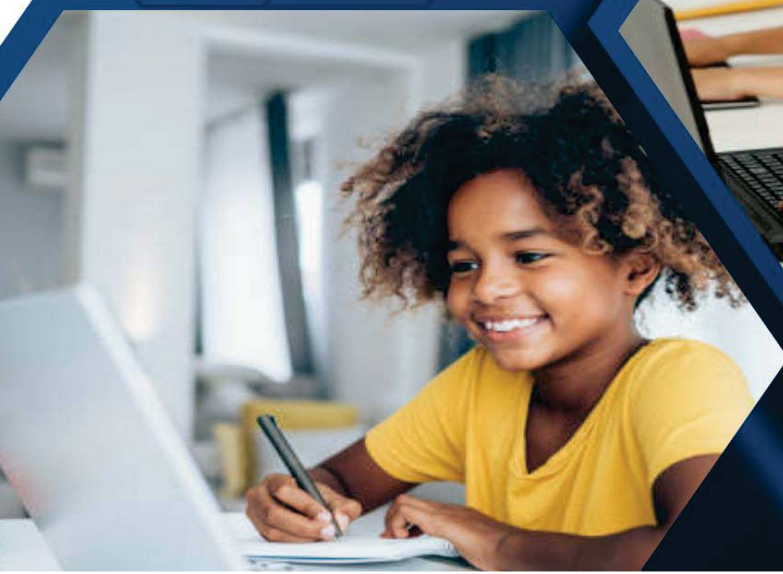


REFORMING, REBUILDING, AND REBRANDING PUBLIC EDUCATION

VIRGIN ISLANDS DEPARTMENT OF EDUCATION
COMMITTEE ON EDUCATION AND WORKFORCE DEVELOPMENT
36TH LEGISLATURE OF THE VIRGIN ISLANDS

FEBRUARY 5, 2025

Presented By:
Dr. Dionne Wells-Hedrington
Commissioner



Dionne Wells-Hedrington, Ed.D.
Commissioner

GOVERNMENT OF THE VIRGIN ISLANDS
DEPARTMENT OF
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February 2, 2025

The Honorable Kurt Vialet
Chairman
Committee on Education and Workforce Development
36th Legislature of the Virgin Islands
No. 20 Estate Golden Rock
Christiansted, St. Croix, Virgin Islands 00820

Sent electronically via senatorkurtvialet@legvi.org

Dear Senator Vialet,

Thank you for the opportunity to testify and provide updates on critical matters affecting the Virgin Islands Department of Education. Your commitment to supporting our students and schools is truly appreciated.

I am providing an update on key areas impacting the Virgin Islands Department of Education, including student performance, learning loss interventions, entrance and exit exams, instructional time recovery, afterschool and summer programs, and federal funding. We continue to prioritize transparency and accountability in managing federal funds while implementing strategic measures to support student achievement and address learning gaps.

This handbook provides testimony and accompanying information. Thank you for your continued support and attention regarding the needs of the Virgin Islands Department of Education. Please do not hesitate to reach out for further details or clarification.

Sincerely,

A handwritten signature in black ink, appearing to read "Dionne Wells-Hedrington".

Dionne Wells-Hedrington, Ed.D.
Commissioner

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Statement by the Commissioner

Good morning, Committee Chair, Senator Kurt A. Vialet, Vice-chair, Senator Avery L. Lewis, other committee members: Senator Marise C. James, Senator Dwayne M. DeGraff, Senator Franklin D. Johnson, and Senator Carla J. Joseph; other members of the 36th legislature, listening and viewing audience. I am Dr. Dionne Wells-Hedrington, Commissioner of the Virgin Islands Department of Education, where we remain committed to ensuring that every single child that walks through our doors will be educated, empowered, and enriched to be the best version of themselves. I would like to begin by thanking the entire VIDE family for their hard work, dedication, heart and compassion for ensuring that our children are educated in safe, engaging learning spaces. Congratulations to our St. Thomas-St. John District Teacher of the Year Mr. Cornell Hanley, Special Education Teacher at the Yvonne Milliner Bowsky Elementary School and our St. Croix District Teacher of the Year, Ms. Cherise C. Davis, 3rd Grade Teacher at Juanita Gardine PreK-8th. The commitment to the children of the Virgin Islands is unwavering, we do what needs to be done to enrich, inspire, empower and educate the young minds of this territory. We are looking forward to working with this body to ensure that we remain transparent and accountable for the public education in the United States Virgin Islands.

Present with me today are members of my leadership team: Mr. Victor Somme III, Assistant Commissioner, Dr. Renee Charleswell, Deputy Commissioner of Curriculum and Instructions, Ms. Hasina Harris, Deputy Commissioner of Fiscal and Administrative Services; Dr. Sharlene Belton-Gonzalez, Insular Superintendent St. Croix District; Dr. Carla Bastian-Knight, Deputy Superintendent, St. Croix District; Dr. Stefan Jürgen, St. Thomas-St. John Insular Superintendent; Khadila Joseph, Director of Procurement and Chaneel Callwood, SPMO Representative and Liaison.

At VIDE, we aren't accepting excuses, but our mindsets must be one that is solution-driven through accountability. The VIDE cannot fix all the ailments of our public education system without the involvement of every single stakeholder, to include this body. At this time, I would like to commend all of you for your commitment to the people of this community, and more importantly, to the children of the Virgin Islands as we improve the public school system.

A Few Highlights

Unveiling of the VI Centric Civic Textbook

Civic education fosters a sense of civic duty, active community participation, and an understanding of democratic principles, rights, and responsibilities. Through initiatives like the VI Centric Civics Initiative and its dedicated textbook, Virgin Islands students are empowered to engage with their government and community, building a stronger national identity and becoming responsible citizens.

Virgin Islands Film Academy

The Virgin Islands Film Academy, facilitated by John Wheatley, is an innovative eight-week program that transforms high school students into skilled filmmakers through hands-on training with industry professionals, including Hollywood icon Robert Townsend and renowned acting coach Brandon Thaxton. Working across two schools, Charlotte Amalie High School and Ivanna Eudora Kean High School - 24 dedicated students developed original scripts, mastered production techniques, and created compelling short films under professional guidance, culminating in a Red-Carpet Premiere showcasing their work to the community. This comprehensive program, supported by the Virgin Islands Department of Education, not only teaches technical filmmaking skills but also fostered creativity, teamwork, and professional development, preparing students for potential careers in the film and media industry while strengthening community ties through collaborative storytelling. This program will expand to the St. Croix district.

National Blue Ribbon School

The US Secretary of Education, Miguel Cardona recognized Ricardo Richards Elementary School as one of 356 schools for its outstanding achievements. National Blue Ribbon Schools are led by leaders who articulate a clear vision of instructional excellence and uphold high standards. They showcase effective teaching methods and offer robust professional development for their staff. Data-driven instruction is a hallmark, and there is a concerted effort to ensure every student succeeds. Collaboration among families, communities, and educators is a key component of their success. I want to take this opportunity to publicly commend Principal Natasha O'Halloran-Smith, her Assistant Principal, Valda Austrie and their hardworking instructional team.

Expanding CTE Course Offerings

The Virgin Islands Department of Education is committed to expanding Career and Technical Education (CTE) course offerings to equip students with in-demand skills for the evolving job market. New programs in Electric Vehicle Repair, Dental Hygiene, Coding and Cybersecurity, and Aviation (STT) will provide hands-on training and certification opportunities. Additionally, Construction Internships will bridge the gap between classroom learning and real-world experience, ensuring students graduate career ready.

Launching of Teacher Apprenticeship Program

The Virgin Islands Department of Education, in collaboration with the Virgin Islands Department of Labor and the University of the Virgin Islands School of Education Teacher Apprenticeship Program will provide equal educational opportunities for paraprofessionals. This initiative prepares participants for impactful careers in education while earning national and local teaching credentials. Through this collaborative effort, paraprofessionals will gain valuable classroom experience and comprehensive support,

empowering them to become highly qualified educators who will positively impact students and communities across the Virgin Islands.

Professional Development for Superintendents, Coordinators, Principals and Assistant Principals

The Office of the Commissioner is proud to announce a new initiative aimed at enhancing the leadership capacity of our Superintendents, Coordinators, Principals, and Assistant Principals. Through this professional development program, educators will gain in-depth insights into key strategies that support continuous school improvement.

Key Areas of Focus Include:

- **Data-Driven Instructional Improvement:** Equipping leaders with the tools to analyze and leverage student data effectively to drive teaching and learning improvements.
- **The School Improvement Plan Walkthrough Process:** A comprehensive understanding of how to conduct effective walkthroughs to monitor progress and inform future strategies.
- **Unpacking Assessment Data:** A focused approach to analyzing and interpreting data from the Beginning-of-Year (BOY) and Middle-of-Year (MOY) assessments to make informed decisions for academic interventions and adjustments.
- **Multi-Tiered System of Support (MTSS):** Implementing and strengthening a multi-tiered approach to address the academic, behavioral, and social-emotional needs of all students, ensuring that appropriate interventions and supports are in place at every tier.

Various other areas of focus have also been discussed during the sessions, including leadership strategies, classroom management, building school culture, and effective communication practices. Several sessions have already been completed, providing valuable insights and feedback. This professional development initiative will continue throughout the 2024-2025 school year, with additional sessions planned to further empower our school leaders with the knowledge and skills needed to foster academic growth and create lasting improvements in their schools.

Analysis of Student Test Scores for the 2023-2024 Academic Year

The Smarter Balanced assessment for the 2023–2024 school year was administered to students in grades 3-8, 10, and 11 across all participating public schools. These

assessments reflect what students are learning and practicing in the classroom daily and are aligned with the common core standards. These results are one measure of student progress. Scores are used in combination with teacher and district-designed assessments, report cards, teacher feedback, classroom work, and more to provide a holistic view of student achievement across grade levels.

For the 2023-2024 school year, the Virgin Islands Department of Education adopted and updated the Smarter Balanced Assessment Consortium recommendations for interpreting students' scores. Students' overall performance in each subject area is categorized into four performance levels, which describe the relative accuracy and complexity of students' performance within their grade level. That interpretation is as follows: Level 1 are those students who do not consistently demonstrate grade level knowledge and skills; Level 2 are those students who demonstrate foundational grade level knowledge and skills with a limited range of complexity; Level 3 are those students who consistently demonstrate proficient grade level knowledge and skills with a broad range of complexity and Level 4 are those students who consistently demonstrate advanced grade level knowledge and skills with deep understanding and a full range of complexity.

The 2023-2024 results show that overall, English Language Arts (ELA) and Science have shown measurable growth, trending up for the past two academic years. Math scores continue to reflect a need for additional targeted resources.

Overall Proficiency Rates

English Language Arts (ELA): 23.5% achieved grade level knowledge with a limited range of complexity (level 2) compared to the previous years' 19.7%, and 17.2% of students achieved proficiency, compared to the prior years'13.1%. 6.1% exceeded standards compared to 4.0 the previous year.

Mathematics: 19.5% achieved grade-level knowledge with a limited range of complexity (level 2) up from the previous year's 15.4%, 6.3% achieved proficiency, compared to the previous year's 4.1% and 2.4% exceeded grade-level standards compared to the previous year's 1.0%. This represents growth in a variety of mathematic functions and equations as well as proof that targeted instructions, as well as interim assessments and resources, are yielding growth.

Science: Overall, students across the territory showed a significant improvement of 28.2% achieving grade-level knowledge with a limited range of complexity (level 2), while 21.3% demonstrated proficiency and 15.3% exceeded grade-level standards up from the previous year's 12.9%. Note: students who are in the emerging category (level 1) improved by over 5% points.

Figure 1: 2023-2024 Smarter Balanced ELA Proficiency Rates

Virgin Islands Department of Education

2023-2024 Assessment Proficiency Rate

Smarter Balanced and the National Center the Multi-State Alternate Assessment



English Language Arts/Literacy									
Districts\Schools	Students Tested	Below Standard	Near Standard	Met Standard	Proficient at Standard	Exceeded Standard	On Grade Level	Proficient & Exceeded	2023-2024 Enrollment
St. Thomas-St. John District	2,663	60.6 1,615	0.3 7	20.4 543	13.7 364	5.0 134	39.1 1,041	18.7 498	5,230
Jane E. Tuitt Elementary School	65	75.4 49	0.0 0	18.5 12	3.1 2	3.1 2	24.6 16	6.2 4	154
Joseph Gomez Elementary School	250	67.2 168	0.4 1	19.2 48	11.2 28	2.0 5	32.4 81	13.2 33	462
Joseph Sibilly Elementary School	100	32.0 32	0.0 0	20.0 20	29.0 29	19.0 19	68.0 68	48.0 48	226
Lockhart Elementary School	738	58.9 435	0.0 0	23.7 175	14.0 103	3.4 25	41.1 303	17.3 128	977
Ulla F. Muller Elementary School	201	68.2 137	0.0 0	16.9 34	11.4 23	3.5 7	31.8 64	14.9 30	401
Yvonne E. Milliner-Bowsky Elementary School	215	72.1 155	1.4 3	14.0 30	8.8 19	3.7 8	26.5 57	12.6 27	433
Julius E. Sprauve School	148	68.2 101	0.0 0	16.9 25	10.8 16	4.1 6	31.8 47	14.9 22	225
Bertha C. Boschulte Middle School	564	68.1 384	0.5 3	18.1 102	9.8 55	3.5 20	31.4 177	13.3 75	538
Charlotte Amalie High School	215	40.0 86	0.0 0	28.4 61	21.9 47	9.8 21	60.0 129	31.6 68	1,076
Ivanna Eudora Kean High School	167	40.7 68	0.0 0	21.6 36	25.1 42	12.6 21	59.3 99	37.7 63	738
St. Croix District	2,594	44.7 1,159	0.5 14	26.8 694	20.8 539	7.2 188	54.8 1,421	28.0 727	5,082
Alfredo Andrews Elementary School	283	53.4 151	0.4 1	26.5 75	14.8 42	4.9 14	46.3 131	19.8 56	495
Juanita Gardine	199	44.2 88	1.0 2	30.2 60	18.6 37	6.0 12	54.8 109	24.6 49	305
Claude O. Markoe Elementary School	224	63.4 142	0.0 0	18.8 42	13.4 30	4.5 10	36.6 82	17.9 40	403
Eulalie Rivera	408	50.7 207	0.2 1	21.6 88	21.8 89	5.6 23	49.0 200	27.5 112	645
Lew Muckle Elementary School	203	57.6 117	1.0 2	19.2 39	17.7 36	4.4 9	41.4 84	22.2 45	339
Pearl B. Larsen	282	46.8 132	2.8 8	23.8 67	17.7 50	8.9 25	50.4 142	26.6 75	432
Ricardo Richards Elementary School	244	29.5 72	0.0 0	29.1 71	24.2 59	17.2 42	70.5 172	41.4 101	392
John H. Woodson Junior High School	411	41.1 169	0.0 0	34.5 142	21.7 89	2.7 11	58.9 242	24.3 100	461
St. Croix Central High School	172	30.8 53	0.0 0	33.7 58	23.8 41	11.6 20	69.2 119	35.5 61	717
St. Croix Educational Complex High School	168	16.7 28	0.0 0	31.0 52	39.3 66	13.1 22	83.3 140	52.4 88	893
Virgin Islands	5,257	52.8 2,774	0.4 21	23.5 1,237	17.2 903	6.1 322	46.8 2,462	23.3 1,225	10,312

Figure 2: 2023-2024 Smarter Balanced Mathematics Proficiency Rates



Virgin Islands Department of Education

2023-2024 Assessment Proficiency Rate

Smarter Balanced and the National Center the Multi-State Alternate Assessment

Mathematics									
Districts\Schools	Students Tested	Below Standard	Near Standard	Met Standard	Proficient at Standard	Exceeded Standard	On Grade Level	Proficient & Exceeded	2023-2024 Enrollment
St. Thomas-St. John District	2,658	73.4 1,952	0.2 4	18.5 491	5.9 158	2.0 53	26.4 702	7.9 211	5,230
Jane F. Tuitt Elementary School	65	81.5 53	0.0 0	16.9 11	1.5 1	0.0 0	18.5 12	1.5 1	154
Joseph Gomez Elementary School	250	72.0 180	0.0 0	24.0 60	3.6 9	0.4 1	28.0 70	4.0 10	462
Joseph Sibilly Elementary School	100	28.0 28	0.0 0	33.0 33	23.0 23	16.0 16	72.0 72	39.0 39	226
Lockhart Elementary School	730	75.6 552	0.0 0	16.7 122	5.8 42	1.9 14	24.4 178	7.7 56	977
Ulla F. Muller Elementary School	202	62.4 126	0.0 0	27.2 55	6.9 14	3.5 7	37.6 76	10.4 21	401
Yvonne E. Milliner-Bowsky Elementary School	214	64.5 138	1.4 3	21.5 46	10.3 22	2.3 5	34.1 73	12.6 27	433
Julius E. Sprauve School	148	75.7 112	0.0 0	19.6 29	3.4 5	1.4 2	24.3 36	4.7 7	225
Bertha C. Boschulte Middle School	567	79.4 450	0.0 0	15.0 85	4.6 26	1.1 6	20.6 117	5.6 32	538
Charlotte Amalie High School	215	85.1 183	0.5 1	10.2 22	4.2 9	0.0 0	14.4 31	4.2 9	1,076
Ivanna Eudora Kean High School	167	77.8 130	0.0 0	16.8 28	4.2 7	1.2 2	22.2 37	5.4 9	738
St. Croix District	2,615	69.7 1,823	0.4 11	20.5 536	6.6 173	2.8 72	29.9 781	9.4 245	5,082
Alfredo Andrews Elementary School	283	72.8 206	0.0 0	19.1 54	6.4 18	1.8 5	27.2 77	8.1 23	495
Juanita Gardine	199	66.3 132	1.0 2	22.6 45	8.5 17	1.5 3	32.7 65	10.1 20	305
Claude O. Markoc Elementary School	220	72.3 159	0.0 0	18.6 41	6.8 15	2.3 5	27.7 61	9.1 20	403
Eulalie Rivera	416	69.5 289	0.0 0	19.0 79	8.2 34	3.4 14	30.5 127	11.5 48	645
Lew Muckle Elementary School	203	64.5 131	1.0 2	29.1 59	4.4 9	1.0 2	34.5 70	5.4 11	339
Pearl B. Larsen	279	61.3 171	2.2 6	26.2 73	7.2 20	3.2 9	36.6 102	10.4 29	432
Ricardo Richards Elementary School	245	44.5 109	0.0 0	33.5 82	13.1 32	9.0 22	55.5 136	22.0 54	392
John H. Woodson Junior High School	427	79.6 340	0.0 0	14.8 63	4.4 19	1.2 5	20.4 87	5.6 24	461
St. Croix Central High School	173	86.7 150	0.6 1	12.1 21	0.6 1	0.0 0	12.7 22	0.6 1	717
St. Croix Educational Complex High School	170	80.0 136	0.0 0	11.2 19	4.7 8	4.1 7	20.0 34	8.8 15	893
Virgin Islands	5,273	71.6 3,775	0.3 15	19.5 1,027	6.3 331	2.4 125	28.1 1,483	8.6 456	10,312

Figure 3: 2023-2024 Smarter Balanced Science Proficiency Rates



Virgin Islands Department of Education

2023-2024 Assessment Proficiency Rate

Smarter Balanced and the National Center the Multi-State Alternate Assessment

Science									
Districts\Schools	Students Tested	Below Standard	Near Standard	Met Standard	Proficient at Standard	Exceeded Standard	On Grade Level	Proficient & Exceeded	2023-2024 Enrollment
St. Thomas-St. John District	1,102	37.4 412	0.0 0	26.4 291	21.1 232	15.2 167	62.6 690	36.2 399	5,230
Joseph Gomez Elementary School	84	38.1 32	0.0 0	20.2 17	26.2 22	15.5 13	61.9 52	41.7 35	462
Joseph Sibilly Elementary School	34	11.8 4	0.0 0	14.7 5	52.9 18	20.6 7	88.2 30	73.5 25	226
Lockhart Elementary School	236	45.8 108	0.0 0	19.5 46	20.3 48	14.4 34	54.2 128	34.7 82	977
Ulla F. Muller Elementary School	75	32.0 24	0.0 0	22.7 17	17.3 13	28.0 21	68.0 51	45.3 34	401
Yvonne E. Milliner-Bowsky Elementary School	68	50.0 34	0.0 0	22.1 15	19.1 13	8.8 6	50.0 34	27.9 19	433
Julius E. Sprauve School	55	54.5 30	0.0 0	18.2 10	9.1 5	18.2 10	45.5 25	27.3 15	225
Bertha C. Boschulte Middle School	172	57.6 99	0.0 0	21.5 37	8.1 14	12.8 22	42.4 73	20.9 36	538
Charlotte Amalie High School	211	26.1 55	0.0 0	34.1 72	25.6 54	14.2 30	73.9 156	39.8 84	1,076
Ivanna Eudora Kean High School	167	15.6 26	0.0 0	43.1 72	26.9 45	14.4 24	84.4 141	41.3 69	738
St. Croix District	1,089	33.0 359	0.0 0	30.0 327	21.6 235	15.4 168	67.0 730	37.0 403	5,082
Alfredo Andrews Elementary School	83	27.7 23	0.0 0	30.1 25	22.9 19	19.3 16	72.3 60	42.2 35	495
Juanita Gardine	61	24.6 15	0.0 0	32.8 20	19.7 12	23.0 14	75.4 46	42.6 26	305
Claude O. Markoe Elementary School	39	35.9 14	0.0 0	30.8 12	25.6 10	7.7 3	64.1 25	33.3 13	403
Eulalie Rivera	131	38.2 50	0.0 0	30.5 40	16.0 21	15.3 20	61.8 81	31.3 41	645
Lew Muckle Elementary School	39	35.9 14	0.0 0	10.3 4	33.3 13	20.5 8	64.1 25	53.8 21	339
Pearl B. Larsen	99	26.3 26	0.0 0	25.3 25	21.2 21	27.3 27	73.7 73	48.5 48	432
Ricardo Richards Elementary School	70	14.3 10	0.0 0	21.4 15	32.9 23	31.4 22	85.7 60	64.3 45	392
John H. Woodson Junior High School	221	54.3 120	0.0 0	24.4 54	11.3 25	10.0 22	45.7 101	21.3 47	461
St. Croix Central High School	170	32.4 55	0.0 0	38.8 66	21.8 37	7.1 12	67.6 115	28.8 49	717
St. Croix Educational Complex High School	176	18.2 32	0.0 0	37.5 66	30.7 54	13.6 24	81.8 144	44.3 78	893
Virgin Islands	2,191	35.2 771	0.0 0	28.2 618	21.3 467	15.3 335	64.8 1,420	36.6 802	10,312

Smarter Balanced Assessment (SBAC) Analysis (3RD Grade Only)

When we look at the performance of our students in English Language Arts for the territory on the Smarter Balanced Assessment, our data trends are encouraging. They are not where I as the Commissioner and my hardworking instructional team would like, but when we look at the four categories for student performance, **Below Standard, Near Standard, Met Standard and Exceeded Standard**, we continue to follow national trends in learning. In the **Below Standards** category, our student performance increased from 57.8% in 2020-2021 to a peak of 67.8% in 2022-2023 but we did see that it improved significantly by dropping to 60.2% in 2023-2024. Under **Met Standard**, our students in both districts decreased from 13.8% (2020-2021) to 9.3% (2021-2022), then slightly rebounded to 10.4% in 2023-2024. In the **Exceeded Standard** category, we dropped significantly from 8.6% (2020-2021) to 3.9% (2022-2023) but rebounded to 8.1% in 2023-2024 and in the combined **Met & Exceeded Standards**, our students dropped from 22.3% (2020-2021) to a low of 13.3% (2022-2023) before improving to 18.5% in 2023-2024. What we have seen then is achievement levels declined from 2020-2021 through 2022-2023, possibly due to pandemic-related disruptions. However, in ELA, there's a noticeable improvement in 2023-2024, with fewer students below standard and more meeting or exceeding standards, indicating the beginning of a positive trend in performance.

Territorially, in Mathematics, we have seen that our students are again performing on par with national trends...between 2020-2023, we saw the number of students performing **Below Standards** increase from 61.9% to 73.2% and then improving significantly to 63.3% in 2023-2024. Those students who performed **Near Standard** remained relatively stable around 17-19% from 2020-2023 and then jumped from 22.6% in 2023-2024, indicating that our students improved from **Below** to **Near** standard. For those meeting or exceeding academic standards, we saw a significant decline from 18.9% in 2020-2021 to 8.2% in 2022-2023. And while we have seen a decrease in the students meeting and/or exceeding standards from 18.9% in 2021-22, to 8.2% in 2022-23. We did rebound to 14.2% in 23-24. Our data as a territory is moving upwards and in the right direction. Our low performance suggests a significant disruption in student performance due to pandemic and post pandemic related learning loss. (See Figure 4)

Figure 4: 3rd Grade SBAC Results

Virgin Islands											
Third Grade											
English Language Arts/Literacy											
Year	Total Students Tested	Below Standard		Near Standard		Met Standard		Exceeded Standard		Met & Exceeded Standard	
		#	%	#	%	#	%	#	%	#	%
2020-2021	618	357	57.8%	123	19.9%	85	13.8%	53	8.6%	138	22.3%
2021-2022	710	475	66.9%	137	19.3%	66	9.3%	32	4.5%	98	13.8%
2022-2023	724	491	67.8%	137	18.9%	68	9.4%	28	3.9%	96	13.3%
2023-2024	788	474	60.2%	168	21.3%	82	10.4%	64	8.1%	146	18.5%

Mathematics											
Year	Total Students	Below		Near Standard		Met Standard		Exceeded		Met & Exceeded	
		#	%	#	%	#	%	#	%	#	%
2020-2021	577	357	61.9%	111	19.2%	76	13.2%	33	5.7%	109	18.9%
2021-2022	650	475	73.1%	112	17.2%	57	8.8%	6	0.9%	63	9.7%
2022-2023	671	491	73.2%	125	18.6%	47	7.0%	8	1.2%	55	8.2%
2023-2024	749	474	63.3%	169	22.6%	83	11.1%	23	3.1%	106	14.2%

STX District Analysis 3rd grade

In the St. Croix District, we have seen the data on student performance fluctuate within the last four reporting years. In terms of meeting and exceeding standards, we saw our students move from 20.8%, drop 9.5% to 11.3 % in 2021-2022, drop again by 2.9% to 8.4% and then show recovery by 6.4 % ending at 14.8%. We have noted the sharp decline in proficiency from 2020-2023, but we also see the gains made by our students in ELA; however, despite this progress, the proficiency level remains below the 2020-2021 baseline of 20.8%. There is also a high percentage of students performing **Below Standard**, but the data shows signs of improvement. In 2020-2021, 60.7% of our students scored Below Standard. In 2021-2022, we saw an 11.2% increase in the number of students performing poorly on the Smarter Balance and Alternative Assessment, moving up to 71.9% then up .7% for the 2022-23 school year to finally drop to 65.5%, a 7.1% improvement. While 2023-24 saw notable improvement, we recognize that a significant percentage of our students in the St. Croix district are struggling with foundational math skills.

As a department, we are encouraged by the increase in the students performing **Near Standard** from 2022-2024, as this group of students are on the verge of proficiency and can be moved into the **Met Standard** category with targeted intervention. In 2020-2021, we saw 18.5% of our students almost meet the grade level performance standard. However, in 2021-2022, that percentage decreased to 16.8%, down 1.7% and then began an upward trend, moving to 19%, up 2.2% in 2022-2023 and then up .7% in 2023-2024 to 19.7%, surpassing the 2021 high of 18.5%. As a result, we see the need for continued

instructional improvement, strengthening foundational math skills for **Below Standard** students; structuring intervention programs on number sense, fluency and problem solving; using small group instruction and hands on learning strategies to support struggling learners, pushing our **Near Standard** students to proficiency by providing targeted math interventions and utilizing formative assessments to track progress and adjust instruction accordingly. Finally, we must continue to scaffold skill sets taught, offer advanced problem-solving tasks, provide project-based learning, and enrichment opportunities to increase the number of students exceeding standards. We must continue to ramp up our STEM programs, increase student participation in math competitions such as Math Counts, push programs such as the Center for Talented Youth and accelerate pathways for all our students in Mathematics. Finally, we must encourage math practices at home through interactive resources, games and family workshops and strengthen home-school connections by providing strategies for parents to support math learning.

Figure 5: 3rd Grade SBAC Results (STX District)

St. Croix District											
Third Grade											
English Language Arts/Literacy											
Year	Total Students	Below		Near Standard		Met Standard		Exceeded		Met & Exceeded	
		#	%	#	%	#	%	#	%	#	%
2020-2021	312	173	55.4%	67	21.5%	41	13.1%	31	9.9%	72	23.1%
2021-2022	362	222	61.3%	80	22.1%	40	11.0%	20	5.5%	60	16.6%
2022-2023	357	235	65.8%	73	20.4%	31	8.7%	18	5.0%	49	13.7%
2023-2024	406	209	51.5%	108	26.6%	49	12.1%	40	9.9%	89	21.9%
Mathematics											
Year	Total Students	Below		Near Standard		Met Standard		Exceeded		Met & Exceeded	
		#	%	#	%	#	%	#	%	#	%
2020-2021	313	190	60.7%	58	18.5%	47	15.0%	18	5.8%	65	20.8%
2021-2022	363	261	71.9%	61	16.8%	36	9.9%	5	1.4%	41	11.3%
2022-2023	358	260	72.6%	68	19.0%	28	7.8%	2	0.6%	30	8.4%
2023-2024	406	266	65.5%	80	19.7%	50	12.3%	10	2.5%	60	14.8%

STTJ District Analysis 3rd grade

In the St. Thomas-St. John District, the data provides insight into the performance trends of the students from 2020-2024 in English Language Arts (ELA). We have seen an overall performance decline in the number of students meeting or exceeding the standard since 2021. In 2020-2021, 21.6% of our students met or **Exceeded Standard**, then dropped 10.7% in 2021 to 2022, to 10.9%; in 2022-2023, we saw a slight increase of 1.9% to 12.8% and another increase of 2.1% to 14.9% in 2023-2024.

The students who performed **Below Standard** increased significantly in 2020-2021 from 60.1% to 72.7%; 12.6% and then decreased 3.3% between 2022-2024. As a district,

students in STTJ performed relatively consistent when performing **Near Standard**, moving from 18.3% in 2020-2021; experiencing a 3.8% drop in 2021-2022 to 3.4%; then to 2.7% which is a .7% drop in 2022-2023 to a 3.6% increase in 2023-2024 to 6.3%. This 3.6% increase suggests that students are moving from the **Met Standard** category into **Exceeded Standard**.

In Mathematics in the STTJ district, show an overall performance decline and then partial recovery between 2020 to 2024. The percentage of students meeting or exceeding eh standard has fluctuated: in 2020-2021, 14% of our students met or exceeded the standard. In 2021-2022, we saw a 7.65% drop to 6.4%; then in 2022-23, saw a slight increase of .4% to 6.8% and then moved into a recovery period with a 5.2% increase to 12% in 2023-2024. While we still have not returned to the pre-2021 level, we are seeing growth and improvement. While we do see a high percentage of students performing below standard in STTJ, we are seeing notable improvement in 2023-2024. The percentage of students scoring Below Standard was at its highest in 2020-2021 at 78.9% and in 2022-2023 at 77.7%. However, in 2023-2024, there was a notable decline to 64.7%, making a positive shift in student performance, showing a 13% improvement in student performance in Math. The reality is that most of our students continue to struggle with and in mathematics, but we are, as of last school year, showing a promising decrease in that number-we recognize that we need more rigorous math instruction and enrichment activities. It is also important to note that the Near standard category has increased from 15.5-23.3%, indicating that more students are approaching proficiency and will be the district’s focus for critical intervention.

Figure 6: 3rd Grade SBAC (STTJ District)

St. Thomas-St. John District											
Third Grade											
English Language Arts/Literacy											
Year	Total Students	Below		Near Standard		Met Standard		Exceeded		Met & Exceeded	
		#	%	#	%	#	%	#	%	#	%
2020-2021	306	184	60.1%	56	18.3%	44	14.4%	22	7.2%	66	21.6%
2021-2022	348	253	72.7%	57	16.4%	26	7.5%	12	3.4%	38	10.9%
2022-2023	367	256	69.8%	64	17.4%	37	10.1%	10	2.7%	47	12.8%
2023-2024	382	265	69.4%	60	15.7%	33	8.6%	24	6.3%	57	14.9%
Mathematics											
Year	Total Students	Below		Near Standard		Met Standard		Exceeded		Met & Exceeded	
		#	%	#	%	#	%	#	%	#	%
2020-2021	314	217	69.1%	53	16.9%	29	9.2%	15	4.8%	44	14.0%
2021-2022	346	273	78.9%	51	14.7%	21	6.1%	1	0.3%	22	6.4%
2022-2023	367	285	77.7%	57	15.5%	19	5.2%	6	1.6%	25	6.8%
2023-2024	382	247	64.7%	89	23.3%	33	8.6%	13	3.4%	46	12.0%

Factors Influencing Student Achievement

There is much work to be done, but our data shows that we are moving in the right direction as we focus our instructional efforts on research-based strategies, well and timely trained teachers and an educated family support structure. There has been clear growth in our student performance on our state assessments in Science, Reading and Math, all key academic areas preparing our Virgin Islands learners for 21st century success.

As data is reported in 3-year spans, from school year 2021-2022 to the most recent testing period, 2023-2024, there has been a clear reduction in the number of students performing three or more grade levels in our schools. In Science, in 2021, our students moved from 45.5% of them underperforming in science to over 64% of our students performing on grade level, and 1 grade level below for the 2023-2024 school year, an increase of more than 19% points. This means that our targeted professional development, focused instruction and attention to individualized instruction is clearly working.

In English Language Arts, we saw a similar trend. For the 2021-2022 school year, 59.3%-almost 60% of our students in the USVI public school system performed more than 2 or more grade levels below the current grade they sat in. Again, utilizing research-based strategies targeting instruction and learning, by 2023-2-24 on the Smarter Balanced Assessment, 49.2%, almost half of our students in public schools performed at 1 grade level below, on grade level and even performing above grade level. What the Department of Education and its dedicated instructional personnel are doing is working...our students our learning and the data is most encouraging.

Challenges

The Virgin Islands Department of Education has been intentional at focusing on the literacy skills sets which are reflective in the data. Our approach was to ensure that our students could read and comprehend the higher order thinking required to understand the questions being asked in their assessments. The data from our science assessment correlates with the gains we see in literacy. But here is where we struggle to understand what is blocking our students from performing in math. Let me make it clear that this low performance in math is nationwide and not unique to the Virgin Islands. The data shows that there is a gap in students being able to decipher what information is relative to them being able to solve complex word problems.

Here is a sample question for a fourth grader on the SBAC test:

Five friends ordered 3 large sandwiches.

James ate $\frac{3}{4}$ of a sandwich.

Kayla ate $\frac{1}{4}$ of a sandwich.

Ramon ate $\frac{3}{4}$ of a sandwich.

Sienna ate $\frac{2}{4}$ of a sandwich.

How much sandwich is left for Oscar?

(Students are provided with an on-line calculator when solving this problem.)

Explanation: This question demands that students “understand that each sandwich in this problem represents the same whole, and therefore operations with fractions can be used in solving this problem”. At Grade 4 the skillsets student must possess are multi-digit multiplication and division, more complex fraction work (equivalents, addition/subtraction/multiplication of fractions), and geometry concepts.

Improving math proficiency requires a strategic, multi-tiered approach that targets instruction, intervention, and student engagement. As schools examine their SBAC data they will be able to drill down to identify specific gaps unique to specific cohorts or might be school wide. Teachers must continue to utilize the iReady intervention program to develop targeted support for struggling students based on the benchmark assessment and designed specifically for them. District and state leaders’ focus must be on providing professional development and support that strengthens core instruction where teachers encourage students to explain their thinking, justify their answers and engage in math discussion. Aligning formative assessments to the same type of questioning that students are exposed to in the assessment will give them much needed practice. Teachers must expose their students to multiple problem-solving strategies, incorporate real world applications, and strengthen reasoning. Providing tiered support that includes small group interventions and intensive individualized instruction for students with significant gaps must be the norm. Incorporating opportunities for collaboration through professional learning communities allows teachers to analyze student work, share strategies and refine instructional practices. We will continue to move the needle forward by ensuring that instruction remains everyone's focus.

Strategies Used to Address Learning Loss

To effectively address learning loss, a multifaceted approach is essential. This includes leveraging diagnostic assessments to precisely identify student gaps, implementing differentiated instruction tailored to individual needs, and providing targeted scaffolding to support skill development. Additionally, personalized learning ensures that instruction aligns with each student’s proficiency level, fostering deeper understanding and engagement.

Beyond the classroom, extending learning opportunities through after-school enrichment programs, summer learning initiatives, and strategically designed extracurricular activities reinforces academic progress. These programs integrate core content with engaging, hands-on experiences, helping students retain and apply knowledge in meaningful ways.

By combining data-driven instruction with extended learning opportunities, educators can accelerate student growth and bridge achievement gaps effectively.

St. Croix District's Strategies

Targeted Professional Development

A key step in closing the achievement gap is ensuring our teachers have the resources they need and are prepared with the knowledge and skills necessary to improve students' academic achievement. Our teachers are offered Professional Development through various platforms. Additionally, our campus administrators are provided with professional development so that they are knowledgeable on what to look for when observing classroom instruction and in giving teachers purposeful feedback. October 25, 2024, was a parent conference/staff development day. Early Childhood Teachers, PK-4th, received training on Student Engagement and 4th-8th grade teachers received training on Student-Centered Learning. Content Coordinators continuously provide teachers with individual support and host content-specific PD both remotely and in-person at the schools.

Our campus leadership teams as well as the Superintendent's Cabinet have been provided professional development through National Academic Educational Partners (NAEP), with a laser focus on items in campus improvement plans and, in the development, and implementation of the district's improvement plan.

From September through November, Successful Practices Network/National Dropout Prevention Center provided professional development to secondary campus leadership teams, Deans, and some Coordinators in the areas of leadership planning, strategic planning, and coaching.

This school year, teachers received new teaching resources through HMH: Into Reading and Into Literature. Both teachers and campus leaders received training on the resources prior to the rollout, and since the rollout, learning walks have been conducted to ensure and monitor implementation.

To address the needs of our diverse learners, we currently have a cohort of teachers who began coursework at UVI in pursuit of their English as a Second Language certification. Once certified, these individuals will be fully prepared to address the needs of our English Learners. In addition to this, we are rolling out the Multilingual Teacher's Toolkit for General Education teachers. This toolkit provides general education teachers with strategies and resources to provide our English Learners with the knowledge and skills to be successful in their general education classes. This resource not only supports the needs of English Learners but also those of our struggling students. To date, ESL teachers and principals have been trained. The next step is training all general education teachers.

Most recently, February 3rd was a territory-wide Professional Development Day. Campus leaders created prescriptive agendas to address the needs of their campuses. Topics included digging deeper into data and assessment, using AVID strategies in both content and electives, how AI tools can support personalized learning, assist in lesson planning, and provide real-time feedback to students, increasing parent engagement and other relevant topics.

Learning Walks

Learning walks have taken place and continue to be conducted. These walks include the campus leadership team, the Superintendent's Cabinet, Coordinators and Directors. Learning walks allow leaders to calibrate and identify areas of proficiency and opportunities for growth. Two or more separate teams observe classroom instruction at various times, using a rubric, to determine proficiency areas and growth opportunities. The data collected from the learning walks is crucial to the leadership teams in determining the coaching needs of teachers. For example, a recent learning walk showed that a campus needed improvement around Intervention. Coordinators collaborated with teachers to group their students according to individual academic need, as demonstrated by data. Teachers received additional PD before rolling out a revised and improved Intervention.

Multi-tiered System of Supports (MTSS)

Like the STTJ district, we recognize the need for re-introducing MTSS (Multi-tiered System of Supports). MTSS allows us to monitor student progress, both academically and behaviorally. By providing personalized interventions, each student is more likely to meet (or exceed) their learning targets and close the gaps on behavior targets. MTSS improves student achievement, assists teachers with being more effective, and helps schools to be proactive in supporting students' needs by supporting the whole child.

St. Thomas-St. John District's Strategies

The St. Thomas - St. John District has embarked on the journey to "Intensifying the Core and Inspire Innovation" for the 2024-2025 School Year as we work to create "Tomorrow's Leaders". With students at the forefront of our daily actions, we have made several shifts towards strengthening core instruction. These include an emphasis on standards-based instruction, which provides clear learning targets and expectations for what students should know and be able to do. This consistent framework enables our teachers to align their instruction with adopted and supplemental curriculum resources and assessments. To ensure that all students have equitable access to high-quality core instruction, the district has emphasized the need for increased personalized support for every child to grow and succeed.

Multi-tiered System of Supports (MTSS)

As a result, we have re-introduced the Multi-Tiered System of Supports (MTSS), which is a proven framework that helps schools meet the unique needs of every student. Through MTSS, we:

- Regularly check in on student progress.
- Use data to identify areas where extra support is needed.
- Provide personalized interventions to help students reach their full potential.
- Include Differentiated Instruction to suit the learner's needs

The MTSS allows us to ensure that all students, at every level, get what they need to thrive. While we have been implementing this framework for years we have added: **Dedicated Time for Extra Support:** We have identified blocks of time in the school day for teachers to provide personalized interventions. This ensures that all students get the help they need without missing their core instruction. We have also fine-tuned our daily schedules to make sure class time is used as effectively as possible, based on research and best practices from top-performing schools. These adjustments reflect our commitment to equity and excellence for every student. **Consistent implementation of MTSS will set our students up for greater success.** **MTSS provides Equity for All Students:** Every child deserves the same opportunity to succeed, no matter what their starting point. **MTSS offers Better Outcomes:** Research shows that consistent, intentional support helps close gaps and aims to keep all students on a progressive track. **MTSS is a More Focused Approach:** we will be closely monitoring these to ensure a stronger structure for both students and teachers and ensure everyone has the tools they need to be successful. This has been done for all K-5 classrooms.

Additionally, we emphasize personalized instruction and offer interventions and support to help students meet instructional targets.

Science of Reading

Another instructional initiative focused on early intervention in reading. The Science of Reading initiative targeted K-3rd grade educators across the St. Thomas-St. John District, aimed at equipping them with evidence-based strategies to enhance literacy instruction. The program spanned multiple sessions, structured to deliver professional development, hands-on activities, in-classroom visits and observations, and coaching, along with an administrative training session. Each group was assigned specific sites for training, and the program's design emphasized collaboration, interactive learning, and practical application.

The initiative was divided into two cohorts:

- **Cohort 1:** Kindergarten and 1st-grade teachers, along with SPED supervisors, met primarily at the Lockhart K8 School for four out of five sessions.

- **Cohort 2:** 2nd and 3rd-grade teachers, coordinators, and leaders convened at the Bertha C. Boschulte Middle School under a similar schedule.

The program was both comprehensive and interactive, enabling participants to learn, practice, and share insights in group settings that fostered cross-school collaboration. A key component of the program took place during the AFT TEACH Conference on October 21, 2024, hosted at the Charlotte Amalie High School (CAHS) campus. Both Cohort 1 and Cohort 2 held their third training session during the conference, providing participants with an opportunity to engage with district-wide stakeholders while focusing on advancing literacy best practices. Table 1 below summarizes the program schedule, group assignments, and session locations.

Table 1: Training Sessions

Group	Participants	Site	Session Focus
Cohort 1	Kindergarten and 1 st grade teachers; SPED supervisors	Lockhart K8 School (Sessions 1, 2, 4,5)	Science of Reading training sessions
Cohort 2	2 nd and 3 rd grade teachers; coordinators and leaders	Bertha C, Boschulte Middle School (Sessions 1, 2, 4, 5)	Science of Reading training sessions
AFT TEACH	Cohort 1 and Cohort 2	Charlotte Amalie High School Campus	Session 3: Literacy best practices, interactive training
In-Classroom Visits	All participating teachers	Various schools	Observation and coaching in classroom implementation
Administrative Session	Principals and school administrators; Coordinators and Leaders	Lockhart K8 School	Tools for monitoring and evaluating teacher performance

By leveraging the AFT TEACH Conference, the program offered participants an enriched professional development experience, integrating focused literacy training with district-wide networking and collaboration opportunities.

The Science of Reading initiative was built around five key instructional modules that served as the foundation for the training sessions:

- **Phonological Awareness:** Teachers learned how to use oral language activities to develop foundational literacy skills such as rhyming, blending, and segmenting sounds.
- **Phonics and Orthography:** Participants practiced teaching letter-sound relationships in a systematic way, paired with explicit spelling instruction to reinforce learning.

- **Fluency:** Sessions demonstrated how to integrate accuracy, rate, and prosody into daily lessons through targeted fluency routines.
- **Comprehension:** Facilitators guided teachers in scaffolding higher-order thinking using strategies that emphasized text structures, effective questioning techniques, and vocabulary development.
- **Integration of Science of Reading Practices:** Teachers collaborated to apply these strategies in group activities, emphasizing the interconnectedness of the modules in literacy instruction.

The training sessions included interactive, hands-on activities and group work to ensure understanding and application of the concepts. Teachers were encouraged to reflect on their practices and work collaboratively to develop actionable strategies for implementation. Cross-school groupings fostered the exchange of diverse perspectives, enriching the professional development experience.

In-Classroom Visits

- Teachers demonstrated initial implementation of strategies learned during training sessions.
- Observations revealed a natural progression in the application of Science of Reading methodologies.
- Teachers were actively integrating tools and techniques into their instruction, though varying levels of confidence and mastery were noted.

Coaching Segments

- Coaching sessions provided an opportunity for teachers to debrief and reflect with facilitators.
- However, the limited time for reflection and planning emerged as a challenge, potentially hindering thoughtful implementation of new strategies.

Administrative Program Overview

The administrative training session, held at Lockhart K8 School, focused on equipping school leaders with tools to monitor and evaluate teachers' implementation of the Science of Reading.

- The administrative training session on November 21 equipped school leaders with the knowledge and tools to monitor and evaluate their teachers effectively.

- The session emphasized the importance of fostering teacher accountability while providing consistent support to ensure success in implementing the Science of Reading.

Science of Reading initiative was a thoughtfully designed and impactful professional development program that directly addressed the needs of K-3 educators in the St. Thomas-St. John District. It introduced teachers to evidence-based literacy practices through interactive training sessions, classroom visits, and targeted coaching, building foundational skills in phonological awareness, phonics, fluency, and comprehension.

The program's structure ensured that teachers were introduced to foundational concepts in manageable stages, with opportunities to practice and refine their skills during the sessions. Resources like the *Sound Wall* bridged the gap between theory and practice, giving teachers tools they could immediately implement in their classrooms. These tools were particularly effective in fostering phonemic and phonological awareness, which are critical components of building reading proficiency.

The inclusion of in-classroom visits and coaching sessions further supported teachers in applying their learning. Facilitators observed teachers' progress and provided individualized feedback, while coaching debriefs offered opportunities for reflection and dialogue. Teachers expressed appreciation for this support, as they allowed them to engage more deeply with the Science of Reading framework and receive personalized guidance.

The administrative training session also played a vital role in the initiative's success, equipping school leaders with tools to monitor and evaluate the implementation of Science of Reading strategies. This session highlighted challenges such as variability in teacher confidence, resistance to change, and time constraints. Leaders discussed solutions, including ongoing coaching, leveraging Professional Learning Communities (PLCs) to foster collaboration, and creating a shared vision for literacy improvement. These strategies aim to provide the consistent support necessary to ensure long-term success.

In summary, the Science of Reading initiative was a significant step forward in enhancing literacy instruction in the district. It equipped educators with practical tools, fostered cross-school collaboration, and built a foundation for improving reading outcomes. By addressing the identified areas for growth—extending coaching time, providing structured follow-up, and maximizing available resources like *Into Reading*, the program's impact can be amplified. With these enhancements and sustained administrative support, the Science of Reading initiative has the potential to transform literacy instruction district-wide, ensuring improved outcomes for all students.

Emphasis on our Effective Systems is essential for accountability as we continue our journey towards District and School Improvement. We have established collaborative relationships to support this work, focusing on strengthening staff capacity, strategic and responsible use of funds, and creating conducive learning and working spaces.

Stakeholder Engagement is crucial for building connections and partnerships with families and the community. We are improving communication mechanisms and engagement

opportunities to foster parental support and community partnerships that enrich educational experiences and expand learning opportunities for students. As the Superintendent of St. Thomas-St. John District excited about the growth opportunities for our students and staff this year even as we traverse ongoing challenges.

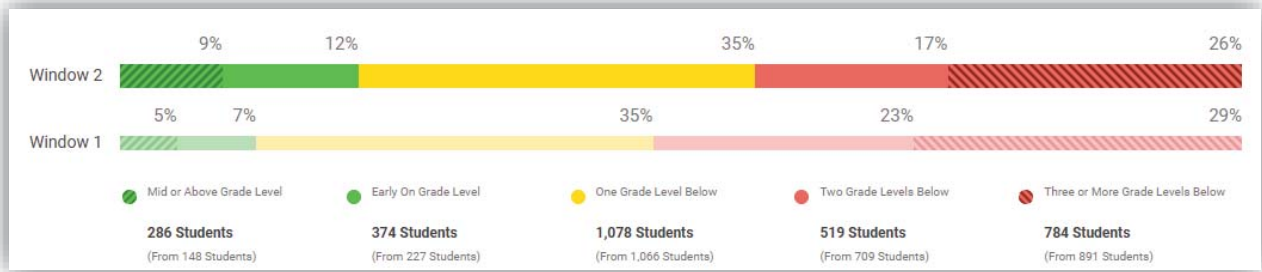
Status of Entrance and Exit Exams

The Virgin Islands Department of Education (VIDE) remains committed to fostering academic growth and ensuring that all students receive targeted support to enhance their learning. Unlike traditional systems with entrance and exit exams, VIDE utilizes i-Ready as its primary diagnostic and intervention tool to assess student progress. This assessment is administered three times a year to track growth, personalize learning, and guide data-driven instruction. For the 2024-2025 school year, VIDE will continue implementing i-Ready in grades Kindergarten through 9th, reinforcing its role in shaping instructional decisions. To further support student achievement, schools have incorporated dedicated intervention blocks into their daily schedules, providing structured time for remediation and enrichment based on individual student needs. This strategic approach aligns with VIDE's mission to improve literacy and mathematics proficiency while effectively addressing learning gaps.

VIDE will share the diagnostic results for both districts, highlighting the progress made between Window 2 (11/25/24 - 01/15/25) and Window 1 (08/12/24 - 09/27/24). By comparing these assessment windows, educators and stakeholders will gain valuable insights into student growth and the effectiveness of instructional strategies. This data-driven approach ensures that interventions remain responsive to student needs, ultimately fostering continuous academic improvement. The results for each school can be found in Addendums A-D.

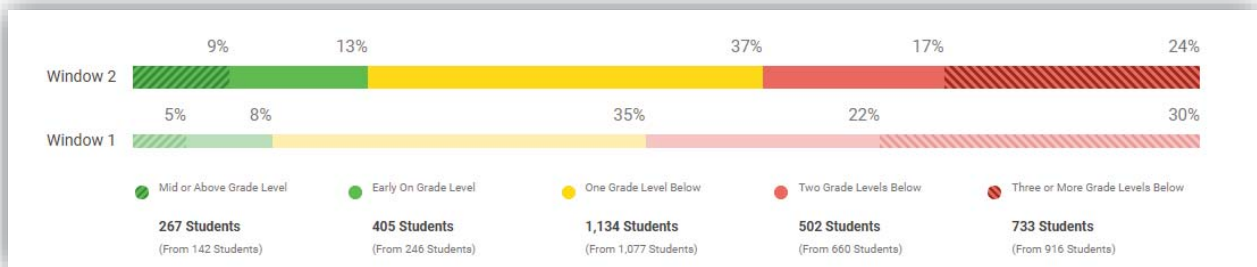
The i-Ready diagnostic results in the St. Croix District indicate measurable progress in reading proficiency across the district. The number of students performing at mid or above grade level has increased from 148 to 286, representing a rise from 5.8% to 11.2%. Students categorized as early on grade level increased from 227 to 374, growing from 8.9% to 14.7%. The number of students performing one grade level below slightly increased from 1,066 to 1,078, shifting from 41.9% to 42.4%. Notably, the number of students performing two or more grade levels below has declined. Students two grade levels behind dropped from 709 to 519, decreasing from 27.9% to 20.4%, while those three or more grade levels behind declined from 891 to 784, reducing from 35.0% to 30.8%. While these gains reflect improved literacy instruction and targeted interventions, a significant percentage of students remain below grade level, requiring continued focus on foundational reading skills, comprehension, and vocabulary development.

Figure 7: St. Croix District Reading Diagnostic Results



The reading diagnostic results for the St. Thomas-St. John District indicate improvement across all levels. Of the 3,041 students assessed, 267 students (8.8%) are performing mid or above grade level, nearly doubling from 142 in the prior window. Similarly, 405 students (13.3%) are classified as early on grade level, up from 246 students. The percentage of students one grade level below has increased slightly from 1,077 to 1,134 students (37.3%), while there have been positive declines in the number of students two grade levels below (dropping from 660 to 502 students (16.5%) and those three or more grade levels below (dropping from 916 to 733 students (24.1%). These improvements suggest that interventions are making a difference, particularly in moving students out of the lowest performance categories. However, continued emphasis on phonics, vocabulary, and comprehension skills is essential to sustain and accelerate progress.

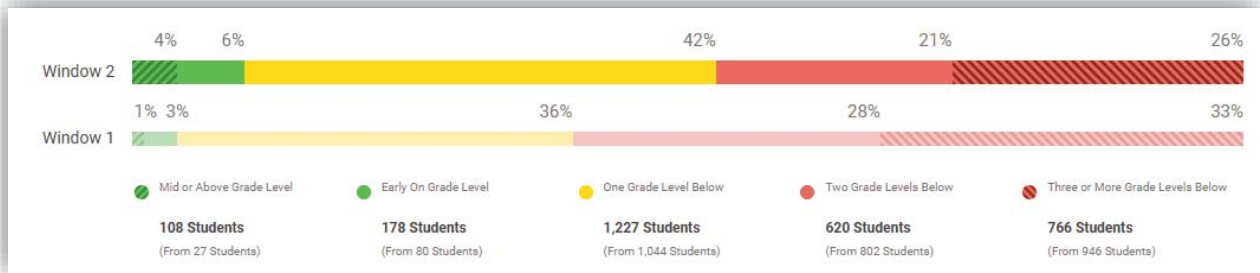
Figure 8: St. Thomas-St. John District Reading Diagnostic Results



The math diagnostic results for the St. Croix District show slight improvements in student performance, but a significant number of students remain below grade level. Out of 2,899 students assessed, only 108 students (3.7%) scored at or above grade level, an increase from 27 students in the prior diagnostic window. Additionally, 178 students (6.1%) are classified as early on grade level, up from 80 students previously. The largest category remains students one grade level below, which has increased from 1,044 to 1,227 students (42.3%). However, there has been a decrease in the number of students two grade levels below, dropping from 802 to 620 students (21.4%), and those three or more grade levels below have also decreased from 946 to 766 students (26.4%). While the reductions in the lower levels are encouraging, the fact that nearly 90% of students are still below grade level suggests a need for targeted interventions in foundational math

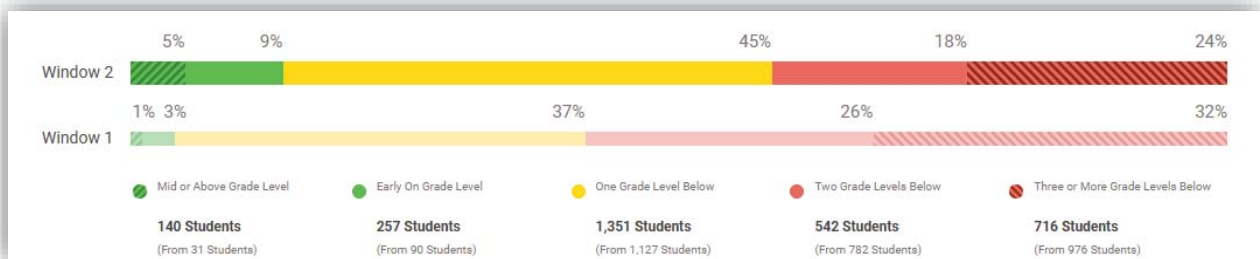
skills.

Figure 9: St. Croix District Math Diagnostic Results



In the St. Thomas-St. John District, the diagnostic results for math indicate some improvements but still highlight significant gaps in student performance. Among the 3,006 students assessed, only 140 students (4.7%) are performing at or above grade level, an increase from 31 students in the prior diagnostic window. Additionally, 257 students (8.6%) are at an early on-grade level, which is also an improvement from 90 students previously. However, a large proportion of students are still struggling, with 1,351 students (44.9%) performing one grade level below, an increase from 1,127 students. While the number of students two grade levels below has decreased from 782 to 542 students (18%), and those three or more grade levels below have decreased from 976 to 716 students (23.8%), these figures still indicate that most students need targeted intervention to close learning gaps.

Figure 10: St. Thomas-St. John District Math Diagnostic Results



To address the Reading gaps and sustain growth, a multi-tiered approach will continue to be implemented. Small-group instruction will be expanded to ensure struggling readers receive personalized support, focusing on phonics, vocabulary, and comprehension strategies. Additionally, structured daily literacy activities will reinforce high-frequency words and promote deeper engagement with both informational and literary texts. To track progress effectively, bi-weekly assessments will be conducted, allowing educators to refine intervention strategies as needed. Moreover, parental engagement initiatives will be strengthened by providing take-home reading materials, progress reports, and literacy workshops to support at-home learning. Finally, professional development for teachers

will emphasize data-driven instruction and differentiated teaching strategies, equipping educators with the tools necessary to close learning gaps and accelerate student achievement.

Further, to build on the districts' progress, **structured intervention blocks** will focus on strengthening foundational math skills, particularly in number sense and operations. Hands-on learning tools, such as manipulatives and interactive technology, will be incorporated to increase student engagement and conceptual understanding. Additionally, real-world problem-solving activities will be integrated into daily instruction, helping students connect mathematical concepts to practical applications. To provide further support, peer tutoring programs and after-school intervention sessions will be established, ensuring that struggling students receive additional practice in a structured environment. Teachers will also continue to participate in collaborative **professional learning communities (PLCs)**, where they can analyze student data, share best practices, and refine instructional methods. By implementing these strategies, the goal is to move more students toward grade-level proficiency while fostering confidence and success in mathematics.

It is important to note that not all students have completed the mid-year i-Ready assessment, which may impact the overall data and analysis. While the current results provide valuable insights into student progress, they do not fully represent the achievement levels of all enrolled students. Factors such as absenteeism, technical difficulties, or other unforeseen circumstances may have contributed to incomplete assessments. As additional students complete the diagnostic, the data will be further analyzed to ensure a more comprehensive understanding of overall performance. Schools will continue to monitor student progress and provide targeted interventions based on both completed assessments and ongoing classroom observations.

Status of Afterschool Programs

St. Croix District

The St. Croix District is implementing a well-rounded supplemental program at all schools, focusing on grades PK through 12th grade. The goal is to integrate multiple academic disciplines, promoting a diverse set of learning experiences, with the end goal being to increase student academic achievement. The program consists of 120 hours (for the current semester) that began in January 2025 and will continue through April 2025. Additionally, our elementary schools participated in the same supplemental programs in the fall of 2024.

St. Thomas-St. John District

The St. Thomas-St. John District is committed to providing students with opportunities for academic success beyond the regular school day through its afterschool programs. Currently, students in grades 7 through 12 are actively engaged in the Credit Recovery Afterschool Program, which allows them to regain course credits and stay on track for graduation. This initiative supports students in strengthening their academic foundation while receiving the guidance and resources necessary for improved performance.

In addition to credit recovery, the district is preparing to expand its afterschool offerings using Consolidated Grant funds. These upcoming programs will provide students with enriching educational experiences, skill-building opportunities, and targeted academic support. By broadening the scope of afterschool learning, the district aims to further enhance student achievement and ensure that all learners have access to the tools they need for success.

Plans for Summer Programs

St. Croix District Plans

During the summer, the St. Croix District will host various summer programs. These programs encompass a range of activities including academic enrichment, interest-based sessions, and credit recovery. Additionally, there will be specialized programs such as the Pre-K Smooth Transition Program, the 9th Grade Bridge Program, the STEAM Program, the Computer Science Academy, the Girls' Basketball Camp, the Music Academy Program, and the CTE Career Exploration Program. It is important to highlight that several programs are accessible to both public and non-public schools.

Academic Enrichment/Interest-Based Summer Academy: This 6-week program will be divided into two daily sessions. Session 1 will be dedicated to academic tutorials and interventions, with a primary focus on Reading and Mathematics. Session 2 will offer students a range of interest-based activities, such as Coding, Gardening, STEM (Science, Technology, Engineering, and Mathematics), and the Arts.

Prekindergarten Smooth Transition Program: This program offers an extended opportunity for our youngest learners to receive instruction as they prepare to enter kindergarten. Through various activities, students will gain skills to prepare them for the upcoming school year.

Summer Bridge Academy: This program supports students moving into 7th and 9th grades by offering instruction in ELA, Mathematics, and organizational skills to help lower retention rates. Participants also take part in campus tours, self-esteem building activities, and social-emotional exercises.

Credit Recovery Academy: The program aims to offer secondary students at risk of retention a chance to "recover" credits essential for promotion or graduation. Teachers employ a range of instructional resources, including hardcover textbooks, online textbooks, and supplemental online programs such as Edmentum, i Ready, and Khan Academy.

Math/Science/Stem Research Academy (MSSSR): This program focuses on hands-on learning, where students choose an environmental issue, conduct research, collect and analyze data, and develop feasible solutions in collaboration with community partners.

Computer Science Academy: This program is aimed at enhancing students' skills as computational thinkers and fostering their development as responsible digital citizens. Conducted online this past year, the program will transition to an in-person format with a robust campaign to attract participants.

Music Academy: The Music Academy aims to revitalize the band programs at both high schools. The students will receive personalized instruction on their primary instruments and display their progress during a final recorded presentation, where they will demonstrate their learning.

The Career Exploration Summer Program will provide middle school students with exposure to a wide range of trade programs, sparking their interest in various career pathways for high school. Throughout the program, students will participate in hands-on activities and workshops led by industry professionals, giving them a taste of different trades. They will explore fields such as electricity, cosmetology, barbering information technology, aviation, and culinary arts, gaining insights into potential future careers. The program aims to broaden their horizons and help them make informed decisions about their high school electives and career interests. By engaging with real-world experiences, students will be better equipped to pursue their passions and plan for their future careers.

St. Thomas-St. John District Plans

The St. Thomas-St. John District is excited to announce a diverse array of summer programs designed to engage, enrich, and empower students from June through July 2025. These programs will provide academic support, hands-on learning experiences, and recreational activities that foster creativity, critical thinking, and personal growth. With a focus on enhancing student achievement and preparing learners for the upcoming school year, our summer offerings will cater to various interests and grade levels.

As part of its ongoing commitment to student success, the district has prioritized extended learning opportunities to address both instructional and social-emotional needs. This summer, students will have access to a well-rounded selection of programs, including STEAM (Science, Technology, Engineering, Arts, and Music), athletics, career-focused projects, and cultural activities. By integrating these diverse learning experiences, the

district aims to provide students with meaningful opportunities for exploration, discovery, and growth while ensuring they are well-prepared for the year ahead.

Summer Learning Programs for 2025 will be as follow:

Kinder Camp: The Kinder Camp program is designed to help young learners transition smoothly into a structured learning environment that incorporates thematic units and communication standards. It introduces daycare, Head Start, and Pre-K students to the kindergarten curriculum while providing additional support to current kindergarten students advancing to first grade. Utilizing an indoor/outdoor classroom model, students engage in project-based activities and explore local sites and community-based government agencies. Anticipated Participation: 200 students.

Pathways Summer Learning Program: The Pathways Summer Learning Program will be offered at six schools on St. Thomas and St. John: Ulla F. Muller Elementary, Jane E. Tuitt Elementary, Lockhart K-8 School, Yvonne Milliner Bowsky School, Joseph A. Gomez School, and Julius E. Sprauve School. Students in grades 1-5 will receive academic tutorials, interventions, and enrichment opportunities. They will also participate in field trips around the island, including grant-sponsored visits to the Children’s Museum. Anticipated Participation: 300 students.

SPED Extended School Year (ESY) Program: The Extended School Year (ESY) program will provide special education and related services beyond the regular school year for approximately 25 students. These services align with each student’s Individualized Education Program (IEP) and are determined annually by the IEP team. The program helps students maintain essential skills and supports those with severe cognitive challenges in achieving self-sufficiency goals. Anticipated Participation: 25 students.

Career Exploratory Program: The Career Exploratory Program offers hands-on learning opportunities for students in grades 6-8 in career fields such as Culinary Arts, Cosmetology, Carpentry, Financial Literacy, and Drafting/Architecture Design. Students rotate through different modules, engaging in interactive projects that expose them to various career pathways. This program will be conducted at Bertha C. Boschulte Middle School and Julius E. Sprauve School. Anticipated Participation: 50 students.

Credit Recovery Program: The Credit Recovery Program provides students in grades 7-12 with opportunities to recover credits necessary for promotion and graduation. This program supports students at risk of retention by allowing them to complete coursework over the summer. Last year, 307 students participated, and a similar number is expected this year. Anticipated Participation: 307 students.

STEAM Program: The STEAM Program engages students in grades 6-12 in project-based learning that emphasizes problem-solving, scientific research, and innovation. This six-week program includes art-themed activities and provides students with stipends to encourage participation. The goal is to enhance critical thinking skills and prepare students for future STEAM-related careers. Anticipated Participation: 50 students.

Secondary Intervention Program: The Secondary Intervention Program is a five-week summer initiative designed to support at-risk students with academic instruction and behavioral interventions. Students receive on-the-job training in trades such as painting, carpentry, air-conditioning, and refrigeration, while also gaining career and college readiness skills. Counselling services are provided to address social-emotional needs. Anticipated Participation: 20 students.

Edith Williams Alternative Academy Summer Intervention Jump Start Program: This program provides academic support, counselling services, enrichment activities, and career exploration for incoming students at Edith Williams Alternative Academy. It targets eighth-grade students who are over-age for their current placement and need additional assistance in closing skill gaps. Anticipated Participation: 14 students.

Summer Bridge Program: The Summer Bridge Program assists students transitioning into 6th, 7th, and 9th grade by providing learning opportunities in ELA, mathematics, time management, and organizational skills. Running between two to four weeks, the program helps students navigate new campuses, learn routines, and familiarize themselves with upcoming coursework. Anticipated Participation: 120 students.

These summer programs offer valuable opportunities for academic enrichment, skill-building, and personal growth, ensuring that students are well-prepared for the upcoming school year. By engaging in hands-on learning experiences, career exploration, and social-emotional support, participants gain essential tools for success. With diverse offerings tailored to meet the unique needs of students across different grade levels, these initiatives are instrumental in fostering a brighter future for all participants.

Status of Federal Funds and Other Key Funding Streams

The Virgin Islands Department of Education (VIDE) receives federal funding from various sources to fulfill its mission of providing a high-quality education for all students. These funds are critical for implementing essential programs and initiatives, meeting the diverse needs of our students, and navigating unforeseen challenges, such as the COVID-19 pandemic. Today, I will provide an overview of the status of key funding streams, including COVID-relief funding, specifically CARES Act (ESF-SEA), CARES Act II (ESF II-SEA), the American Rescue Plan (ARP-OA-SEA), and Consolidated Grants. Following the update on these federal funds, I will also provide an update on the status of our Imprest Funds, which play a vital role in ensuring the efficient day-to-day operation of our schools.

COVID Relief Funding Status

To address the impact of the COVID-19 pandemic on our schools, we received three major federal grants: the CARES Act, which focused on immediate needs like technology for remote learning and student support; the CARES Act II, which expanded on those initiatives and included summer learning programs and further investments in technology;

and the American Rescue Plan, which addressed learning loss and provided comprehensive support for students' well-being.

These funds were strategically allocated to address the challenges posed by the pandemic. We prioritized investments in technology and connectivity, curriculum and instruction, learning loss interventions, school infrastructure improvements, and student support services.

Through these grants, we made significant investments in technology. We purchased 11,415 Chromebooks, laptops, and Mi-Fi devices, impacting approximately 10,000 students who lacked access to reliable internet and devices for online learning.

CARES II funding enabled us to adopt new Math and Science curricula in all public schools, providing students with updated and engaging learning materials.

To combat learning loss, we implemented after-school and summer learning programs and initiatives like Reading Busses, funded by both CARES II and ARP.

We also made important investments in school infrastructure. ARP funds enabled us to acquire a micro-grid for St. Croix and generators for other schools. This investment ensures uninterrupted learning in the event of a power outage.

Managing and expending these funds presented unique challenges, particularly with evolving federal guidelines. However, we proactively addressed these challenges through open communication and collaboration with the United States Department of Education (USED). For instance, we worked closely with USED to adjust timelines for obligating and liquidating funds, ensuring that we could effectively utilize these resources.

Currently, the liquidation period for CARES funds ended on September 30, 2023, and we have finalized our reports and closeout procedures for this grant. The liquidation period for CARES II funds ended on January 30, 2025, and we are diligently working to complete the closeout procedures. For ARP, we are currently in the liquidation period, with an extended deadline of March 28, 2026, and are making steady progress towards fully expending the obligated funds. Figure 11 provides a detailed breakdown of the allocation and expenditure of funds for each program.

Figure 11: CARES and ARP Awards

	ESF-SEA (CARES)	ESF II-SEA (CARES II)	ARP-OA-SEA (ARP)
AWARD No.	S425A200004	S425A210004	S425X210004
AWARD \$	\$ 19,992,337.00	\$ 53,234,881.00	\$ 138,158,430.00
PROJECT #	H0241	H1241	H1242

Allocation

State	\$ 1,999,233.70	\$ 5,323,488.10	\$ 13,815,843.00
STTJ District	\$ 9,372,707.45	\$ 25,187,097.09	\$ 65,367,100.02
STX District	\$ 8,620,395.85	\$ 22,724,295.81	\$ 58,975,486.98

Expenditures

FY 2021	\$ 13,423,786.35	\$ 691,137.28	\$ -
FY 2022	\$ 3,611,552.08	\$ 15,309,991.60	\$ 1,039,673.30
FY 2023	\$ 2,201,525.75	\$ 18,653,691.46	\$ 18,797,167.01
FY 2024	\$ -	\$ 12,808,509.28	\$ 31,482,498.71
FY 2025	\$ -	\$ 273,289.65	\$ 21,662,872.91

FY 2025 amounts are as of 1/22/2025

TOTAL DRAWS	\$ 19,236,864.18	\$ 47,736,619.27	\$ 72,982,211.93
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Percent Liquidated	96.22%	89.67%	52.83%
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Remaining Unused funds	\$ 755,472.82	\$ 5,498,261.73	\$ 65,176,218.07
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Liquidation Extension through 3/28/2026

Consolidated Grants Funding Status

The Consolidated Grant (CGA) program is a vital source of ongoing funding for education in the U.S. Virgin Islands. These federal funds empower us to equip our students with the tools and opportunities they need to thrive. In Fiscal Year 2024, we received **\$16,658,973.37** in Consolidated Grant funds.

The Nita M. Lowey 21st Century Community Learning Centers (CCLC) program, for instance, offers our students' academic enrichment activities, tutoring services, and extracurricular opportunities beyond school hours, while the State Assessment Program funds a range of assessments, giving us the data to tailor our instruction and interventions to meet each student's unique needs.

Furthermore, the Carl D. Perkins Career and Technical Education program empowers our students with the skills and knowledge to succeed in today's workforce. It supports and expands CTE programs in high-demand fields like health sciences, business, and technology.

We are committed to responsible stewardship of these funds and have a comprehensive plan to maximize their impact. This includes strategically allocating resources to sustain and enhance our most effective programs while investing in essential supplies, equipment, and technology to create engaging and effective learning environments. Figure 12 illustrates the CGA allocations for FY2024, and Table 2 outlines the grants that have expired or are set to expire in 2025 and 2026.

Figure 12: Consolidated Grant Allocations for FY2024

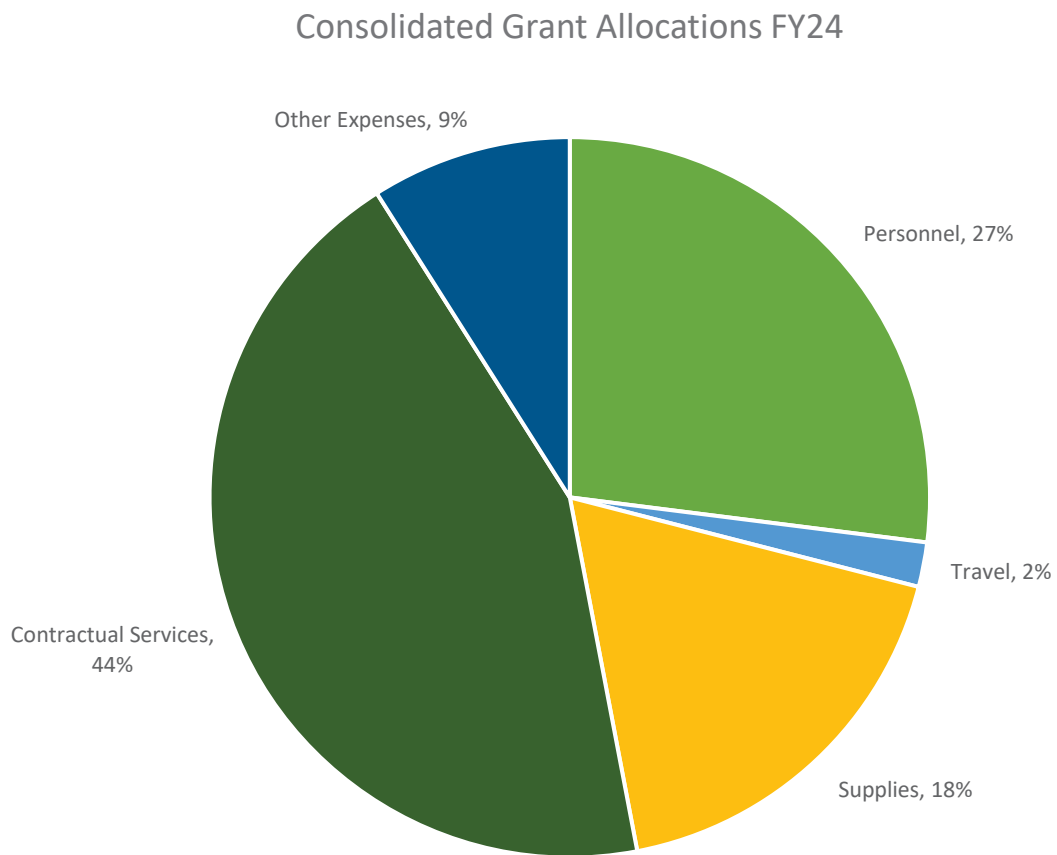


Table 2: Expired and Expiring Consolidated Grants*Balances of 01/21/25*

Expiring September 30, 2025				
Grant	Budget	Expenditures	Encumbrances	Available Balance
FFY22 Consolidated Grants Title V	\$ 17,168,907.71	\$ 13,263,137.36	\$ 1,556,965.07	\$ 2,348,805.28
FFY23 Consolidated Grants Title V	\$ 16,766,824.35	\$ 8,049,450.37	\$ 999,379.38	\$ 7,717,994.60
FFY23 Adult Education	\$ 647,720.00	\$ 44,544.35	\$ -	\$ 603,175.65
FFY23 Special Education	\$ 7,630,623.50	\$ 6,429,099.17	\$ 427,842.46	\$ 773,681.87
FFY22 Stronger Connections	\$ 809,852.00	\$ 180,515.31	\$ 133,087.54	\$ 496,249.15
TOTAL	\$ 43,023,927.56	\$ 27,966,746.56	\$ 3,117,274.45	\$ 11,939,906.55

Expiring September 30, 2026				
Grant	Budget	Expenditures	Encumbrances	Available Balance
FFY23 USVI Community STEM Project	\$ 1,008,686.69	\$ 52,319.04	\$ 13,224.40	\$ 943,143.25
FFY24 Adult Education	\$ 654,406.00	\$ -	\$ -	\$ 654,406.00
FFY24 Consolidated Grants Title V	\$ 16,658,973.37	\$ 1,197,502.43	\$ 308,743.97	\$ 15,152,726.97
FFY24 Special Education	\$ 4,074,676.00	\$ 587,089.09	\$ -	\$ 3,487,586.91
TOTAL	\$ 22,396,742.06	\$ 1,836,910.56	\$ 321,968.37	\$ 20,237,863.13

Expired September 30, 2024				
Grant	Budget	Expenditures	Encumbrances	Ending Balance
FFY21 Consolidated Grants Title V	\$ 16,299,814.00	\$ 15,276,497.33	\$ 777,835.53	\$ 245,481.14
FFY21 American Rescue Plan ESF	\$ 138,158,430.00	\$ 77,517,931.68	\$ 37,045,480.43	\$ 23,595,017.89
FFY22 Adult Education	\$ 601,717.00	\$ 381,032.72	\$ 186,047.65	\$ 34,636.63
FFY22 Special Education	\$ 8,887,689.00	\$ 8,649,417.71	\$ 142,539.12	\$ 95,732.17
FFY22 Striving Readers	\$ 457,178.00	\$ 302,038.98	\$ -	\$ 155,139.02
TOTAL	\$ 164,404,828.00	\$ 102,126,918.42	\$ 38,151,902.73	\$ 24,126,006.85

The flexibility of the Consolidated Grant program is invaluable. This has enabled us to drive innovation by launching groundbreaking programs and initiatives that have significantly improved student achievement and closed achievement gaps. We also invest in our educators by providing exceptional professional development opportunities, and we have broadened access to technology and other vital resources.

Looking forward, we are incredibly grateful for the support of the Consolidated Grant program and have clear priorities for the future. Our focus will remain on addressing learning loss in mathematics and ELA through extended learning programs and interventions like iReady and Edmentum credit recovery.

At VIDE we are committed to ensuring the timely and effective use of federal funds to prevent lapsing and maximize their impact on student achievement and operational efficiency. To achieve this, VIDE is implementing a series of federal grants management strategies in collaboration with the Office of Management and Budget (OMB), the Department of Finance (DOF) and the Third-Party Fiduciary (TPF). These strategies include **weekly, biweekly, and monthly grant expenditure reviews** to track spending progress and identify potential underspending early; **quarterly budget realignments** to reallocate funds where needed; **enhanced staff training on federal grants compliance** to ensure adherence to regulations; and **streamlined procurement processes** to expedite the obligation of funds. Additionally, VIDE will establish a **federal grants dashboard** to provide real-time visibility into grant utilization and ensure data-driven decision-making. A **comprehensive grants management policy update** will also be implemented to further strengthen internal controls and accountability. Through these efforts, VIDE aims to optimize federal funding utilization while maintaining compliance with all applicable regulations.

Imprest Funds Status

In addition to the larger grant programs, our Imprest Funds play a crucial role in ensuring the efficient operation of our schools. These funds empower our schools to address a variety of challenges head-on.

Over the past year, Imprest Funds have played a crucial role in supporting 26 schools, 13 in each district, by addressing urgent facility needs and minimizing disruptions to instructional time. These funds have also enabled schools to promptly acquire essential supplies and services.

We have finalized Imprest Fund allocations for each school for the current school year. This involved careful analysis of school enrollment data to ensure equitable and effective resource distribution. We collaborated closely with school administrators to gather the necessary information and expedite this process. I would like to draw your attention to the "Current Amounts to be Budgeted" column in Figures 13 and 14.

Figure 13: St. Croix District Schools Budgeted Allotments

GOVERNMENT OF THE VIRGIN ISLANDS DEPARTMENT OF EDUCATION STX Schools Budgeted Allotments <i>Bank Balances as of September 30, 2024</i>							
School	Budgeted Org	Budgeted Object	FY 2024 Current Calculations	Last Bank Statement Sept 2024	Current Amounts to be Budgeted	Non Allowable Cost	Budgeted Amount
Adult Edu STX	21884A4	564100	\$ 50,000.00	\$ 4,331.97	\$ 45,668.03	\$ -	\$ 45,668.03
Alfredo Andrews	21884AR4	564100	\$ 50,127.00	\$ 22,984.01	\$ 27,142.99	\$ -	\$ 27,142.99
Alternative Academy	21884AZ4	564100	\$ 50,000.00	\$ 45,719.19	\$ 4,280.81	\$ -	\$ 4,280.81
Central High School	21884AW4	564100	\$ 53,137.89	\$ 25,169.15	\$ 27,968.74	\$ -	\$ 27,968.74
Claude O. Markoe	21884AO4	564100	\$ 50,107.83	\$ 3,786.47	\$ 46,321.36	\$ -	\$ 46,321.36
Eulalie Rivera	21884AL4	564100	\$ 52,130.57	\$ 8,810.19	\$ 43,320.38	\$ -	\$ 43,320.38
John Woodson Jr. High	21884AT4	564100	\$ 50,120.96	\$ 12,054.79	\$ 38,066.17	\$ -	\$ 38,066.17
Juanita Gardine	21884AJ4	564100	\$ 50,077.67	\$ 7,826.48	\$ 42,251.19	\$ -	\$ 42,251.19
Lew Muckle	21884AM4	564100	\$ 50,095.25	\$ 13,411.40	\$ 36,683.85	\$ -	\$ 36,683.85
Pearl B. Larsen	21884AQ4	564100	\$ 50,117.55	\$ 3,551.95	\$ 46,565.60	\$ -	\$ 46,565.60
Ricardo Richards	21884AS4	564100	\$ 50,110.73	\$ 3,762.80	\$ 46,347.93	\$ -	\$ 46,347.93
Educational Complex	21884AX4	564100	\$ 56,724.55	\$ 975.79	\$ 55,748.76	\$ -	\$ 55,748.76
STX CTECH	21884AY4	564100	\$ 50,000.00	\$ 7,412.64	\$ 42,587.36	\$ -	\$ 42,587.36
TOTAL			\$662,750.00	\$ 159,796.83	\$ 502,953.17	\$ -	\$ 502,953.17

Figure 14: St. Thomas-St. John District Schools Budgeted Allotments

GOVERNMENT OF THE VIRGIN ISLANDS DEPARTMENT OF EDUCATION STTJ Schools Budgeted Allotments <i>Bank Balances as of September 30, 2024</i>							
School	Budgeted Org	Budgeted Object	FY 2024 Current Calculations	Last Bank Statement Sept 2024	Current Amounts to be Budgeted on ERP	Non Allowable Cost	Budgeted Amount
Adelita Cancryn Jr.High	21884AD4	564100			\$ -		\$ -
Bertha C. Boschulte	21884AC4	564100	\$ 51,425.00	\$ 282.85	\$ 51,142.15	\$ -	\$ 51,142.15
Charlotte Amalie High	21884AF4	564100	\$ 57,770.00	\$ 2,072.63	\$ 55,697.37	\$ -	\$ 55,697.37
Adult Education	21884A4	564100	\$ 50,000.00	\$ 2,022.93	\$ 47,977.07	\$ -	\$ 47,977.07
Edith Williams	218841D4	564100	\$ 50,000.00	\$ 25,280.06	\$ 24,719.94	\$ -	\$ 24,719.94
IEKHS	21884AG4	564100	\$ 53,555.00	\$ 1,742.36	\$ 51,812.64	\$ -	\$ 51,812.64
Jane E. Tuitt	218841G4	564100	\$ 50,000.00	\$ 36,644.18	\$ 13,355.82	\$ -	\$ 13,355.82
Joseph Gomez	218841H4	564100	\$ 50,000.00	\$ 36,382.32	\$ 13,617.68	\$ -	\$ 13,617.68
Joseph Sibilly	218841B4	564100	\$ 50,000.00	\$ 6,452.70	\$ 43,547.30	\$ -	\$ 43,547.30
Julius Sprauve	21884AB4	564100	\$ 50,000.00	\$ 21,543.13	\$ 28,456.87	\$ -	\$ 28,456.87
Lockhart	218841C4	564100	\$ 50,000.00	\$ 6,909.67	\$ 43,090.33	\$ -	\$ 43,090.33
Raphael O. Wheatley	21884004	564100	\$ 50,000.00	\$ -	\$ 50,000.00	\$ -	\$ 50,000.00
Ulla F. Muller	218841F4	564100	\$ 50,000.00	\$ 16,015.13	\$ 33,984.87	\$ -	\$ 33,984.87
Yvonne Bowsky	21884AA4	564100	\$ 50,000.00	\$ -	\$ 50,000.00	\$ -	\$ 50,000.00
TOTAL			\$ 662,750.00	\$ 155,347.96	\$ 507,402.04	\$ -	\$ 507,402.04

These figures show the precise amounts that each school will have access to for the current school year. We are currently working diligently to get these funds to the schools as quickly as possible. This involves close collaboration with the Department of Finance to ensure the timely issuance of payments to each school.

Addressing Immigration and the Education of Undocumented Students in the Virgin Islands

In recent years, immigration policies at the federal level—particularly those under the Trump administration—have placed significant pressure on immigrant communities across the United States and its territories. Increased enforcement actions by Immigration and Customs Enforcement (ICE) and evolving federal policies have heightened concerns about the well-being of undocumented individuals, including school-aged children in the U.S. Virgin Islands. While immigration remains a federal issue, the reality is that these policies have direct implications for our public education system, as many undocumented students are currently enrolled in our schools.

Despite the political debates surrounding immigration, one undeniable legal and moral obligation remains: all children, regardless of their immigration status, have the right to a free public education. This principle was firmly established by the U.S. Supreme Court in *Plyler v. Doe* (1982), which ruled that states cannot deny public education to undocumented children. The decision reaffirmed that education is a fundamental right under the Equal Protection Clause of the Fourteenth Amendment, ensuring that all students—regardless of nationality or legal status—are given equal access to learning opportunities.

The Virgin Islands Department of Education (VIDE) stands firmly behind this legal precedent and remains fully committed to educating every child who walks through our doors. We do not, and will not, inquire about a student's immigration status, nor will we allow external pressures to dictate who is entitled to an education. Our mission is clear: to provide a safe, inclusive, and high-quality learning environment for all students, including those who may be living in our territory without proper documentation.

However, it is important to acknowledge that this is indeed the elephant in the room. Within the past week alone, concerns surrounding the number of undocumented students in our schools have become increasingly visible and pressing. Many of these students face unique challenges, including language barriers, lack of access to social services, and fear of deportation. As educators, we recognize that these obstacles should never become barriers to learning. That is why VIDE is working proactively to ensure that undocumented students receive the same level of support, resources, and educational opportunities as their peers.

The role of education is not to police immigration, but to nurture potential. The Virgin Islands has long been a melting pot of cultures, and our schools reflect that rich diversity. Our commitment is unwavering: as long as children seek knowledge within our classrooms, we will teach them. We will continue to follow the law, uphold our duty, and provide an equitable and inclusive education system that recognizes the dignity and worth of every student.

While national immigration policies remain a contentious and evolving issue, the mission of the Virgin Islands Department of Education remains unchanged: education is a right, not a privilege, and we will uphold that right for every child, regardless of their immigration status.

Conclusion

In conclusion, we appreciate the opportunity to present a comprehensive review of the current state of public education in the Territory. My team and I remain committed to advancing educational excellence and are fully prepared to address any questions or provide further details or clarification as needed. We are eager to continue our work in partnership with this body to ensure a brighter future for all students in our schools.

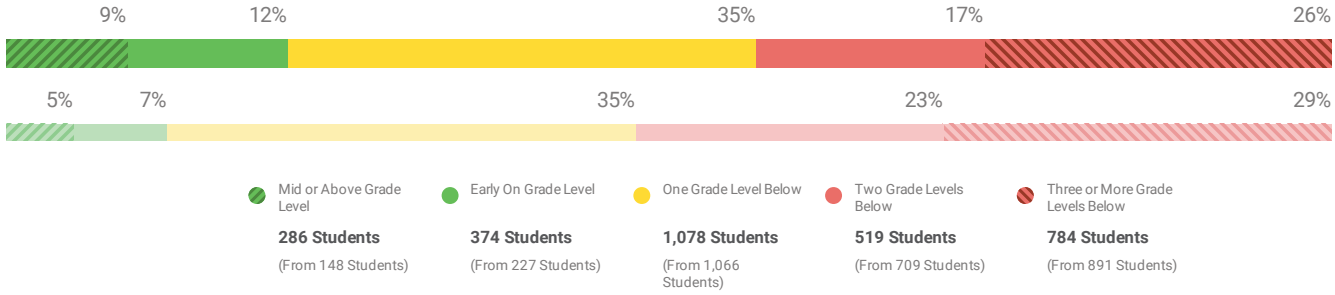
Addendum A: STX Schools BOY vs MOY Reading Diagnostic Results

School: All Schools
 Subject: Reading
 Academic Year: 2024 - 2025
 Diagnostic Window: Window 2
 Prior Diagnostic Window: Window 1

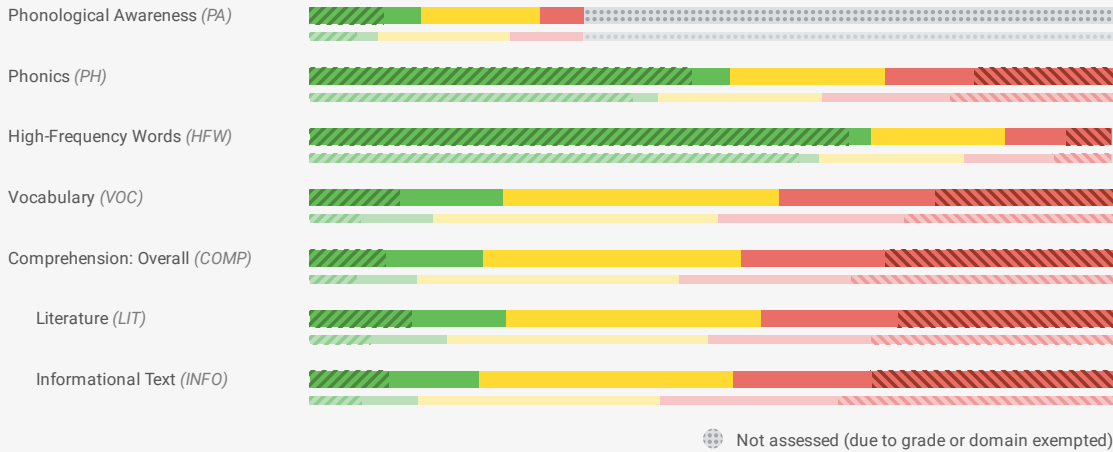
Criterion Referenced

Overall Placement

Students Assessed/Total: 3,041/5,010



Placement by Domain



Switch Table View

Choose to Show Results By

Placement Summary

School

Showing 11 of 11

School		Overall Grade-Level Placement						Students Assessed/Total
			Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	
Alfredo Andrews Elementary School	Window 2		6%	11%	40%	21%	23%	435/474
	Window 1		3%	6%	39%	30%	22%	

Diagnostic Results

School
Subject
Academic Year
Diagnostic
Prior Diagnostic

All Schools
Reading
2024 - 2025
Window 2
Window 1

School	Overall Grade-Level Placement						Students Assessed/Total	
Claude O. Markoe Elementary School	Window 2		6%	8%	42%	21%	23%	395/431
	Window 1		2%	4%	38%	28%	27%	
Eulalie Rivera K-8	Window 2		6%	12%	36%	18%	28%	585/615
	Window 1		3%	8%	35%	24%	31%	
John H. Woodson Jr. High School	Window 2		17%	8%	12%	8%	55%	265/435
	Window 1		11%	10%	13%	6%	61%	
Juanita Gardine K-8	Window 2		9%	14%	35%	15%	27%	273/290
	Window 1		4%	7%	33%	22%	34%	
Lew Muckle	Window 2		10%	14%	44%	21%	12%	307/352
	Window 1		5%	6%	43%	30%	16%	
Pearl B. Larsen K-8	Window 2		10%	12%	35%	16%	26%	393/431
	Window 1		6%	6%	36%	22%	30%	
Positive Connections	Window 2		0%	0%	0%	0%	100%	1/11
	Window 1		0%	0%	0%	0%	100%	
Ricardo Richards Elementary School	Window 2		16%	21%	35%	13%	15%	397/405
	Window 1		8%	14%	39%	20%	20%	

Diagnostic Results



School All Schools
Subject Reading
Academic Year 2024 - 2025
Diagnostic Window 2
Prior Diagnostic Window 1

School		Overall Grade-Level Placement						Students Assessed/Total
St. Croix Central High School	Window 2		0%	0%	0%	0%	100%	8/678
	Window 1		0%	0%	0%	13%	88%	
St. Croix Educational Complex	Window 2		0%	0%	0%	0%	100%	1/916
	Window 1		0%	0%	0%	0%	100%	

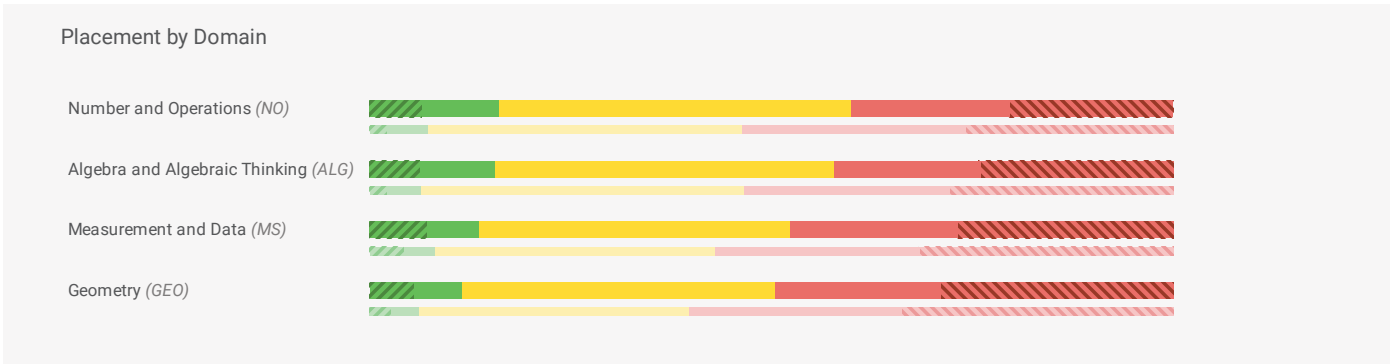
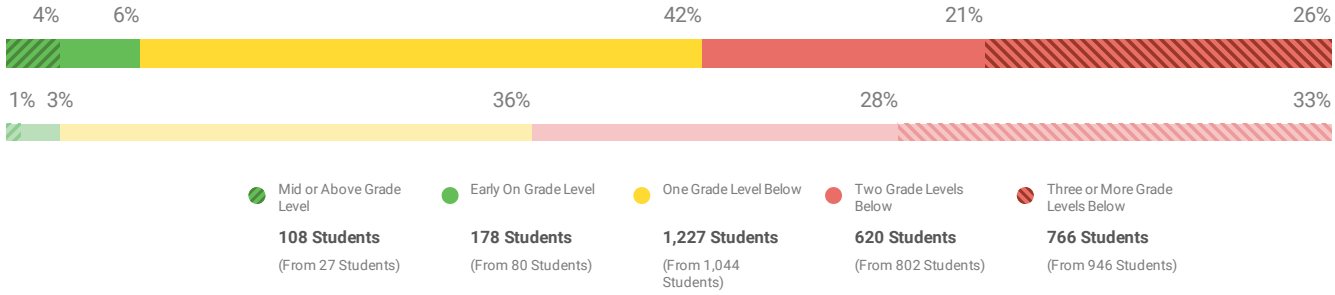
Addendum B: STX Schools BOY vs MOY Math Diagnostic Results

School: All Schools
 Subject: Math
 Academic Year: 2024 - 2025
 Diagnostic: Window 2
 Prior Diagnostic: Window 1

Criterion Referenced

Overall Placement

Students Assessed/Total: 2,899/5,010



Switch Table View

Choose to Show Results By

Placement Summary

School

Showing 11 of 11

School	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total	
Alfredo Andrews Elementary School	Window 2		2%	4%	43%	27%	24%	432/474
	Window 1		1%	2%	33%	36%	28%	
Claude O. Markoe Elementary School	Window 2		2%	4%	48%	25%	21%	394/431
	Window 1		0%	2%	36%	32%	29%	

Diagnostic Results

School: All Schools
 Subject: Math
 Academic Year: 2024 - 2025
 Diagnostic: Window 2
 Prior Diagnostic: Window 1

School	Overall Grade-Level Placement						Students Assessed/Total	
Eulalie Rivera K-8	Window 2		3%	5%	40%	19%	33%	590/615
	Window 1		1%	2%	34%	24%	39%	
John H. Woodson Jr. High School	Window 2		9%	2%	11%	8%	70%	151/435
	Window 1		3%	5%	19%	10%	64%	
Juanita Gardine K-8	Window 2		2%	8%	47%	14%	29%	271/290
	Window 1		0%	0%	42%	23%	34%	
Lew Muckle	Window 2		2%	6%	52%	27%	14%	294/352
	Window 1		1%	1%	43%	32%	23%	
Pearl B. Larsen K-8	Window 2		4%	8%	40%	22%	27%	382/431
	Window 1		1%	4%	32%	28%	35%	
Positive Connections	Window 2	-	-	-	-	-	-	0/11
	Window 1	-	-	-	-	-	-	
Ricardo Richards Elementary School	Window 2		9%	11%	47%	19%	13%	396/405
	Window 1		1%	7%	45%	26%	21%	
St. Croix Central High School	Window 2		0%	0%	0%	0%	100%	7/678
	Window 1		0%	0%	0%	0%	100%	

Diagnostic Results



School All Schools
Subject Math
Academic Year 2024 - 2025
Diagnostic Window 2
Prior Diagnostic Window 1

School	Overall Grade-Level Placement						Students Assessed/Total
St. Croix Educational Complex	Window 2	-	-	-	-	-	0/916
	Window 1	-	-	-	-	-	

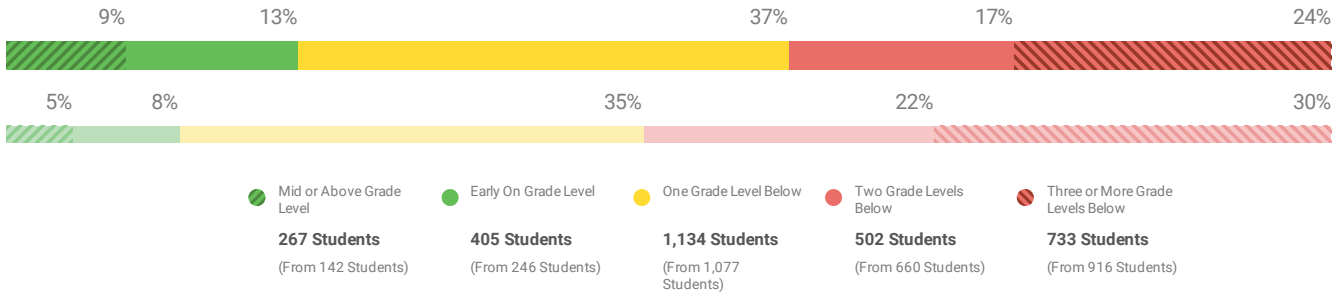
Addendum C: STTJ Schools BOY vs MOY Reading Diagnostic Results

School: All Schools
 Subject: Reading
 Academic Year: 2024 - 2025
 Diagnostic: Window 2
 Prior Diagnostic: Window 1

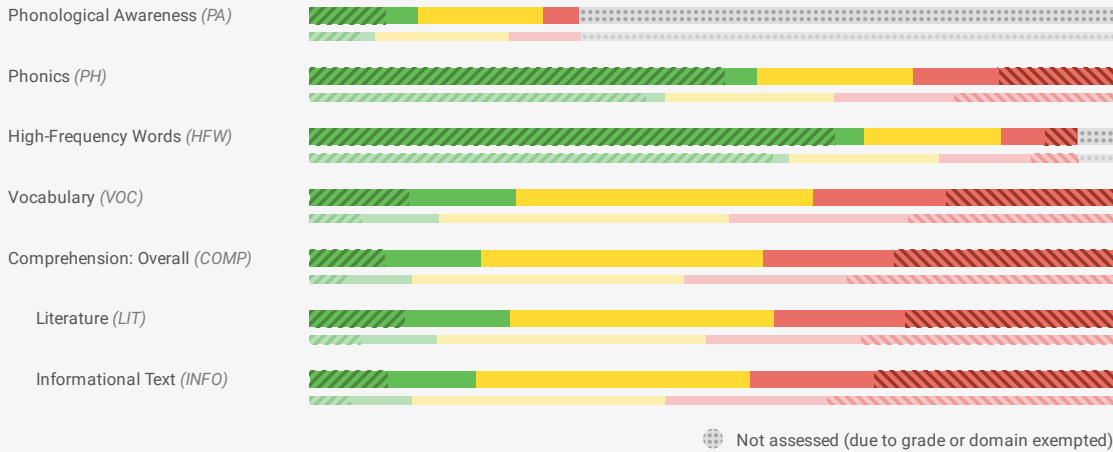
Criterion Referenced

Overall Placement

Students Assessed/Total: 3,041/5,215



Placement by Domain



Switch Table View

Choose to Show Results By

Placement Summary

School

Showing 11 of 11

School		Overall Grade-Level Placement						Students Assessed/Total
			Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	
Bertha C. Boschulte Middle School	Window 2		9%	9%	17%	13%	53%	329/594
	Window 1		7%	9%	19%	11%	54%	

Diagnostic Results

School: All Schools
 Subject: Reading
 Academic Year: 2024 - 2025
 Diagnostic: Window 2
 Prior Diagnostic: Window 1

School	Overall Grade-Level Placement						Students Assessed/Total	
Charlotte Amalie High School	Window 2	–	–	–	–	–	0/1,019	
	Window 1	–	–	–	–	–		
Edith Williams Alternative Academy	Window 2		9%	5%	0%	14%	73%	22/31
	Window 1		0%	5%	9%	0%	86%	
Ivanna Eudora Kean High School	Window 2		11%	15%	14%	3%	56%	118/725
	Window 1		4%	8%	13%	6%	69%	
Jane E. Tuitt Elementary School	Window 2		6%	17%	47%	18%	11%	172/177
	Window 1		3%	6%	47%	25%	19%	
Joseph Gomez Elementary School	Window 2		7%	11%	51%	19%	11%	448/480
	Window 1		1%	5%	46%	30%	18%	
Joseph Sibilly Elementary	Window 2		21%	22%	48%	8%	2%	200/209
	Window 1		10%	18%	56%	13%	4%	
Julius Sprauve School	Window 2		6%	9%	41%	13%	30%	215/226
	Window 1		4%	4%	32%	27%	33%	
Lockhart Elementary School	Window 2		10%	13%	32%	17%	28%	800/908
	Window 1		7%	9%	28%	19%	37%	

Diagnostic Results



School All Schools
Subject Reading
Academic Year 2024 - 2025
Diagnostic Window 2
Prior Diagnostic Window 1

School		Overall Grade-Level Placement						Students Assessed/Total
Ulla F. Muller Elementary School	Window 2		8%	17%	41%	20%	14%	369/429
	Window 1		2%	8%	41%	30%	19%	
Yvonne E. Milliner-Bowsky Elementary School	Window 2		5%	13%	43%	22%	17%	368/420
	Window 1		3%	7%	43%	26%	21%	

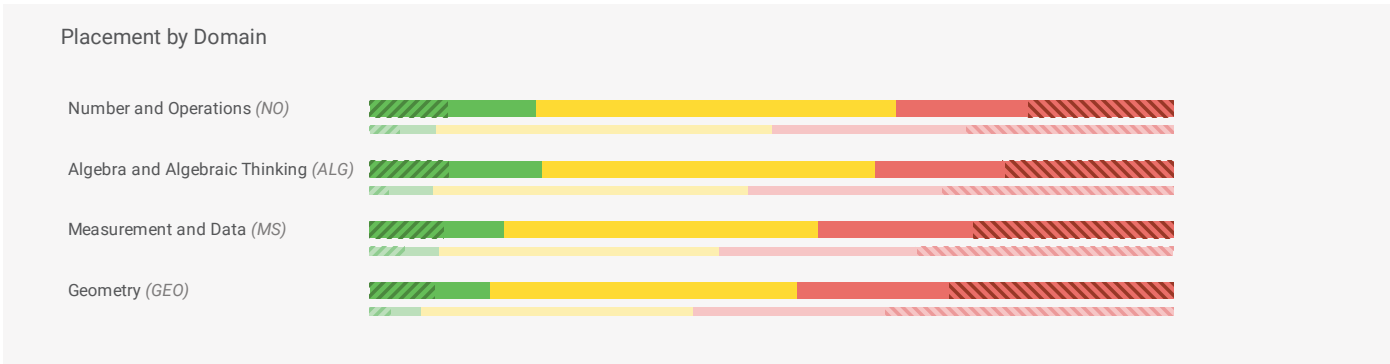
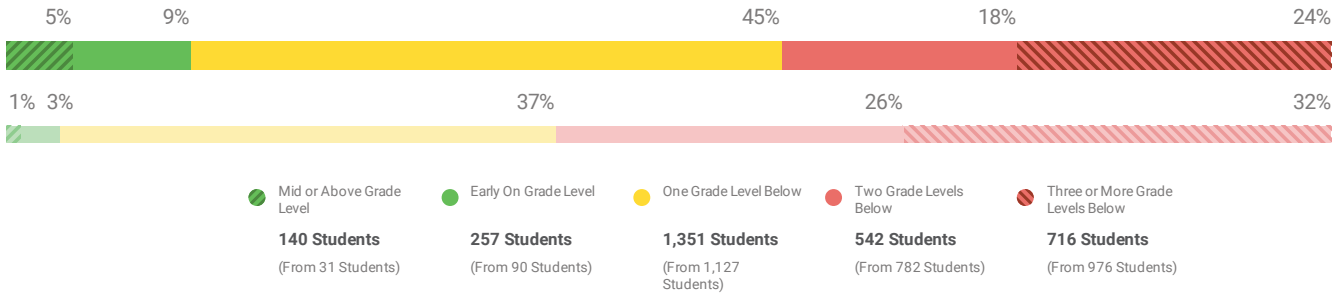
Addendum D: STTJ Schools BOY vs MOY Math Diagnostic Results

School: All Schools
 Subject: Math
 Academic Year: 2024 - 2025
 Diagnostic: Window 2
 Prior Diagnostic: Window 1

Criterion Referenced

Overall Placement

Students Assessed/Total: 3,006/5,208



Switch Table View

Choose to Show Results By

Placement Summary

School

Showing 11 of 11

School	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Bertha C. Boschulte Middle School	Window 2	4%	5%	16%	13%	61%	334/594
	Window 1	1%	5%	16%	15%	62%	
Charlotte Amalie High School	Window 2	–	–	–	–	–	0/1,013
	Window 1	–	–	–	–	–	

Diagnostic Results

School
Subject
Academic Year
Diagnostic
Prior Diagnostic

All Schools
Math
2024 - 2025
Window 2
Window 1

School	Overall Grade-Level Placement						Students Assessed/Total	
Edith Williams Alternative Academy	Window 2		14%	10%	10%	0%	67%	21/31
	Window 1		0%	5%	5%	5%	86%	
Ivanna Eudora Kean High School	Window 2		19%	23%	2%	5%	51%	83/724
	Window 1		5%	8%	6%	4%	77%	
Jane E. Tuitt Elementary School	Window 2		2%	7%	62%	18%	11%	171/177
	Window 1		0%	0%	49%	36%	15%	
Joseph Gomez Elementary School	Window 2		3%	8%	59%	20%	10%	445/480
	Window 1		0%	1%	49%	32%	18%	
Joseph Sibilly Elementary	Window 2		12%	17%	63%	7%	2%	200/209
	Window 1		3%	5%	69%	19%	5%	
Julius Sprauve School	Window 2		2%	6%	49%	16%	27%	213/226
	Window 1		0%	2%	41%	27%	30%	
Lockhart Elementary School	Window 2		5%	8%	39%	19%	29%	834/908
	Window 1		1%	4%	30%	24%	41%	
Ulla F. Muller Elementary School	Window 2		4%	9%	52%	23%	13%	350/429
	Window 1		1%	2%	41%	31%	24%	

Diagnostic Results



School All Schools
Subject Math
Academic Year 2024 - 2025
Diagnostic Window 2
Prior Diagnostic Window 1

School	Overall Grade-Level Placement						Students Assessed/Total	
Yvonne E. Milliner-Bowsky Elementary School	Window 2		2%	7%	53%	24%	14%	356/420
	Window 1		0%	2%	41%	33%	23%	

Addendum E: VIDE Procedural Guidance on Safeguarding the Rights of Immigrant Students



VIDE PROCEDURAL GUIDANCE ON SAFEGUARDING THE RIGHTS OF IMMIGRANT STUDENTS

Authors: VIDE Task Force on Escalation of Immigration Enforcement in Schools
Dr. Sally Camacho, Task Force Co-Chair and State Director of Bilingual
Education/ESL

The Virgin Islands Department of Education (VIDE/the Department) recognizes concerns raised by recent changes to U.S. Department of Homeland Security policies. Specifically, the federal government has rescinded the 2021 directive that restricted immigration enforcement actions in or near protected areas, such as schools, hospitals, and places of worship, except under limited circumstances. It is important to note that this change does not alter existing laws or expand the authority of Homeland Security.

VIDE emphasizes that the primary responsibility of school personnel remains the education and protection of all students. All students have a constitutionally guaranteed right to education, as upheld by the landmark Supreme Court decision in *Plyler v. Doe* (1982), which prohibits public schools from denying education based on a student's immigration status. Schools must continue to adhere to established laws and policies regarding investigations and arrests on school grounds. VIDE assures staff, parents, and students that no student information will be shared without a warrant, subpoena, or court order.

GUIDANCE FOR SCHOOL EMPLOYEES IF APPROACHED BY AN ICE AGENT

Pursuant to the Governor's Memorandum of January 29, 2025, regarding Immigration and Customs Enforcement (ICE) Activity in the U.S. Virgin Islands, specific guidance for employees of the Department of Education is as follows:

1. Schools should not permit the agent to enter the school building without a warrant signed by a judicial officer. Note that administrative warrants are not sufficient to grant entry to non-public locations. Warrants should immediately be provided to Legal Counsel to determine validity and authority.
 2. Schools should not allow an ICE agent to speak with a student without parental consent, nor should they answer immigration-related questions on behalf of any student or parent. Disclosure of such information without a judicial order or subpoena may be in violation of the student's rights. Contact VIDE's legal counsel for additional guidance.
 3. Schools should immediately notify their superior of ICE presence on or around the facility.
 4. The Commissioner of Education shall immediately notify the Attorney General of reported ICE activity.
-

TRAINING AND INFORMATION ON GUIDANCE

The Office of Legal Counsel, in conjunction with the Office of the Commissioner and Assistant Commissioner, will provide training for school administrators and school monitors on this guidance. In turn, school administrators must provide training for all faculty and staff. The guidance must be shared with faculty, staff, parents/guardians, and students and must be conspicuously posted in the main office of every school.

The VIDE Task Force, in conjunction with the Office of Public Relations, will also produce and disseminate guidance in video and other social-media formats.

RECOMMENDATIONS FOR SCHOOL ADMINISTRATORS

School administrators must take the following steps if approached by individuals claiming legal authority to obtain information about, interview, or remove a student due to immigration status:

- **Ensure Emergency Contact Information is Current:** Keep emergency contact information updated for all students/families.
- **Follow Approved Policies and the Governor’s Memorandum of January 29, 2025:** Ensure all staff adhere to district/Departmental and Board of Education (VIBE) policies on investigations and arrests on school grounds.
- **Protect Student Privacy:** Remind staff that no student information can be shared without parental consent, a warrant, subpoena, or court order.

GUIDANCE FOR HANDLING IMMIGRATION-ENFORCEMENT OFFICER VISITS (WITH A JUDICIAL WARRANT)

Protocols for School Security (School Monitors):

- Monitors at all school entry points must insist on obtaining credentials/identification of all visitors to the school. All visitors must sign in on a visitors’ log.
- If an ICE or other federal law enforcement agents appears at a point of entry at a school, the monitor must contact the school administrator immediately. The code for this activity is **CODE BRICK**.
- Monitors are to escort all visitors (including parents/guardians) to the main office. No visitor may go directly to a classroom or any other activity area on a school campus.
- Monitors must not escalate situations or be combative with visitors, especially federal law enforcement officers. If such a situation arises, monitors are to escort visitors directly to the main office to the school administrator.

Office Staff Responsibilities:

1. If an ICE or other federal law enforcement agents visits in a non-emergency situation, politely inform them that an administrator will assist them.
2. Notify the school administrator immediately. The administrator will then notify the Insular Superintendent.
3. Request identification/documentation from the ICE or other federal law enforcement agents to confirm their authority. Keep notes of the date/time, names and titles of the

agents, and the name of the student or staff member they are inquiring about (if known), etc.

4. Direct the ICE or other federal law enforcement agents to wait in a quiet and private location while the administrator consults with the Insular Superintendent and obtains legal guidance.
5. Contact guidance counsellors to provide social and emotional support for students and staff as needed. Ensure that students in distress have access to counselling services and appropriate resources. Regularly monitor and assess the emotional well-being of students and staff, staying alert to signs of anxiety, stress, or trauma.

School Administrator Responsibilities:

1. Request the ICE or other federal law enforcement agents' name, agency, and identification. If the office staff has already documented this information, ensure it is properly recorded.
2. Ask about the purpose of their visit and request any supporting documentation (e.g., judicial warrant). If the purpose of their visit is to request student information, follow legal and procedural guidelines to comply with state and federal laws, such as the Family Educational Rights and Privacy Act (FERPA).
3. Before releasing any student educational record, the school administrator must inform the ICE or other federal law enforcement agents that district/Departmental protocol requires consultation with Insular Superintendent/Legal Counsel and ask them to wait in the main office.
4. Contact the Insular Superintendent and share any documentation provided by scanning and emailing or sending a photo via text. The code for this activity is capitalized **CODE BRICK**.
5. Follow the instructions provided by Insular Superintendent/Legal Counsel regarding next steps.
6. Inform the official of the district's response as directed by Insular Superintendent/Legal Counsel.
7. Refrain from confrontational encounters with ICE or other federal law enforcement agents in order to not be charged with obstruction of justice; conduct interactions with them in a private setting, such as the principal's office.
8. Except in cases involving allegations of child abuse, notify the student's parents or guardians about the visit and Legal Counsel's guidance.

GUIDANCE FOR STUDENTS AT BUS STOPS, AFTER-SCHOOL PROGRAMS, AND WEEKEND SCHOOL ACTIVITIES

Students may be approached by ICE or other law enforcement agents outside of school grounds, such as at bus stops, after-school programs, or weekend school activities. School personnel, parents, and students should be aware of the following:

Bus Stops

- Students should avoid engaging with ICE agents unless accompanied by a parent or guardian.
- If approached, students should ask if they are free to leave and avoid answering questions about immigration status.
- Bus drivers should be informed that they are not required to provide student information without proper legal documentation.

After-School Programs

- Program staff should have emergency contact information readily available in case of the presence of ICE or other federal law enforcement agents.
- If ICE or other federal law enforcement agents arrive, staff should follow the same protocol as school employees by requesting identification and legal documentation.
- Parents should be contacted immediately if a student is approached.

Weekend School Activities

- School administrators and event coordinators must ensure security personnel are briefed on ICE-related policies.
- Students should be instructed on their rights and advised not to disclose personal or family information.
- Any encounters should be reported to school leadership and legal counsel immediately.

By ensuring these safeguards, VIDE aims to uphold the safety and rights of all students regardless of immigration status.

RECOMMENDATIONS TO PARENTS/GUARDIANS

1. Ensure that your student always carries their school identification. If not, have your student take a photo of their school identification and store it on their cell phone.
2. In case of an emergency, update emergency contact and release forms for school and afterschool programs to ensure authorized pickups. Ensure the individuals authorized to pick up and care for your child(ren) are aware of their location and school.
3. If you are at risk of being detained by ICE, ensure you and your family memorize at least one phone number of a trusted person who can act on your behalf.

COMPLIANCE WITH PRIVACY LAWS

School personnel must follow all existing policies to protect student privacy, including FERPA. Adherence to these protocols ensures the rights and safety of all students are upheld.

ESSENTIAL RESOURCES

REVIEW AND REVISION: THIS GUIDANCE SHALL BE REVIEWED AS NEEDED OR AFTER ANY SIGNIFICANT ESCALATED IMMIGRATION ACTIVITY TO ENSURE ITS EFFECTIVENESS AND RELEVANCE. ANY UPDATES OR REVISIONS WILL BE COMMUNICATED TO ALL RELEVANT PERSONNEL AND INCORPORATED INTO THE TRAINING PROGRAMS.

REVIEWED FOR LEGAL SUFFICIENCY:

Chilesa J. Ready

January 31, 2025

Chilesa Ready, Esq.
VIDE Legal Counsel

Date

PRE-APPROVAL:

Victor Somme III

January 31, 2025

Victor Somme III
Assistant Commissioner/Task Force Co-Chair

Date

APPROVAL:

The signature of the Commissioner of Education signifies final approval and adoption of this guidance.

COMMISSIONER OF EDUCATION:

Dionne Wells-Hedrington

January 31, 2025

Dionne Wells-Hedrington, Ed.D.
Commissioner of Education

Date:

[American Immigration Lawyers Association](#)

[CASA Know Your Rights](#)

[Family Preparedness Plan](#)

[National Immigration Center](#)

[You Have Constitutional Rights](#)

[US Citizenship and Immigration Center](#)