The test results indicate poor performance with many students performing below standards. While there has been small incremental growth in many schools over the years, overall academic progress has been poor, particularly in English and Math, since the hurricanes and the COVID pandemic. However, Science showed promising results. The data serves as a predictor for goals related to proficiency in Reading and Mathematics, dropout rates, and career readiness indicators.

There has been no official state release alerting the community to the severity of the situation, nor has there been a roadmap for accelerated changes, including evidence of federal funding, professional development, summer programs, and after-school programs. The Board and VIDE must participate in Data Chats to guide the preparation of curriculum, instruction, and resources to improve Smarter Balance performance.

The Department needs an alternative to Smarter Balance testing for evaluating student performance. The community needs to be aware of the additional steps VIDE will take to support curriculum, instruction, career development, and future pathways. Formal communication from VIDE regarding assessment information, student progress, and plans for territorial intervention must be directly shared with the community, not just through schools. The Board supports alternative methods to measure student progress and performance for informed educational decisions.

Methods of Measuring Student Learning

Three common methods for measuring student learning are characterized as formative, interim, and summative assessments:

1. **Formative Assessments:** Provides students with input and feedback on their performance to help them improve. This can be face-to-face during office hours, through written comments on assignments, rubrics, and emails.
2. **Interim Assessments:** Administered throughout the year, these tests check student progress and guide instruction at midpoints during lessons.
3. **Summative Assessments:** Administered per year close to the end of the year to measure students' achievement and readiness for the next grade level, college, or career options. Tests, quizzes, and other graded activities measure student performance, revealing what students have learned at the end of a unit or course. Within a course, summative assessment includes the system for calculating individual student grades.

VIDE Action Items

There is a critical need for VIDE to show evidence of curriculum alignment and measurement with Smarter Balance testing. This focus should be used over time to improve the quality of instruction. School Data Review Presentations should demonstrate how academic achievement in English, Mathematics, Science, Special Needs, and English as a Second Language correlates with the curriculum and school academic plans to increase achievement over time. The connection to



Common Core State Standards, supported by a reliable technology platform, should be functional before testing begins.

VIDE must address several key issues including but limited to the following:

- Low and declining test results based on internal and external factors which affect the reliability and validity
- Poor test results despite demonstrated classroom mastery of subject matter
- Lack of reliable internet access
- Disparities in standardized testing
- Prioritizing standardized testing over classroom instruction

Prioritized Actions

Assessment results should be timely to guide curriculum and professional development decisions. Results should offer specific information about performance areas so teachers can follow up with targeted instruction, students can better focus their efforts, and administrators and policymakers can fully understand students' knowledge and needs.

Teachers should be integrally involved in developing, analyzing, and customizing school assessments, plans, interventions, and reporting. This involvement ensures that they understand and teach in alignment with curriculum standards to improve classroom assessment strategies. The following should be prioritized and implemented:

- Evidence of curriculum alignment and measurement of the full range of content standards, depth of knowledge, and cognitive complexity
- Evidence of alignment with Smarter Balance focus (standards) over time through quality control reviews
- Correlation of test scores with relevant measures of academic achievement for English, Mathematics, Science, Social Studies, Special Needs, and English Language Learners
- Documentation of a coherent system of assessment across grades and subjects, including studies identifying key factors for achievement
- Evidence of how assessments provide information on student progress and plans for territorial intervention
- Year-End School Data Review Presentations must provide more comprehensive evidence



LEGISLATIVE CONCERNS

The SMAR outlines critical legislative concerns and recommendations. VIBE urges the Legislature to allocate funding to strengthen security, implement technology, procure equipment, address environmental concerns, and fund teacher scholarships. Additionally, VIBE seeks to amend 17 V.I.C. § 24(3) to grant legislative authority regarding school opening and closing beginning of year inspections, hiring of superintendents and deputies, and the implementation of an annual legislative hearing to receive "State of Education" report from the Commissioner of Education and review SMAR findings.

Funding Additional funds should be appropriated specifically for:

- Enhancing security and safety measures at school sites and facilities
- Developing and maintaining an inter-agency online tracking database
- Conducting ongoing environmental monitoring of air and water quality in all occupied school plants and facilities
- Teacher Education Scholarship with requirements to build and maintain a highly qualified body of educators which is threatened by retirement, low salaries, and challenging work conditions

Jurisdictional Authority

- **Authority to Open and Close Schools:** VIBE requests legislative authority in conjunction with the Department of Education to authorize the opening and closing of schools, including emergency shutdowns and permanent site closures. This authority is essential to ensure accountability and guarantee that schools operate for the required 180 days of instructional time. VIBE must be notified and directly participate in the decision to open and or close schools so that the minimum number of school days and instructional hours are adhered to. The Board should be critically involved in deciding if days are made up, waived, or supplemented by other options.
- **Amendment to 17 V.I.C. § 24(3)** to establish a clear deadline for auxiliary agencies to submit reports to the Department of Education, school administrators, and VIBE no later than 30 days after the school site-based inspections are completed.
- **State of Education Reporting:** VIBE recommends including language under Title 17 that mandates the Commissioner of Education to present a "State of Education" report to VIBE two weeks before the reopening of schools. This report should inform all education stakeholders.
- **Legislative Hearing on SMAR:** VIBE recommends adding language to Title 17 stating that 60 days after receiving the School Management Accountability Report (SMAR), the Legislature's Education and Workforce Development Committee shall hold a hearing to address concerns and recommendations made by VIBE.

Hiring and Supervision Authority - VIBE recommends amending Title 17 of the Virgin Islands Code to grant VIBE the following powers regarding district personnel:

- **Superintendents:** Authority to hire, certify, and monitor district superintendents, including overseeing their use of federal funds.
- **Deputy Superintendents:** Authority for district superintendents to hire deputy superintendents, subject to VIBE's oversight.



Other Legislative Concerns

1. Digital Equity and Access

Legislation to ensure all students have access to high-speed internet and digital devices. The digital divide has been a significant issue, especially highlighted by the COVID-19 pandemic. Ensuring every student can participate in online learning and access educational resources is crucial.

2. Mental Health Support

Policies to integrate comprehensive mental health services in schools. Addressing the rising mental health concerns among students by providing access to counselors, creating awareness programs, and implementing mental health education in the curriculum.

3. Teacher Recruitment and Retention

Incentives and support for teacher training, recruitment, and retention. This includes competitive salaries, loan forgiveness programs, professional development opportunities, and improved working conditions to address the teacher shortage crisis.

4. Career and Technical Education (CTE)

Expansion of CTE programs to provide students with skills relevant to the modern workforce. Legislation should support partnerships between schools, community colleges, and industries to create pathways for students to enter high demand fields. *This can help strengthen the Board's neighborhood policy.

5. School Safety

Comprehensive school safety legislation that includes measures for physical security, cybersecurity, and emergency preparedness. This should also cover policies on preventing and responding to school violence and bullying.

6. Inclusive Education

Policies promoting inclusive education for students with disabilities, English language learners, and other marginalized groups. This includes ensuring compliance with the Individuals with Disabilities Education Act (IDEA) and providing resources (local matching funds) for inclusive teaching practices.

7. Climate Change and Sustainability Education

Incorporating climate change and sustainability education into the curriculum. Legislation should support the development of educational materials and teacher training to equip students with the knowledge and skills to address environmental challenges.

8. Early Childhood Education

Increased funding and support for early childhood education programs. Ensuring that all children have access to quality pre-K education, which is critical for their long-term academic and social success.



9. Student Loan Reform

Reforming student loan policies to reduce the financial burden on college students. This includes measures such as lowering interest rates, expanding income-driven repayment plans, and increasing Pell Grant funding.

10. Data Privacy

With the increasing use of digital tools in education, it is essential to safeguard students' personal information from misuse and breaches by strengthening data privacy protections for students.

11. Legal and Judicial Reforms: Increase penalties for individuals found guilty of sexually assaulting minors and those that knew of possible sexual assault activities and ignored the signs to act.

12. Confidential Reporting Systems: Legislation to mandate that the Department of Justice establish anonymous reporting systems within schools to allow students and staff to report suspected abuse without fear of retaliation.

13. Improved Inter-Agency Coordination and Oversight: Legislation to mandate that the Department of Licensing and Consumer Affairs in collaboration with the Department of Human Services to create a council made up of former law enforcement and judicial professionals to create a platform to ensure better coordination between schools, law enforcement, child protective services, and other relevant agencies to streamline the reporting and investigation process.

14. Regular Audits and Inspections: Legislation to mandate the Inspector General's office in collaboration with the Department of Human Services to conduct regular audits and inspections of schools to ensure compliance with sexual assault prevention policies and procedures.

Addressing these areas through thoughtful legislation can significantly improve the educational landscape, making it more equitable, effective, and responsive to the needs of all students.



CONCLUSION

Virgin Islands Board of Education Curriculum Development

The Board of Education advocates for the creation of a Virgin Islands curriculum through a collaborative process involving state leadership, school personnel, parents, and other stakeholders. This curriculum should be organized by disciplinary subjects, core standards or competencies, and interdisciplinary or cross-curricular topics. A comprehensive collection of pedagogical resources and artifacts is essential to enhance the curriculum's quality and relevance to teaching, learning, technology, and assessment procedures. These resources should be modern and accessible in various formats such as print, online, guides, artifacts, conferences, and data chats. Resources must also apply to real-life and incorporate hands-on materials. Teachers should have regular access to these tools without needing to utilize personal funds to purchase essential materials for crafts, hands-on activities, sensory modalities, and flexible products for student practice or reinforcement.

The Board recommends aggressive marketing and implementation of the Virgin Islands Department of Education curriculum standards to ensure that expectations, outcomes, and effective practices are adopted to improve teaching and learning. The Board encourages the community to actively engage in the educational process by utilizing the electronic resources (links, websites, etc.) available or requesting copies of the curriculum standards. By doing so, community members can gain a deeper understanding of the educational benchmarks and goals set for our students. This transparency fosters a collaborative environment where educators, parents, and community stakeholders can work together to ensure that the highest quality of education is delivered. Your involvement and insights are invaluable in shaping a robust and effective educational system. The Virgin Islands Board of Education supports an instructional framework emphasizing positive learning environments, clear shared outcomes, varied content, assessments with feedback, and complex thinking as part of the daily practices that shape what, how, and why students should learn, know, and do. Additionally, soft skills should be prioritized to enhance students' abilities in communication, public speaking, teamwork, critical thinking, creativity, coding, financial literacy, understanding artificial intelligence, social justice, and mental health awareness.

Implementation of the Virgin Islands Curriculum

The implementation of the Virgin Islands curriculum should unfold over time and include:

1. **Teacher Professional Development:** Training with external and internal facilitators should be effectively planned to include webinars, demonstrations, and sharing ideas and expertise from industry professionals
2. **Curriculum Monitoring:** Ongoing monitoring of progress and students' understanding.
3. **Resource Allocation:** Providing necessary resources, data collection, direct observations, checklists, reports, evaluations, and student portfolios
4. **Public Collaboration:** Inviting public comments and collaboration with local libraries, historical and cultural entities, and research laboratories



A school curriculum and standards implementation plan should be adopted and submitted to the Board of Education by July 15th for the upcoming school year. This plan should be made available to school administrations, teachers, and parents before the school year begins and incorporated into the orientation process. The orientation for parents and students should outline the skills and knowledge to be taught at each grade level. For teachers, the orientation should cover teaching expectations, learning goals, assessment, and professional development focused on reading proficiency, mathematics, and science research to raise rigor and performance across all content areas.

Assessment System Development

The development and implementation of the territory's assessment system should be a state-led effort with transparent and inclusive governance. This process should utilize the resources and capacity of regional laboratories, school boards, universities, and other educational entities. VIDE requires a comprehensive review of its Assessment and Curriculum Standards Plan. While standardized tests are designed for comparing students, competition, labeling, and testing skills, teachers' tests are meant to determine if and to what degree learning took place, how knowledge was transferred, and options for further learning. Additionally, significant efforts are needed to address student misbehavior and apathetic responses to instruction. The Virgin Islands Board of Education and the community must consider the unprecedented effects of hurricanes and the COVID-19 pandemic, which left many students struggling with depression, anxiety, and suicidal ideations.

Increased prioritization of programs and behavioral options are needed from guidance counselors and Dean(s) of Students. Counselors must develop programs to address issues that affect academic performance, psychological, and behavior challenges. Information regarding career pathways, workforce development, military options, and graduation exit plans must be consistently disseminated. Dean(s) of Students are responsible for the overall welfare, social emotional well-being and success of students. Services must orient the student body about social environments and decision-making, judicial actions and consequences for negative or recalcitrant acts. School discipline evidence indicates a rise in threats, assaults, and violence. The Virgin Islands Board of Education reminds the school and community of the importance of its School Discipline Policy. This policy contains recommendations for effective discipline, retroactive practices, and efforts to reduce suspension, expulsion or other exclusionary attempts. VIBE's policy must be vigorously and consistently applied.

Lastly, the Virgin Islands Board of Education accountability evidence and data indicates the need to build a systemic approach to prepare all students for career and work force development, higher education, integration and productive participation in today's everchanging and demanding world. Accordingly, the legislature must be aware of and support innovative and advanced diagnostic programs through adequate funding. Other stakeholders, such as state leaders, district administrators, school personnel, parent organizations, unions and the Board must collaborate to continuously raise the bar to improve curriculum offerings, instructional methodology and



educational components in the Virgin Islands Education System. Greater and considerable supplemental directions and familiarity pertaining to curriculum, assessment methods, technological updates targeting curriculum experiences, student knowledge and academic expectations are required. Serious improvement for Virgin Islands education means increased classroom resources, optimal maintenance, trained teachers, professional support, informed and positive interventions and incremental growth which shows students are moving towards achieving met and exceeded standards!



APPENDIX



Surveys and Results (MOVE TO APPENDIX)

Parent Survey: The Virgin Islands Board of Education involved parents and guardians to gather their understanding, opinions, preferences, perceptions, and attitudes regarding various issues related to their children's public education. The survey sought information on school curriculum and instructional practices, ending with the question: "Are you satisfied with your child's performance? Why or why not? List reasons."

Student Survey: The Board also surveyed students in grades three through twelve and Adult Education to collect their feedback and opinions to support student success. The surveys covered school-related topics to help guide the performance of schools and their students. The results will allow administrators and personnel to enhance school goals and improve instructional programs. The survey period was from March 21, 2024, to March 29, 2024. See appendix xxx for samples of the surveys. Results will be available to parents and students for analysis.

Key Findings

Parent survey respondents 123

Student (3-7) survey respondents 138

Student (8-12) survey respondents 376

Total respondents 637



VIRGIN ISLANDS BOARD OF EDUCATION
PARENT SURVEY (YOUR OPINION COUNTS)



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



SURVEY – PARENTS

Dear Parents:

The Board of Education would like your feedback about programs and activities that occur at your school.

Submit to: Virgin Islands Board of Education

Survey Period: March 25-29

NAME OF SCHOOL(S)

St. Croix District Schools

- Alfredo Andrews Alternative Education Claude O. Markoe Eulalie Rivera
- John H. Woodson Juanita Gardine Lew Muckle Pearl B. Larsen
- Ricardo Richards St. Croix Central High St. Croix Educational Complex
- Youth Rehabilitation Center

St. Thomas/St. John District Schools

- Bertha C. Boschulte Charlotte Amalie Edith L. Williams Ivanna Eudora Kean
- Jane E. Tuitt Joseph Gomez Joseph Sibilly Julius E. Sprauve
- Lockhart k-8 Ulla F. Muller Yvonne Milliner-Bowsky

I. I have a student in the following grades (check all that apply):

- Pre-K KG 1st 2nd 3rd 4th 5th
- 6th 7th 8th 9th 10th 11th 12th

II. My child receives special services (check all that apply):

- IEP 504 Plan ELA Other _____ NA

III. I attend PTSA Meetings (check appropriate response):

- Seldom Sometimes Frequently Always

		Strongly Disagree	Agree But Not Consistent	Strongly Agree	N/A
1.	Comfortable approaching administrators to discuss school issues (students, content, behavior, or other issues)				



2.	Instruction in classroom is engaging and relevant to content				
3.	Classroom teachers are approachable and available to discuss classroom issues (students, content, behavior, or issues)				
4.	School provides information and guidelines about curriculum standards, grade level instructional goals, and school goals				
5.	Support services for students (with IEP, 504 accommodations, and other assistive services, health, medical, gifted) are discussed and provided as needed.				
6.	The school provides details and discussion about my student(s) results from Smarter Balance or statewide tests				
7.	If my student's Smarter Balance scores are below grade level, the school provides assistance to increase test results				
8.	School attendance and tardiness goals are shared				
9.	School intervention service in school, after school or other are discussed and provided				
10.	School PTA meetings share valuable information about the school's academic & social, health and safety issues.				
11.	Parents are familiar with intervention, transition or plans to assist students with remedial or delay in skill(s) acquisition.				



12.	Board of Education policies, rules & regulations are shared.				
13.	Notification of School problems: maintenance, health, safety, and emergency plans are timely and consistent.				
14.	The school shares school menu choices and efforts to increase student participation in receiving healthy and delicious meals.				
15.	I am satisfied with my child's performance.				
Comments, questions, concerns, recommendations:					



VIRGIN ISLANDS BOARD OF EDUCATION
STUDENT SURVEY (8TH – 12TH)



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



SURVEY – STUDENTS

Dear Student:

The Board of Education would like your feedback about programs and activities that occur at your school:

Submit to: Virgin Islands Board of Education Survey Period: March 25th - 29th

NAME OF SCHOOL

St. Croix District Schools

- Adult Education Alternative Education Eulalie Rivera John H. Woodson
 Juanita Gardine Pearl B. Larsen St. Croix Central High St. Croix Educational Complex
 Youth Rehabilitation Center

St. Thomas/St. John District Schools

- Bertha C. Boschulte Charlotte Amalie Edith L. Williams Ivanna Eudora Kean
 Julius E. Sprauve Lockhart k-8

I. I am a student in the following grade/program (check appropriate area):

- 8th 9th 10th 11th 12th Early/Dual Admission

II. I participated in the Graduation Exit Plan: Yes No

III. I receive special services (check all that apply):

- IEP 504 Plan ELA Other _____ N/A

		Strongly disagree	Agree but not consistent	Strongly agree	N/A
1.	Comfortable approaching administrators to discuss school issues (students, content, behavior, or other issues)				
2.	Instruction in classroom is engaging and relevant to content				



3.	Classroom teachers are approachable and available to discuss classroom issues (students, content, behavior, or issues)				
4.	School provides information and guidelines about curriculum standards, grade level instructional goals, and school goals				
5.	Support services for students (with IEP, 504 accommodations, and other assistive services, health, medical, instruction, gifted and other issues) are discussed and provided as needed				
6.	The school provides details & discussion about my results from Smarter Balance or statewide tests				
7.	If my Smarter Balance scores are below grade level, the school provides assistance to increase test results				
8a.	My school attendance is regular and meets standards to attain academic and social goals.				
8b.	My arrival to school and classes is on time and meets standards established for classes or programs				
9.	School intervention service in school, after school or other are discussed and provided				
10.	SGA meetings share valuable information about the school's academic & social, health and safety issues.				



11.	Students are familiar with intervention, transition or plans to assist students with remedial or delay in skill(s) acquisition				
12.	School notifies me of maintenance, health, safety, and emergency plans timely and consistently.				
13.	Board of Education services, policies, rules & regulations are shared.				
14.	The school shares school menu choices and efforts to increase student participation in receiving healthy and delicious meals				
15.	School security procedures are consistent and facilitate student entrance, exit, and directions				
16.	The school routinely coordinates events, so school monitors and students develop positive and cooperative relationships to address school safety.				
17.	I work towards positive school climate and discourage fights.				
18.	I am satisfied with my performance.				
Comments, concerns, suggestions, and recommendations:					



VIRGIN ISLANDS BOARD OF EDUCATION
STUDENT SURVEY (3RD – 7TH)



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



SURVEY – STUDENTS (3rd – 7th grade)

Dear Student:

The Board of Education would like your feedback about programs and activities that occur at your school:

Submit to: Virgin Islands Board of Education Survey Period: March 25th - 29th

NAME OF SCHOOL

St. Croix District Schools

- | | | | |
|--|---|--|---|
| <input type="checkbox"/> Alfredo Andrews | <input type="checkbox"/> Claude O. Markoe | <input type="checkbox"/> Eulalie Rivera | <input type="checkbox"/> John H. Woodson |
| <input type="checkbox"/> Juanita Gardine | <input type="checkbox"/> Lew Muckle | <input type="checkbox"/> Pearl B. Larsen | <input type="checkbox"/> Ricardo Richards |
| <input type="checkbox"/> Youth Rehabilitation Center | | | |

St. Thomas/St. John District Schools





- | | | | | |
|---|--|--|---|--------------------------|
| <input type="checkbox"/> Bertha C. Boschulte | <input type="checkbox"/> Edith L. Williams | <input type="checkbox"/> Jane E. Tuitt | <input type="checkbox"/> Joseph Gomez | <input type="checkbox"/> |
| <input type="checkbox"/> Joseph Sibilly | <input type="checkbox"/> Julius E. Sprauve | <input type="checkbox"/> Lockhart k-8 | <input type="checkbox"/> Ulla F. Muller | <input type="checkbox"/> |
| <input type="checkbox"/> Yvonne Milliner-Bowsky | | | | |

I. I am a student in the following grade/program (check appropriate area):

- 3rd 4th 5th 6th 7th

II. I receive special education services:

- Yes No I don't know

		Do Not Agree 	Work Needed 	Sometimes 	Agree 
1	I feel safe and comfortable at my school				
2	School work is shown and explained to me, so I can complete assignments				



3	I receive help and assistance if I need help or have Special needs.				
4	Notes and communication between my parents/guardians are frequent.				
5	I know the rules about uniforms, behavior, bullying and how to get help.				
6	In school & After school programs, are regularly available.				
7	School staff care about me. I feel as though my voice is heard by others, including peers, teachers, administrators, etc.				
8	My school values diversity of students' backgrounds.				
9	School staff create an environment that helps students learn.				
10.	I am satisfied with my performance				

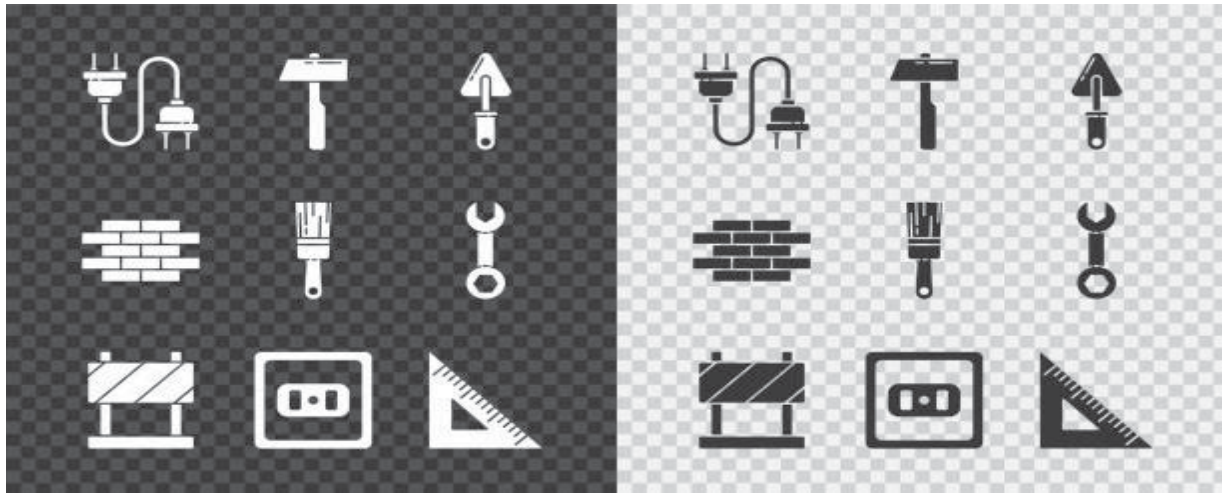
Comments, concerns, suggestions, and recommendations:



VIRGIN ISLANDS BOARD OF EDUCATION



30-DAY PROJECT REVIEW AND RESPONSE



Contact us:

St. Thomas

340-774-4546

340-201-2890

stt@myviboe.com

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340-772-4144

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



1st Virgin Islands 30-day project review & Response

30 -DAY PROJECT REVIEW & RESPONSE

A walk-through visit on the status of environment, safety, and health 30-day maintenance repair projects.

School: JOHN H. WOODSON

Date: January 19, 2024

Participants: Members Winona A. Hendricks, Arah C. Lockhart, Terrence T. Joseph; AED Samatha Prentice.

Yauncey Milligan (St. Croix Director of Maintenance) Dr. Carla Bastain (phone contact)

Communication.

- Woodson School administration, students & teachers instructional progress & school repairs
VIBE- **received *No official notification regarding Woodson's status- school reopening, instructional procedures, or maintenance update.***
- Woodson maintenance work execution projects -
VIBE- **received *NO information regarding Work Descriptions, Directors, Names of Contractors, Materials, or Completion Dates for projects. No collaborative sharing, efforts to notify VIBE of work progress, or expanded plans were received.***
- Maintenance workers or teams available-
VIBE- **Based on site visit, work projects need additional workers to expedite work completion**
- Custodial workers
VIBE – **Based on site visit, school custodial workers were not included in the process of cleaning and sanitizing the school**

General site observations.

Work in progress at J. H. Woodson School. Men observed painting walls, ACs being installed; repairs to broken concrete areas in the courtyard and around the school



Main office & classroom visits showed installation of ducting system in the main office, some floor tiles replacement; continuation of ceiling tiles replacement; and ceiling fans replacement in varying classrooms

Classroom desks, books, materials, and fire extinguishers were visible in hallways. Items were not labeled for ease in return to instructional/specific areas or for impound/destruction

Need for mosquito mitigation in the sewing area

B wing- work in progress. Installation of new floors, tiles, and fans visible

School plastic window panels for inside-outside visibility appeared frosty in some rooms

School clocks/intercoms on the wall are not functional

VIDE-30 Days	VIBE	
Leaking hallways	Work in progress	29CFR 1910.22 ...Passageways, walking (surfaces are kept in clean, orderly, and sanitary condition 9/26/2023 B wing
Bathroom upgrades	1 Contract being worked on for approximately 114 bathroom repairs in all schools	
Drinking water	Water being tested for WAPA contamination	
Hallway Lights	50 % of Work completed; evidence of new lights and preparation of lights	29 CFR 1910.305(a)(2)(ix) ...all lamps for general illumination shall be protected from accidental contact or breakage by suitable fixture ...9/26/2023



Auditorium stage repair	Termites- Work still pending, money needed	
Main office – HVAC system cleaning	HVAC system completed. Ceiling tiles were being installed	
Air Quality Testing	Charlemagne	
Air conditioners & fans are being installed	Caribbean Cooling men on campus – 50 ton Acs New fans in some classroom	
Gym needs bathroom facilities	Project- Mr. A. Flemming Trailer from Central need to be connected to sewage system to address problem	
Courtyards	Trees being cut Benches being painted	
Cameras & Intercom	Questions should be directed to Mason	

VIBE requirements after Site visit

- VIBE needs tangible evidentiary information about:
 - <Project areas
 - <List of complete- incomplete tasks & timelines for completion



<Project directors – who is handling specific areas so questions can be asked
<Information concerning J. H. Woodson instructional programs and projected return to campus

- Addendum “C” Woodson- Kitchen equipment installation; purchase order 9/2023
ARPA \$1,682,640.00 – update on project
- VIBE requests copies of OSHA, FIRE, HEALTH, etc. compliance for occupancy reports
VIBE requests VIDE abatement steps regarding John H. Woodson (Notification of Violation and Order to Comply given on or about 9/26/2023 and 11/17/2023 from VI Dept. of Labor (Division of Occupational Safety & Health)
- VIBE requests information regarding manpower assigned to each project. Yauncey Milligan is a very talented and knowledgeable director; However, more leadership planning and follow up needed to complete project work.
- VIBE requests workers on school sites be provided with work orders for each day so workers are meaningfully occupied
- VIBE will plan for Summer Maintenance Project identification
- VIBE – is concerned that there is insufficient communication and respond to findings and recommendations to ensure, sustain, and maintain school facilities



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



30 -DAY PROJECT REVIEW

A walk-through visit on the status of the environment, safety, and health 30-day maintenance repair project.

School: Claude O Markoe Date: January 19, 2024

Participants: Members Winona A. Hendricks, Arah C. Lockhart, Terrence T. Joseph, AED Samatha Prentice

Yauncey Milligan (St. Croix Director of Maintenance) Dr. Carla Bastain (phone contact)

Communication

No written or informative details about COMS kitchen remodeling.

Playground and gymnasium issues are long-standing and need to be addressed.

General site observations.

The kitchen project needs a timeline and plans to expedite completion; Food is satellited from Arthur Richards School

Classrooms have functional ACs

Leaking roofs have been Hypro long

Air quality – *Charlemagne*

Kitchen upgrade - *Flemming*. The kitchen is NOT part of the 30-day project. DVD Construction will take about 1 year to remodel and repair an open kitchen

The large amount of equipment and materials in the area poses a hazard and falling risks (equipment has been sitting dormant for approximately 2 years) There is no signage to alert personnel of risks, restrictions, or hazards.



The cafeteria is divided into 3 sections.

Section A. Stage not occupied or used for programs /restricted

Section B houses kitchen equipment including serving counters, large kettles, playground equipment paid for with federal monies, and other equipment that are fall risks, **NO signage to indicate risks is posted**

Section C houses school lunchroom accommodations (serving counter, waste bins, lunch tables and students eating. Section C has a divider that is used to display students' work

Drinking water – students receive bottled water

Floor tiles completed in room 902

VIDE-30 Days	VIBE
Leaking hallways	Roofing areas Hypro long – needs to be maintained
Bathroom upgrades	Not addressed part of large district project
Drinking water	Bottle water distributed to students; piles in the cafeteria on crates
Air quality testing	Charlemagne
Air conditioners	Classroom functioning AC
Kitchen upgrades	Refer to Flemming Kitchen remodeling project – Open kitchen Kitchen gutted; walls & counters removed; men tiling (kitchen not part of 30-day project DVD Construction has 1-year project
Floor tiles	Tiles in 902 completed

VIBE requirements after Site visit

- Plans for ***play area design & completion or alternate plans*** to facilitate primary & intermediate development needed
- Plans for the use of the gymnasium by the school and community needed



- FEMA support – funding – fixed cost offer; update/project phase – schematic design in progress
- Kitchen equipment installation – construction in progress and on schedule on or before completion July 2024 ARPA \$447,328.00 - VIBE request progress report, funding obligated, and balance



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



Informal conversation with Mr. Irvin Mason on 1/25/24 to follow up on school visits

INTERCOMS

St. Croix – 4 schools prioritized for Intercoms: Central, Complex/C-Tech, Alfredo & Woodson

OMINI System is the contractor. Because of its federal funds, VIDE is waiting for 3rd party fiduciary to review. It will be done soon...

The rest of the INTERCOMS will be addressed as funding becomes available. High Schools & JR. Highs are the priority. Eventually, all schools will have intercom upgrades.

St. Thomas/St. John- CAHS, & Gomez Intercoms were completed summer 2023.

The next schools will be KEAN, BCB & Lockhart. Funding is being sought for other schools

CAMERAS

2 companies have been selected after the bidding process

MONE-THOS for St. Croix SMART NET – St. Thomas /St. John

Over 2 million dollars of federal funds was identified per district

The 3rd party fiduciary will review the proposals then work will begin shortly

Crisis Alert System

Mr. Mason spoke about the Crisis Alert System with strobe lights, & a discreet connection to 911 being installed in schools. Approximately \$350,000 will be spent in each district to activate the system.



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



30 -DAY PROJECT REVIEW

A walk-through visit on the status of environment, safety, and health 30-day maintenance repair project.

School: St. Croix Central High

Date: January 22, 2024

Participants: Members Winona A. Hendricks, Barbara Sluss & Principal Andrea Hopson, Bobby Ferris (St. Croix Asst. Director of Maintenance)

General site observations.

Courtyard – some trees cut. Reports on aggressive ant vs termites are not available. UVI experts provided information. No written document submitted to VIBE

Impress Funding not available.

Jolly Green Contractor is responsible for Music Building AC must be completed (company on campus)

The library has not been addressed. It is critical that high school students have access to books and materials to support literacy.

75% of kitchen equipment installed; conventional oven; stove; & kettle. The kettle has electrical issues which has been reported numerous times without rectification.

Additional kitchen equipment is covered with blue tarpaulin at the rear of the school.

The meal for the day included ground beef or fish fillet with macaroni & cheese and vegetables. Pates were in preparation for the next day's meal

Fans in the cafeteria not addressed

Cafeteria roof out for Bid

Auditorium needs 25-ton AC 25.



B. Ferris - there is a need for major electrical upgrades. Since the school is to be demolished the upgrades may be delayed waiting for the new school

Centrals - EAST -WEST walkways near the front of the school leak profusely. There is a need for a timeline and deadlines to address this matter.

VIDE-30 Days	VIBE
Secure hanging wires	Completed but debris left sitting on campus
Bathroom upgrades	800 wing bathroom 1 Female & 1 Male bathroom being worked on; tiling & modernization; 14 still need to be done ZEEFO has no contact
Drinking water	Pallets of water were delivered in Jan.
Window operators	Many operators were replaced except for those that could not be addressed - design problems.
Air conditioners	
Electrical upgrade assessments	Not sure about the information
Ceiling fans	Ceiling fans in the cafeteria not addressed
AC filter cleaned	Not touched, not fixed
Cafeteria roof	
Intercom & Camera System	No critical communication provided. Mr. Mason needs to address the matter
Issued laptops	Distributed to 9 th -12 th graders. The return condition of some devices was poor

VIBE requirements after Site visit

- VIBE needs report on Termite abatement
- VIBE needs report on Music bldg. repairs



- Kitchen equipment installation update needed
- FEMA- report on PDMG project and procurement update – what is the status
- Addendum “C” Interim Project Funding Report – Central – Kitchen equipment Installation – Purchase order issued in Sept. 2023 ARPA \$1,682,640.00





30 -DAY PROJECT REVIEW

A walk-through visit on the status of environment, safety, and health 30-day maintenance repair project.

School: St. Croix Educational Complex Date: January 22, 2024

Participants: Members Winona A. Hendricks, Terrence T. Joseph, Barbara Sluss, Rodney Moorehead Principal, Bobby Ferris (St. Croix Asst. Director of Maintenance)

General site observations.

Hanging wires- the problem is being actively addressed in the main hallways. Equipment to reach the top of the ceiling is not available. The wires are IT wires

Bathroom upgrades contracted out approximately 114-115 bathrooms to be repaired in the district. P & P involved Bids requested

Major problem with pump on campus – 1 pump system barely holding on; originally school had 4 pumps; Pump set up to provide WAPA water; Cistern has water; The 1 pump system is critical to school operation; water accessibility influences school dismissal, water for hygiene use & toilet at the facility. This problem needs to be prioritized

Digital reporting system for maintenance to quickly address and monitor maintenance problems has not been perfected. The Work Order System needs to be revised.

The music suite had AC (replaced)– which was a major problem. Now corrected

Guttering around the entire school is a major problem. One building is leaking due to a lack of guttering (near the gym) Water is a falling hazard for students and personnel

Poor lighting in the courtyard and T. Duncan scoreboard not working was referred to Mr. Ferris.



VIDE-30 Days**VIBE**

Secure hanging wires	Work in progress; not able to reach top of roof; equipment needed
Bathroom upgrades	Contract in P & P large money project
Drinking water	Water systems on campus
Air quality testing	Charlemagne
Air conditioners	
Remove Debris	
<u>Intercom & Camera System</u>	Contact Mr. Mason

VIBE requirements after Site visit

- VIBE needs information on FEMA support for Complex
- VIBE needs information on Addendum “C” – Interim Project Funding Report for Complex
- VIBE needs information on modernization design being done by Stringline Architects





30 -DAY PROJECT REVIEW

A walk-through visit on the status of environment, safety, and health 30-day maintenance repair project.

School: Ulla Muller Date: January 23, 2024

Participants: Members Winona A. Hendricks, Ernie Barry/ VIBE maintenance

School Mr. Roger – school personnel (Mr. Gene Weeks – STT/STJ director of maintenance asked that Mr. Rogers complete the walk thru with the board)

General site observations.

Maintenance services are critical to the performance and quality of public education provided. Regular and ongoing communication between VIDE, VIBE, and other ancillary services should be a routine process.

AC installation- 2nd & 3rd grade classes repair units addressed through the kitchen. Portable Units installed with 2 exhaust flows in classes. Rooms 2,11,12,23 had work completed.

Principal- school money was used to provide for some portable AC units. Portable units are being installed but the ACs to be repaired

The school needs an electrical upgrade to increase sustained power for AC units

Oliver Exterminator visits every month to address rats & rodents.

There is a hole or opening in the BACK of the cafeteria which needs to be closed. It allows CATS to enter the kitchen storeroom area (A serious food contamination concern)

A roofing problem that allowed water to gather on the ground near the kitchen has been corrected. Two-inch pipes were installed to divert water to the plant/garden area.

The roof issue at school still must be addressed

Bathroom problem- when toilets are flushed, the water keeps running. Some flush valves have been corrected



School set up multiple tents and gazebos on campus to facilitate over-exposure to sun during recess

Floor tiling in the school lounge was completed

Stair & walkways – concrete breakage not addressed

VIDE-30 Days

VIBE

AC installations	Portable units are being installed
Leaking roof	Problem still needs to be corrected
Extermination – rat, termites	Oliver Extermination visits monthly A hole at the back of the cafeteria needs to be closed CAT enters the kitchen
Bathroom repairs	Problems are being addressed- mostly flush valve problems
Stairs/walkways	Cracked & broken areas not addressed
Floor tiles	School lounge tiled

VIBE requirements after Site visit

- VIBE request – Pending FEMA Project Review and update on Conceptual plan
A better explanation of what, where, and for what conceptual plan is needed
VIBE – request information about playground equipment for school
- Additional information about electrical upgrades needs to be provided
- NB2A is a condemned building where the second-level flooring is insecure- Signage needs to be placed on the building to keep personnel out. Since the building is behind classrooms and near the kitchen, what is the plan for this building?



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



30 -DAY PROJECT REVIEW

A walk-through visit on the status of environment, safety, and health 30-day maintenance repair project.

School: Joseph Gomez Date: January 23, 2024

Participants: Members Winona A. Hendricks, Arah C. Lockhart, Ernie Barry,

School administration- Principal Skelton, L. H. Forde

Gene Weeks (Director of Maintenance) Davidson Charlamagne – Territorial Director of Maintenance

General site observations

Maintenance services are critical to the performance and quality of public education provided. Regular and ongoing communication between VIDE, VIBE, and other ancillary services should be a routine process.

Mr. Weeks & Mr. Charlemagne visited after a request to participate in discussion.

The Air Quality at GOMEZ is a serious problem. Comments about severity and notification “who knew & did not know “delay responsible actions.

School ACs cannot be installed until power upgrades are completed. There is a need for a Step-Down Transformer. HKT is the consultant on this project.

The Air Quality at this school is serious. Many of the Modular classrooms have problems. Classrooms have been closed and personnel & students relocated. The (3) three companies to address MOLD remediation are located on ST. Croix.

Cleaning was done, walls & furniture were addressed but the problem persists. Sore throats and complaints to nurse are frequent ...

300 dehumidifiers for the district were purchased.

Air Quality Testing – Mr. A. Flemming & Mr. D. Charlamagne

Building near Pre-K which should have been demolished or wrapped is still standing



SPED offices and classrooms work started but are not near completion.

Concerns about dangerous playground and a need to cover the gut (which at times may have sewage flowing were not addressed)

School is currently administering I Ready Tests.

Principal concerned about non-productive maintenance worker.

VIDE-30 Days	VIBE
AC installations	Nothing completed
Air quality testing	Charlamagne – Serious mold problems in modular and certain rooms shut down OSHA should be called to check compliance
Window screens	
Bathroom repairs	Ongoing, assistance is using provided
Camera Installation	No camera installation /Mason
Intercom installation	Installed not working 100%/Mason
SPED classroom renovation	Pre Kg. completed but work for SPED is not completed

VIBE requirements after Site visit

- VIBE requested information on the Pending FEMA Project Review (on the modernization of Oliver School to serve Gomez students)
- A report from Mr. Mason on school cameras and intercom systems is needed
- VIBE requested report on FEMA project review regarding the modernization of Gomez school associated with Oliver School





30 -DAY PROJECT REVIEW

A walk-through visit on the status of environment, safety, and health 30-day maintenance repair project.

School: St. Thomas CAHS Date: February 6, 2024

Participants: Members Winona A. Hendricks, Arah Lockhart, VIBE staff Ernie Barry Edwardo Carmona (St. Thomas - Asst. Director of Maintenance) Wayne Jurgen – VIDE

Compliance Officer, Assistant Principal – Joel Buchanan

General site observations

Board members are on site to facilitate correction, remediation, and standardized requirements for better instruction; “Ensuring each student everywhere has access to excellent and equitable public education governed by high-performing school board leaders” to support the local community.

A status update on all intercom and camera installations should be provided by – Mr. Irvin Mason

Intercom- Teachers at CAHS need to be trained on how to access the main office from classrooms

TC 203 room is ready for reopening but needs the installation of an AIR filter, the vent needs to be installed. / Mr. Carmona

Students and vehicles traveling on the school track during the day is a dangerous situation with a lack of traffic requirements and signage for compliance

Extermination needs to be consistent in addressing rats & rodents in the Band room. The exterminating service representatives do not spray while students occupy the site. This challenge needs to be addressed by the school administration & band directors; regular service is a must.

Termite eradication is necessary – many instruments are wood-based and vulnerable for destruction



The Band room needs to be organized, it's in disarray. Daily Cleaning is required (One consideration could be to provide an exterior storage trailer to address instruments in hallway, on the side, or in corners. This could be a minor cost until the official band storage room is cleaned and organized)

VIDE-30 Days

VIBE

Band Room renovations	Skylight 100% repaired – will do check after rain. Electric outlets need to be covered	
Air Quality Testing	No testing report not known 1 year ago, 5 rooms shut down 3 now closed TC – 203 ready to open / need Air filter section completed	
Roof Leaks	All modular roofs repaired	
Bathroom Repairs	200 & 300 wings operable Except for 1 MALE in 300's closed	Students tear apart bathrooms all the time Problem of students vandalism needs to be addressed
AC Installations	Band room- AC repair in progress – new unit to be installed	Major issue in Band area
Camera Installation started	Not started , pending	
Intercom installation started	Update needed Teachers need training	
Ceiling tiles		
<u>Walkway Deck repainting</u>	Repainting has not been done But damaged planks replaced	



<u>Bleachers</u>	No bleachers in gym , no seating	
------------------	----------------------------------	--

Modular Classroom renovation

VIBE requirements after Site visit

- Reopening of TC 203 (It's a minor fix) – air vent / Mr. Carmona indicated he would address the matter
- Results of Air Quality Testing reports be shared with VIBE & school principal/s





30 -DAY PROJECT REVIEW

A walk-through visit on the status of environment, safety, and health 30-day maintenance repair project.

School: St. Thomas Yvonne M. Bowsky Date: February 6, 2024

Participants: Members Winona A. Hendricks, Arah Lockhart, VIBE staff Ernie Barry, Edwardo Carmona (St. Thomas - Asst. Director of Maintenance) Wayne Jurgen – VIDE Compliance Officer, Principal Dr. Daphne Gonzalez -Thomas

School Security – Mr. Irvin Williams was on the *Bowsky campus* distributing school monitor equipment

1 body camera 1 bulletproof vest 1 mental detector 1 protective sleeve

Approximately 43 STT/STJ and 59 STX monitors were trained by the VI Police Department on 2/05/24 to use their equipment. Mr. Jaime Roebuck is the facilitator on St. Croix.

The footage from body cameras involving “Incidences” will be collected by Mr. Mason, Willaims, or Roebuck respectively.

General site observations

As we entered the main office, it became apparent that the office staff and school administration were in a moldy environment. Mold was evident on chairs, and walls with staff & personnel wearing masks. Pictures taken.

The principal’s office was also comprised of strong odor.

The principal indicated she did not have written results of air quality testing. Scenarios of person/s “nearly” passing out were shared. Person/s had to exit the room.

No information was available on the requested remediation for 201, 202, or 203. The areas had been remediated two times.

Dehumidifiers were emptied by Mr. Carmona (they were filled with water)

Room TC 203 was the library that had a special grant written. Library relocated to B-105



Principal requested assistance in relocating the office unit to another environment. Laborers are needed for a very short location project. OSHA violations and compliance should be checked at this school

VIDE-30 Days	VIBE
Air Quality Testing	Written results needed
Ceiling Fans	Replaced with ACs
Extermination termites	Termite extermination & bathroom repairs completed
AC installations	In cafeteria
Bathroom repairs	Completed
Camera Installation	Camera installation started but none in the principal's office
Roof Leaks/modular -	
Breaker Issue	Identified Building E 103
1	

VIBE requirements after Site visit

- Results of Air Quality Testing be shared with VIBE
- Laborers should be provided to relocate main office; Maintenance indicates they have electricians, plumbers, painters, and coordinators but no laborers. To assign persons from maintenance would be a UNION issue.
- **Home Economics area was repaired but needs painting and minor fixes**





30 -DAY PROJECT REVIEW

A walk-through visit on the status of environment, safety, and health 30-day maintenance repair project.

School: St. Thomas Bertha C. Boschulte Date: February 6, 2024

Participants: Members Winona A. Hendricks, Arah Lockhart, VIBE staff Ernie Barry Edwardo Carmona (St. Thomas - Asst. Director of Maintenance) Wayne Jurgen – VIDE Compliance Officer, Principal- Mr. Corbett

General site observations

The list of 30-Day Priority Projects should be given to every principal for knowledge, familiarity, and verification of projects. Principals are hesitant to speak on lists they see for the first time

Principal – rental monies assist with repairs and fixing school maintenance problems

VIDE-30 Days

VIBE

Air installations H101, J 209, Band Rooms, K202	Has not been installed – procurement
Broken lights	Lights fixed and installed in the main office The problem in evening after 6 pm it is very dark on campus
Window operators	Operators, not the correct ones. They may need to be specially ordered. EBO should be checked to see if they can work
Ceiling Tiles	Some changed. Rain & water destroys them again The roof needs to be sealed Modular roofs coated
Bathroom repairs	Everything not repaired G & H sections Boys bathroom was NOT repaired Boy’s urinal destroyed



Air Quality Testing	Does not know results Mr. Carmona indicated air quality testing was performed after dumpster fires Clean filters were provided
Camera Installation started	Still waiting for installation – NOT installed
Electrical Outlet repairs	About 7 areas Gym, Bubble water , etc.

VIBE requirements after Site visit

- Night lighting situation should be corrected
- Handicapped accessibility for main steps is a concern





30 -DAY PROJECT REVIEW

A walk-through visit on the status of environment, safety, and health 30-day maintenance repair project.

School: St. Croix / Juanita Gardine Date: February 8, 2024

Participants: Members Winona A. Hendricks, VIBE staff- Barbara Sluss

Principal, Barbara McGregor

General site observations

Communication regarding which schools were operating virtually or would remain open for operation was not provided to the Virgin Islands Board of Education.

Impress allotments /Lottery Initiative Fund for 2023- 2024 is not available.

Leaking roofs in the Gym and other areas have not been addressed. Mr. Milligan has toured areas. Wastebaskets are placed to catch water.

Electrical work- Phase I occurred in Sept. Phase II which should have happened over Christmas vacation never happened. Electrical issues include the 200 wing classrooms. Currently, 4 classrooms have no overhead lights. The light source is open windows. A visit to one class showed poor lighting.

The ACs in all classrooms are not functional. Work has been open for bid 2/8/24 is day 7 of the Bid announcement.

The storm drain by the Gym is clogged. The problem has been reported from the beginning of the school year. It has grown roots, leaves, sticks, etc. The gym and two classes get flooded when water overflows.

In the Gym, water enters through the windows. Wetness affects floor tiles

The Main office to cafeteria RAMP needs coating. Other ramps also need recoating surfaces are too smooth

Near GYM- playground equipment sits on the floor outside, subject to inclement weather on the floor. The other ½ of the equipment is on the floor in the gym.

Auditorium – a few lights working. Dark environment. No AC



VIDE-30 Days**VIBE**

Outside lighting	On wing 100 1-2 lights work 200, 300, and 400 wings the majority of lights Not Working
Bathroom Upgrades	400 wing bathrooms not used / the plumbing is a major issue – pipes deep in concrete may be corroded The 8th-grade students use the 3rd-grade bathrooms Wing 100 bathrooms addressed before
Air Quality Testing	Not aware of anything done with Air quality
Drinking water	VIDE supplies drinking water / its inadequate / student bring own water Student do not use water dispensers consistently
Intercom (started)	Check Mr. Mason
Camera system started	Cameras installed but not maintained. The majority stopped working weeks ago . Blurry images, positions changes, some camera off line
Kitchen equipment	Not installed
<u>The School purchased ballasts in Jan. to facilitate basketball program and also coordinated LIFT to place ballasts</u>	<u>Lighting is needed to encourage and promote the basketball program</u>

VIBE requirements after Site visit

- Drain near Gym needs to be cleared – extremely dangerous flooding and fall hazards.
- School ramps are too smooth serious fall risks
- Lighting needed in 4 classrooms





30 -DAY PROJECT REVIEW

A walk-through visit on the status of environment, safety, and health 30-day maintenance repair project.

School: St. Croix / Ricardo Richards Date: February 8, 2024

Participants: Members Winona A. Hendricks, VIBE staff- Barbara Sluss

Principal, O'Halloran Smith & Assistant Principal - Valda Austrie

General site observation

Abandon classrooms were removed and flooring near the main office removed

Small play area needs pliable materials to protect students who may fall

School needs a playground and auditorium facility.

An additional bathroom is needed for staff – a potential area was talked about

VIDE-30 Days

VIBE

Air quality testing	Not sure of air quality testing. No major problems at school
Bathroom Upgrades	Bathrooms are OK
Kitchen upgrades	Currently being worked on. Job started in Jan. Remodeling – tiles, painting, changes serving station, new equipment DVD Co. should be finished within month
Hallway lights	No lighting problems .Good lights
Camera system started	Not aware of work
Spouting in annex area	Water is detrimental to student & personnel



VIBE requirements after Site visit

- Spouting on outside/ annex area is critical the rain and water is falling directly outside 2 classrooms where students have to enter and exit.
- Cafeteria area is too small to accommodate sharing of food and assembly programs





30 -DAY PROJECT REVIEW

A walk-through visit on the status of environment, safety, and health 30-day maintenance repair project.

School: St. Croix / Lew Muckle Date: February 8, 2024

Participants: Members Winona A. Hendricks, VIBE staff- Barbara Sluss Assistant Principal - Shanet Alexander

General site observation

New basketball rim needed

Old library is used as a storage area; the old administration building is still the same

1 or 2 classrooms had ceiling tiles replaced

VIDE-30 Days

VIBE

Bathroom upgrades	Primary bathrooms were worked on. In other areas – no new toilets, sinks or stalls, etc.
Drinking water	Water dispensers are used; the school provides cups to students
Air quality testing	No report seen
Debris removal	No problem with debris / removed
Kitchen upgrade	LMS kitchen equipment installed Serving line to be installed Equipment for other schools is still in the cafeteria
Window operators	Every classroom with problem operators replaced

VIBE requirements after Site visit

- The cafeteria at LMS is too small for kitchen and auditorium . Perhaps the library should be made auditorium





30 -DAY PROJECT REVIEW

A walk-through visit on the status of environment, safety, and health 30-day maintenance repair project.

School: St. Croix / Pearl B. Larsen Date: February 8, 2024

Participants: Members Winona A. Hendricks, VIBE staff- Barbara Sluss

Asst. Principal –Juliette Heddad- Miller & Anna Marie Gordon .

General site observations

The main office had a fire. Suspected cause -condensation on the office phone. The phone blew up and started fire. The security guard smelled smoke and called the fire department.

The smoke odor is very strong. The office must be relocated to a possible nursing site. Space for 2 people available. A cleaning crew is to be sent to clean and restrict the area

East courtyard is completely waterlogged. The roof was power washed, and debris was not collected. The drainage area is blocked. The drain needs to be cleared.

The principal is out on leave.

ESL room had odor corrected

The music room needs repair. The room was flooded with rain. A tentative plan has been discussed but not activated.

VIDE 30 Days

VIBE

Close of stepdown transformer	Not aware of work completed Lights fluctuate
Bathroom Upgrades	Bathrooms- completed
Drinking water	New drinking stations & bottled water from VIDE



Air Quality testing	No lighting problems. Good lights
Camera system started	In December wires were run to upgrade the system
Stage repair	Stage is ok

VIBE requirements after Site visit

- The music suite situation should be addressed
- Kitchen equipment for Pearl B. Larsen Not installed
- Kitchen equipment for other schools is still in the cafeteria
- No improvement in 3 classrooms in the gym
- No improvement at playground site



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



30 -DAY PROJECT REVIEW

A walk-through visit on the status of the environment, safety, and health 30-day maintenance repair project.

School: Career & Technical Date: February 9, 2024

Participants: Members Winona A. Hendricks, Emmanuella Perez-Cassius, AED Samantha Prentice, & Principal – Yves Abraham

General site observations

No bathroom upgrades were completed. Some faucets were replaced in the J wing boy's bathroom

Floor tiles were not replaced, and no renovation

Ceiling tiles were replaced in the culinary area; however, gaping areas of missing ceiling tiles are still out in the cosmetology area.

Large bins 1-3 are placed to collect water from the roof. Students have to relocate seats based on rain area & amount. This is extremely dangerous in the cosmetology setting of dryers, heating combs, and chemical products. The framing in the ceiling in the cosmetology section is gone so correction needs extensive planning and resources to build back the area.

Running water is also a hazard in the Auto Body section

Major parts of the entire Roof need to be repaired – it is a long-standing issue

5 new water fountains were installed. Students prefer bottled water provided by VIDE. They are leery of water contamination.

Work order forms for completed work are reviewed and signed by office staff.



VIDE 30 Days**VIBE**

Removal of lockers	Lockers were removed and pots of plants beautified the area.
Bathroom upgrades	No upgrades
Rénovation of floor tiles	None
Air quality testing	Company contracted for testing
Electrical upgrade assessment	Needs to be completed. Wiring needs changing. When the AC in the cosmetology is on electrical units in the main office trip
Ceiling fans installed	Not completed
Textbooks	Books for Agriculture & Business ordered 2022-2023 arrived last week. Books are used on campus
Supplies for Welding	\$30 Thousand dollars of welding clamps(excessive) received from on island vendor. School should return or exchange for other needed supplies
Intercom started	MITEL phone system communicates between classes, the main office, and throughout the campus.
Camera system started	A few cameras are available but do not work
Outside Stage	Plans are being made to destroy, replace, or repair / not certain

VIBE requirements after site visits

Assessment and analysis of ceiling problems in the cosmetology room.



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



30 -DAY PROJECT REVIEW

A walk-through visit on the status of the environment, safety, and health 30-day maintenance repair project.

School: Eulalie Rivera

Date: February 9, 2024

Participants: Members Winona A. Hendricks, Emmanuella Perez-Cassius, AED Samantha Prentice, & Asst. Principal Dinah Brown & Dr. Etta Mitchell

General site observations

Nursing office needs a defibrillator. Maintenance problems corrected.

Gate at the back of the school needs fixing, to restrict animals (horses) from entering the campus

Electrical work on walkways and school pavilion was fixed. Light bulbs were changed and hanging wires were corrected.

Some bathrooms were painted

School has MITEL phones

School food is satellited in from Educ. Complex

Building on the field to be repaired

VIDE 30 Days

VIBE

Electrical upgrade	Major work occurred
Bathroom upgrades	Some bathrooms painted
Air quality testing	Modular areas have been monitored, and nothing flagged. Dehumidifiers and air purifiers are in rooms
Outside lighting	Walkway & Pavillon lights fixed
Kitchen upgrade	Some equipment was installed but not operational; freezer, oven, stove, kettle



Camera system	School has 2 cameras but not a system
Modular class	1 modular room is still shut down – lots of moisture
Main cafeteria	Health hazard. Books storage, cracked tiles, uneven surfaces No signage to alert students or persons of problems
AC units	Water dripping in small buckets- mosquito haven

VIBE requirements after site visits

Solution for book storage in the cafeteria and unsafe surfaces.



**GOVERNMENT OF THE VIRGIN ISLANDS
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30 -DAY PROJECT REVIEW

A walk-through visit on the status of the environment, safety, and health 30-day maintenance repair project.

School: Alfredo Andrews

Date: February 9, 2024

Participants: Members Winona A. Hendricks, Emmanuella Perez-Cassius, AED Samantha Prentice, & Wendy Gonzales -Principal

General site observations

The principal informed us they received notification of 3 students who have confirmed diagnoses of HFMD.

The children were not at school, but every precaution was taken to sanitize & disinfect primary classrooms.

“Hand-foot-and-mouth disease is a mild contagious viral infection common in young children. Symptoms include sores in the mouth and rash on hands and feet. Anyone with HFMD needs to feel well, be fever-free for 24 hours, and have all HFMD blisters completely healed for the quarantine to end. “

Emergency and medical protocols and procedures must be in place for communicable diseases to avoid widespread among school attendees.

Primary wing courtyard clogging causes water to run into classrooms

Approximately 40 students were identified as having attendance problems. The principal isolated students for discussions. Teachers are advised to monitor attendance

Evacuation drills have been performed

Enrollment 514 -515 students



VIDE 30 Days**VIBE**

Leaking hallways	The ceiling in 108 leaks, and there are still leaks on every wing
Bathroom upgrades	No work completed
Drinking water	Gonzales installed 2 of 4 water fountains also working on changing pipes etc.
Air quality testing	Not sure, no report
Electrical upgrades assessment	Not sure if done
Tree trimming & sidewalk repair	No
Closure of step-down transformers	No
Camera system	No
Cafeteria area	This area is very hot; a need for an AC unit

VIBE requirements after site visits

VIDE should provide public health or advisory messages to the community with useful information about HFMD.



**GOVERNMENT OF THE VIRGIN ISLANDS
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30 -DAY PROJECT REVIEW

A walk-through visit on the status of the environment, safety, and health 30-day maintenance repair project.

School: Alternative Education

Date: February 9, 2024

Participants: Members Winona A. Hendricks, Emmanuella Perez-Cassius, AED Samantha Prentice, & D. Abel Principal & Aisha Williams /Director

General site observations

The Alternative Education Program needs to be at another location. The site has little security and is open to the public, electrically unstable, has insufficient restrooms, limited space for program development for students whose academic, social, and behavioral needs are not met by traditional school programs.

Approximately 28 students. In-person teachers are for PE & Health, SPED and Proximity Online program provides for English, Math, and other subjects

The majority of students are truant and border on dropping out

Attendance, behavioral, career offerings & community partnership are restricted at this site.

VIDE 30 Days

VIBE

Window operators	Window operators were replaced in the Southern bldg.
Bathroom upgrades	Out of 6 bathrooms on campus 2 are functional and shared between faculty, staff, and students.
Drinking water	Provided by VIDE
Air quality testing	Not sure, no report
Roof leaks	Leaks in multipurpose areas, counselor, school psychologist & principal areas.
Camera system	No camera system



Multipurpose room	It's not conducive for lunch. The area needs to be remodeled
GREAT HOUSE	Moldy. It needs to be refurbished and designed to attract tours.
BREAKER TRIPS	The breaker near building #1 trips and provides only partial power to offices.

VIBE requirements after site visits

The campus needs new design and additional sites for sports and recreational activities

Parking inside campus should be restricted



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



30 -DAY PROJECT REVIEW

A walk-through visit on the status of the environment, safety, and health 30-day maintenance repair project.

School: Adult Education

Date: February 9, 2024

Participants: Members Winona A. Hendricks, Emmanuella Perez-Cassius, AED Samantha Prentice, & Principal Christa Molloy

General site observations

The campus is at the rear of Gardine School and needs a larger sign indicating its location.

Aesthetic environment

Main walkway has serious water damage and loose beams overhead(separation could injure someone)

The school has a Day program and a Night program for GED, ESL, Senior Employment Program, Computer, High School, Adult Education Family Literacy Act., 2 virtual satellite locations

VIDE 30 Days

VIBE

Electrical upgrade assessed	Not yet
Bathroom upgrades	Bathrooms are OK
Air Quality Testing	No problem
Drinking Water	VIDE
AC installed	The principal purchased 2 ACs. They need to be installed
Camera system	ALARMCO – functions well. Records and plays back

VIBE requirements after site visits

Maintenance needs to look at the separated beam and the condition of the overhead walkway



21ST VIRGIN ISLANDS BOARD OF EDUCATION

Committee on Education and Workforce Development
Testimony - February 12, 2024



The mission of the Virgin Islands Board of Education is to provide leadership and oversight, set policy and advocate for continuous improvement of the Public Education System of the Virgin Islands of the United States.

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



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Good morning Honorable Marise C. James, Chairwoman of the Committee on Education and Workforce Development, committee members, other members of the 35th Legislature present, and the listening and viewing audience; I am Dr. Kyza A. Callwood, Chairman of the 21st Virgin Islands Board of Education (hereinafter VIBE or the Board). In the St. Croix Chambers are Vice Chair Emmanuella Perez-Cassius, Chairperson of the School, Plants & Facilities Committee Winona A. Hendricks, and Associate Executive Director Samanta Prentice. Thank you for the invitation to provide comments regarding the condition of school facilities throughout the territory, status of John H. Woodson Junior High School, renovation of bathrooms at St. Croix Central High School and St. Croix Educational Complex as well as other matters of concern the Board of Education may have.

I would first like to take this opportunity to acknowledge Black History Month as we celebrate and honor the legacy of the rich history, achievements, and contributions of black individuals and communities. Today, throughout the month and forever, sing the Black national anthem, "Lift Every Voice and Sing," loudly and proudly because our song is a powerful expression of cultural identity, resilience, and unity.

Prior to the passage of Act 8717 establishing the Bureau of School Construction & Maintenance in April of 2023, Title 17 Education, Chapter 3 Virgin Islands Board of Education, § 24 School management accountability mandated "(a) The Board of Education shall: (1) in consultation with the Department of Education, conduct a thorough annual assessment and evaluation of all public-school facilities, school guidance division, and school administration in the territory." In the absence of a functioning Bureau, the Board remains committed to ensuring that schools are safe, healthy, and conducive to learning. As such, VIBE's School Plant & Facilities (SPF) Committee conducted school site visits to gain additional insight into the state of school facilities throughout the territory. Visits commenced on January 19, 2024 and concluded on February 9, 2024. The Committee is once again preparing for school visits to conduct curricula and instruction assessments as mandated by Act 8717.

CONDITION OF SCHOOL FACILITIES TERRITORY-WIDE

As stewards of educational excellence, it is incumbent upon us to confront the imminent challenges surrounding the condition of our esteemed school facilities with unwavering resolve and scholarly acumen.

In recent deliberations and school visits, it has become patently clear that certain facets of our school infrastructure necessitate diligent attention and meticulous upkeep to ensure the continued

MISSION STATEMENT

The mission of the Virgin Islands Board of Education is to provide leadership and oversight, set policy, and advocate for continuous improvement of the Public Education System of the Virgin Islands of the United States.

VISION STATEMENT

Each child is provided with the best quality education, which guarantees academic excellence, promotes our history and culture, and builds strong local and global communities.



safety, functionality, and scholarly ambiance for our esteemed students and faculty. These concerns encompass a spectrum of considerations, ranging from the structural integrity of our building to the efficacy of our amenities and communal spaces.

During our school visits, the same theme and looming concerns resonated in the school facilities which in some way impacts the learning environment, student safety, and overall well-being. Some of these concerns include but are not limited to:

1. **Aging Infrastructure:** Many school buildings suffer from aging infrastructure, including deteriorating and leaking roofs, plumbing systems, and electrical wiring, which can lead to safety hazards and operational inefficiencies. Electrical upgrades are imperative to support the installation of air condition units in all classrooms as well as increased use of technology to support the curriculum. Additionally, challenges posed in some schools by historical property regulations should be promptly addressed to facilitate necessary repairs and improvements.
2. **Deferred Maintenance:** Budget constraints and insufficient manpower often result in deferred maintenance, where necessary repairs and upkeep are postponed, exacerbating existing issues and potentially causing further damage over time.
3. **Safety and Security:** Inadequate security measures, such as outdated door locks, insufficient lighting, non-functional cameras, and intercoms compromise the safety of students and staff, leaving them vulnerable to intruders or emergencies. There are slip and fall hazards throughout most of the campuses. Warning signs or caution tape should be posted to protect students and personnel. Schools need efficient and reliable intercom communication systems which include live video monitoring of remote areas and visitor entry; emergency notification; walkie talkies; strategically placed, wall mounted loudspeakers; working phone system; and smart televisions in key locations.
4. **Health and Environmental Hazards:** Schools are plagued by environmental hazards such as mold, asbestos, lead paint, or poor indoor air quality, which can adversely affect the health and well-being of occupants. All schools need health and sanitizing supplies readily available for students. Basic needs such as toilet paper, paper towel, soap and hand sanitizers should always be available in restrooms. Additionally, sufficient waste disposal receptacles should be implemented around campuses therefore promoting a safe, clean, and organized learning environment. Further, while modular classrooms often start out as temporary solutions, they often become a permanent fixture on campuses. Because they are designed for temporary use, modular classrooms are more likely to develop structural problems such as water leaks or cracks faster than permanent school buildings. They are also outfitted with pressed-wood furniture and vinyl walls which release strong fumes during the off-gassing period that are irritants to persons in that environment.
5. **Overcrowding:** Overcrowded classrooms and facilities strain resources and compromise the quality of education by limiting space for learning activities, causing disruptions, and increasing the risk of accidents or injuries.



6. **Technology Infrastructure:** Insufficient or outdated technology infrastructure, including unreliable internet connectivity or obsolete equipment, hinders students' access to digital resources and impedes the integration of technology into curriculum delivery.
7. **Accessibility:** Inadequate accessibility features, such as lack of ramps, elevators, or accessible restrooms, present barriers for students and staff with disabilities, compromising their ability to fully participate in school activities and creates risk for ADA non-compliance. .
8. **Sustainability:** Many school facilities lack energy-efficient systems and sustainable practices, leading to excessive energy consumption, high operational costs, and environmental degradation. The Department is doing an excellent job with the installation of air conditioning units in classrooms. However, most classrooms need film on the windows to prevent the air from escaping and eventually overworking the units.

Addressing these looming concerns requires proactive planning, investment in infrastructure improvements, and collaboration among stakeholders to ensure that schools provide safe, inclusive, and conducive learning environments for all students and staff. While we are cognizant of the inherent complexities posed by aging infrastructure and fiscal constraints, we must not waver in our dedication to curating an environment conducive to intellectual exploration and holistic growth. In light of this imperative, I proffer a judicious course of action:

1. **Holistic Facility Assessment:** Undertake a rigorous and all-encompassing evaluation of our school facilities in concert with an esteemed consortium of stakeholders, including administrators, esteemed faculty members, maintenance personnel, and students. This diagnostic endeavor will furnish us with invaluable insights to discern priority areas necessitating intervention and strategic allocation of resources.
2. **Timely Remediation and Restoration:** Prioritize expeditious remedial measures and restorative interventions to ameliorate imminent safety hazards and ensure the seamless operation of essential amenities. These remedial actions may encompass rectifying structural deficiencies, mitigating environmental hazards, and attending to infrastructural exigencies with alacrity and precision.
3. **Strategic Infrastructure Modernization:** Conceive a visionary roadmap for the modernization and rejuvenation of our school infrastructure, guided by the empirical findings gleaned from our comprehensive assessment. This strategic blueprint shall delineate prioritized initiatives, fiscal projections, and temporal benchmarks, all imbued with a steadfast commitment to scholarly excellence and pragmatic feasibility.
4. **Transparent Engagement and Scholarly Discourse:** Cultivate an ethos of transparent engagement and scholarly discourse within our community, fostering a robust dialogue wherein concerns are clarified, insights are exchanged, and collective solutions are



iteratively refined. Soliciting the perspectives of stakeholders ensures that our collective endeavors are consonant with the aspirations and imperatives of our scholarly setting.

5. **Innovative Sustainability Paradigms:** Explore innovative sustainability paradigms and innovative technologies to augment the ecological efficiency, ergonomic functionality, and scholarly efficacy of our school facilities. By harnessing the transformative potential of sustainable infrastructure, we not only mitigate our environmental footprint but also engender a culture of conscientious stewardship and intellectual innovation.
6. **Advocacy and Resource Mobilization:** Advocate assiduously for augmented resources and collaborative support from an august consortium of stakeholders, including governmental agencies, philanthropic benefactors, and corporate partners. By galvanizing support from diverse quarters, we augment our capacity to effectuate substantive change and propel our shared scholarly aspirations to fruition.
7. **Restorative Practices and Personal Growth:** By involving students and those in our community facing less severe disciplinary actions in meaningful tasks related to school maintenance, we provide them with a tangible opportunity for restitution and personal growth. Engaging in constructive activities that contribute positively to the school community can foster a sense of responsibility, self-worth, valuable life skills, problem-solving, time management, attention to detail and belonging among participating students and other individuals.

JOHN H. WOODSON JUNIOR HIGH SCHOOL

VIBE's School Plants & Facilities Committee conducted a site visit of John H. Woodson Junior High School on January 19, 2024. Progress may have been made since the school visit. However, the Committee observed routine maintenance major repairs such as painting, trimming trees, and repairing broken concrete areas in the courtyard while contractors were installing AC units. The main office and B wing visits revealed installation of the ducting system as well as replacement of hallway lights, floor tiles, ceiling tiles, and ceiling fans. Some classrooms were infested with mosquitos, which suggests the presence of standing water. However, there was insufficient information regarding air quality testing, repair of the auditorium stage due to termites, and portable bathrooms for the sprung gymnasium.

BATHROOMS, KITCHEN EQUIPMENT, & INTERCOMS

To date, there has been no communication regarding updates on capital projects. Information is acquired at site visits. VIBE encourages more communication between the department and the board. Recent visits revealed that bathroom upgrades and kitchen installation are considered capital improvement projects. Bathroom upgrades will be contracted out for approximately 114-115 bathrooms in the district. Only 1 male and 1 female bathroom in the 800 wing is being worked on at St. Croix Central High School. There are no reports of upgrades to bathroom facilities at



other schools. Installation of some kitchen equipment is finally underway. Intercoms are federally funded and are waiting for third party fiduciary to be reviewed. It is understood that priority will be given to St. Croix Central High School, St. Croix Educational Complex, Alfredo Andrews, and John H. Woodson and other schools should receive intercoms as funding becomes available.

In addressing the looming concerns surrounding the condition of our school facilities, we affirm our unwavering commitment to nurturing an ecosystem wherein erudition flourishes, intellectual inquiry thrives, and scholarly excellence knows no bounds. I extend an invitation for your esteemed collaboration and scholarly stewardship as we collectively embark upon this noble endeavor, the Department of Education and the Virgin Islands Board of Education cannot do this work by ourselves.

LEARNING GAP

Addressing learning gaps is a paramount concern in education, underscoring the commitment to equitable academic outcomes for all students. Within this context, educators employ a multifaceted approach aimed at identifying and remedying areas where students may require additional support to thrive academically.

Central to this effort is the use of diagnostic assessments, meticulously crafted to pinpoint specific areas of struggle or misunderstanding among students. These assessments serve as a springboard for tailored interventions, ensuring that instructional strategies are precisely targeted to address individual learning needs.

Differentiated instruction emerges as a cornerstone of this approach, embracing the diversity of student abilities and learning styles within the classroom. Through personalized learning plans, small group activities, and individualized instruction, educators' endeavor to provide each student with the support and resources necessary to bridge any learning gaps they may encounter.

In parallel, intervention programs are deployed to provide targeted support to students in need. These programs may encompass tutoring sessions, remedial classes, or specialized interventions delivered by trained educators or specialists, all with the aim of bolstering student comprehension and confidence.

Formative assessment practices play a pivotal role in this process, allowing educators to continuously monitor student progress and adjust instruction accordingly. By regularly assessing student learning and providing timely feedback, educators can effectively identify emerging learning gaps and tailor their instructional approaches to address them in real-time.

Collaborative learning experiences are also leveraged to great effect, with peer tutoring initiatives empowering students to support one another in mastering challenging concepts. Through collaboration and shared understanding, students not only receive the support they need but also develop important social and cognitive skills along the way.

Furthermore, the integration of educational technology serves to augment classroom instruction, offering students personalized learning experiences and opportunities for independent practice. Adaptive learning platforms, online tutorials, and educational apps provide students with the



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- Stefan V. Jurgen, PhD - Insular Superintendent, St. Thomas/St. John District
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- Desha Powell, PhD - Deputy Superintendent, St. Thomas/St. John District
- Carla Bastian, EdD - Deputy Superintendent, St. Croix District
- Karen Chancellor - Acting Deputy Superintendent, St. Croix District
- James Richardson - Director of Planning, Research & Evaluation
- Student Councils - High Schools
- Alan Fleming - Chief Operations Officer
- Davidson Charlamagne - Territorial Facilities Manager
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- Gene Weeks - District Director of Maintenance, St. Thomas/St. John
- Irvin Mason - Director of School Security
- Administration, Faculty, and Staff of all Public Schools
- Operations Staff

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21st Virgin Islands Board of Education Members and Staff



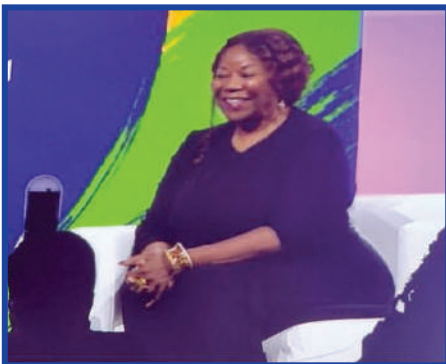
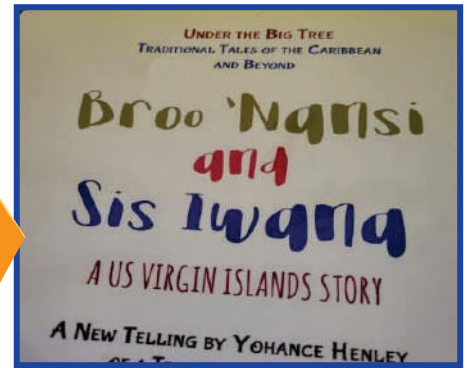
"Raising the Bar" means maintaining high standards for all our students. As educators, we must learn from effective practices and develop bold, refined strategies to accelerate growth in reading and math. Additionally, it involves meeting students at their current level.

— Secretary of Education Miguel Cardona

Achievement



Culture & History



Advocate for Education
"Ruby Bridges"

**School Learning is
fun and orderly**





The Virgin Islands Board of Education offers the following services:
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