



Breaking Barriers, Setting Records, Becoming Five Stars.



SENATE HEARING TESTIMONY

PRESENTED BY
DR. DIONNE WELLS-HEDRINGTON, ED.D.
COMMISSIONER OF EDUCATION

STATUS UPDATES ON TERRITORY-WIDE
**SCHOOL REDISTRICTING EFFORTS,
OPENING OF SCHOOLS, AND
SCHOOL READINESS INITIATIVES**
FOR THE 2026-2027 ACADEMIC SCHOOL YEAR



TERRITORY-WIDE
SCHOOL REDISTRICTING
EFFORTS



OPENING
OF SCHOOLS



SCHOOL READINESS
INITIATIVES

BEFORE THE

COMMITTEE ON EDUCATION & WORKFORCE DEVELOPMENT



WEDNESDAY, SEPTEMBER 2, 2026



10:00 AM



FRITS E. LAWAEZ LEGISLATIVE CONFERENCE ROOM
ST. CROIX, U.S. VIRGIN ISLANDS

Transforming Today's Learners Into Tomorrow Leaders



Dionne Wells-Hedrington, Ed.D.
Commissioner

GOVERNMENT OF THE VIRGIN ISLANDS
DEPARTMENT OF
EDUCATION



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September 2, 2026

Honorable Kurt Vialet, Chairman
Committee on Education and Workforce Development
Capitol Building
Post Office Box 1690
St. Thomas, Virgin Islands 00804

Sent electronically via kviolet@legvi.org

Dear Senator Kurt Vialet,

Thank you for the opportunity to present testimony before the Committee on Education and Workforce Development regarding the status updates on territory-wide school redistricting efforts, opening of schools, and school readiness initiatives for the 2026-2027 academic school year.

Enclosed for your review is the Department's comprehensive handbook, which includes detailed testimony and supporting documentation. I sincerely appreciate your continued support and commitment to addressing the evolving needs of the Virgin Islands Department of Education and the students we serve.

Sincerely,

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

Dionne Wells-Hedrington, Ed.D.
Commissioner

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Introduction

Commissioner’s Statement

Good morning, Chairman 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, Senator Kenneth L. Gittins and Senator Carla J. Joseph; other members of the 36th legislature; listening and viewing audience. I am Dr. Dionne Wells-Hedrington, privileged to serve as the Commissioner of Education for the Virgin Islands. Thank you for this opportunity to provide testimony on the status update regarding the reopening of schools, school redistricting efforts, and school readiness initiatives for the 2026-2027 academic school year.

Joining me today are members of my team:

- Victor Somme III, Assistant Commissioner
- Dr. Carla Bastian-Knight, Insular Superintendent – STX District
- Dr. Symra Brown-Gumbs, Deputy Superintendent – STTJ District
- John Gumbs, Director, School Food Authority -STX District
- Nealda Bowry, Director, School Food Authority -STTJ District

Additional VIDE personnel are on standby to provide detailed insights into specific areas if needed. Again, thank you for your unwavering support and the opportunity to testify today.

Reopening of Schools

This school year, we are guided by the theme, “Breaking Barriers, Setting Records, Becoming Five Stars.” This theme is more than a slogan; it represents the standard we are setting for ourselves as a department. Breaking barriers means confronting the challenges that have historically limited student success and finding solutions that move us forward. Setting records means raising expectations, accelerating student achievement, improving attendance, strengthening accountability, and pursuing measurable results. Becoming Five Stars represents our commitment to excellence at every level, from the classroom to school leadership and from district operations to the State Office.

As we continue our work to reform, rebuild, and rebrand public education, our focus remains on creating one unified school system, not simply a system of schools. Reopening our doors on August 10, 2026 marks more than the beginning of another academic year; it represents another opportunity to demonstrate that the Virgin Islands Department of Education is moving forward with greater alignment, consistency, accountability, and purpose.

We recognize that challenges remain, but we also recognize the tremendous opportunity before us. Our students deserve schools where they can learn, grow, compete, and succeed, and our employees deserve the systems and support necessary to help them deliver excellence. As we embark upon the 2026–2027 school year, we are determined to build upon our progress, confront our challenges, and continue raising the bar for public education throughout the Territory.

The VIDE continues to face significant workforce challenges, including high employee turnover and persistent difficulties recruiting and retaining qualified teachers and paraprofessionals. Competition for educators, critical-area shortages, and the unique cost-of-living and relocation challenges of the Territory have made it increasingly difficult to maintain a stable workforce. These staffing gaps place additional demands on existing personnel and can impact continuity of instruction and student support. Strengthening recruitment pipelines, improving retention strategies, and creating sustainable pathways into the profession remain critical priorities for building a stable and effective workforce.

Eligible for Retirement		Eligible on 9/1/2026		
Class	Eligible	Not Eligible	Grand Total	Eligible %
Administrators	21	76	97	21.6%
Counselors	5	37	42	11.9%
JROTC Teachers	3	7	10	30.0%
Librarian	4	11	15	26.7%
Nurses	1	12	13	7.7%
Other Support Staff	53	534	587	9.0%
Para-professionals	23	235	258	8.9%

School Monitors	5	99	104	4.8%
Teachers	108	667	775	13.9%
Grand Total	223	1678	1901	12%

Separation by Class	5/1/2026 to 9/1/2026		
	STTJ	STX	Grand Total
Administrators	4	2	6
Counselors	6		6
JROTC Teachers	1		1
Other Support Staff	9	10	19
Para-professionals	6	1	7
School Monitors	1	1	2
Teachers	29	39	68
Grand Total	56	53	109

Separation by Action	5/1/2026 to 9/1/2026		
	STTJ	STX	Grand Total
APPOINTMENT END	13	24	37
DECEASED		1	1
DISMISSAL	1		1
RESIGNATION	16	11	27
RETIREMENT	26	17	43
Grand Total	56	53	109

Employee Count		as of 9/2026	
Class	STTJ	STX	Grand Total
Administrators	46	51	97
Counselors	18	24	42
JROTC Teachers	7	3	10
Librarian	6	9	15
Nurses	6	7	13

Other Support Staff	310	277	587
Para-professionals	109	149	258
School Monitors	46	58	104
Teachers	389	386	775
Grand Total	937	964	1901

POSITION TITLE	# OF VACANCIES	
STX		STTJ
Accountant	1	
Administrative Secretary (SPED)	1	Accountant I
Assistant Principal	1	Custodial Worker
Coordinator of Language Arts	1	Elementary Teacher
Custodial Worker	1	Food Service Woker
Director of Alternative Education	1	Guidance Counselor
Elementary Teacher	5	JROTC Officer
Librarian	1	School Monitors
Paraprofessional	2	Secondary Teacher
	1 SPED	Social Studies Coordinator
	1 REG	Special Ed. Teacher
Physical Education Teacher	1	Speech Therapist
School Monitor	1	Vocational Teacher
Secondary Teacher	5	
TOTAL	21	TOTAL
		25

School Food Authority Update

The School Food Authority (SFA) in both school districts remain dedicated to providing our students with nutritious, well-balanced meals in accordance with guidelines and requirements of the United States Department of Agriculture (USDA). We continue to actively explore innovative approaches to meal preparation and presentation such as dehydrogenated foods that will last longer and allow for diversity and inclusion of cultural infused foods. By partnering with local farmers and revitalizing our school gardens, we now offer locally sourced fresh fruits and vegetables in our salad bars in all high schools with plans for expansion to all middle and elementary schools.

Ensuring our staff receive adequate training, and support is a top priority. All food service personnel in both districts are now **100 percent SERVSafe certified**. SERV Safe certification is a USDA mandate.

Despite severe challenges at the start of the 2026-2027 school year, meal service continues to meet USDA/National School Lunch Program (NSLP) requirements. The SFAs will continue with expanded menu options to include chili fries, oven fried chicken, hotdogs, Philly cheese steak sandwiches, tacos and burritos. These menu items are items that were suggested by the students and school lunch employees. Student food choices are designed around age-appropriate menu options and concept-based serving stations, allowing students to make more informed and meaningful selections from the items being offered such concept is known as Offer vs Served. This approach encourages greater engagement in the meal selection process while supporting students in choosing foods that best meet their preferences and nutritional needs.

At the start of this school year, the St. Croix SFA experienced the loss of \$110,000 of refrigerated food due to the culmination of frequent electrical power outages and surges at the Central Warehouse which resulted in the malfunction of the SFA’s central freezer. The Bureau of School Construction and Maintenance (BSCM) was unable to repair or replace the existing generator due to lack of funding. Repair or replacement of the generator would have lessened or negated the impact of the electrical power outages and surges. Through the efforts legislators and VITEMA, the STX-SFA will receive a temporary 100KW generator. Additionally, the SFA is looking for large, refrigerated freezer space for food commodities.

A comprehensive overview of the School Food Authority is outlined below in the tables by district.

CATEGORY	ST. THOMAS-ST. JOHN SCHOOL FOOD AUTHORITY				
○ Total No. of kitchen staff ○ Total funded vacancies by job classification (cook, FSW, etc.)	Kitchen Staff:	15 Cooks	7 Kitchen Managers	40 FSW	TOTAL: 62
	Vacancies:	0	0	1 (TBF)	TOTAL: 1
Kitchen Equipment needing repair/replacement	The St. Thomas-St. John School Food Authority (STTJ-SFA) is always in need of replacement equipment however; equipment is being maintained and repaired as needed. In addition to the submission of work orders, a standard weekly meeting is conducted with the STTJ-SFA and the Bureau of School Construction and Maintenance (BSCM) to discuss on-going maintenance and repair issues.				
	SCHOOL	EQUIPMENT REPAIR & NEEDS			
	Bertha C. Boschulte	Dish machine, cold service line, ice machine, tilt skillet, and hot water heater need repairs			
	Yvonne Milliner-Bowsky	• Leak in freezer but remains operational • Milk cooler awaiting parts for repair			
	Charlotte Amalie High School	Ice machine, kitchen AC unit, hot water heater, and dish machine need repairs			
	Joseph A. Gomez	NA			
	Ivanna Eudora Kean	• New serving line needed; payment in process			

		• Freezer door currently under repair
	Lockhart K-8 School	• Ice machine inoperable; new ice machine needed • Repair of kitchen and storage room ceiling tiles due to water leak/replace missing ceiling tiles • Painting (entire kitchen)
	Ulla F. Muller	• Kitchen AC and kitchen manager office AC units, walk-in freezer, and ice machine need repairs • Steam kettle needs drainage • Reach in freezer not working
	Joseph Sibilly/Munroe Campus	No kitchen; food satellite from CAHS
	Julius E. Sprauve	Serving line and oven awaiting parts for repair
	Jane E. Tuitt	No kitchen; food satellite from Ulla F. Muller
	Edith Williams Alternative Academy	No kitchen; food satellite from Joseph A. Gomez
Supplies	The STTJ-SFA is working on stabilizing the inventory. Food supplies are arriving to the SFA slowly and many adjustments to the menu are necessary, however, shipments should arrive in the next two (2) weeks (tentatively).	
Required health inspections completed or not completed at each school kitchen	The Virgin Islands Department of Health (DOH) has not conducted any school kitchen inspections currently. However, health inspections did participate in the BSCM School Opening Walk-Through before the start of the 2026-2027 school year.	
Provide a brief update on meal service overall to include successes, limitations and challenges	Successes: The STTJ-SFA started the school year with commodity supplies. All school kitchen employees are now 100 percent ServSafe certified, thus, allowing the SFA to be in full compliance with USDA mandates. Limitations: Aging facilities, equipment deficiencies, and supply disruptions impact operational efficiency. Challenges: ○ Delays in repairs, equipment installation, refrigeration, electrical infrastructure, and vendor payments continue to affect meal production and service delivery. ○ The STTJ-SFA vehicle fleet has significantly aged, resulting in an increased need for major repairs. Several vehicles have been removed from service due to their inability to be repaired in a cost-effective manner. This has created operational challenges and has impacted the SFA's ability to distribute food and supplies to schools in a timely and efficient manner. ○ Access to vendor services for the repair and maintenance of critical equipment, including fleet vehicles, refrigerated trucks, walk-in freezers, and walk-in coolers, remains limited due to the shortage of certified and qualified service providers on the island. These constraints continue to affect the SFA's ability to maintain essential infrastructure and ensure uninterrupted operations. Overall: The SFA continues to provide compliant meals while working to improve quality, efficiency, student participation, and sustainability.	

CATEGORY	ST. CROIX SCHOOL FOOD AUTHORITY				
○ Total No. of kitchen staff ○ Total funded vacancies by job classification (cook, FSW, etc.)	Kitchen Staff:	17 Cooks	10 Kitchen Managers	45 FSW	TOTAL: 72
	Vacancies:	0	0	0	TOTAL: 0
Kitchen Equipment needing repair/replacement	The St. Croix School Food Authority (STX-SFA) distributed small equipment at the beginning of the 2026-2027 SY to all school kitchens. This distribution included sheet pans, serving utensils, serving pans, and other necessary equipment to support daily meal preparation and service. The SFA is awaiting vendor quotations for larger equipment, including food warmers to support proper food holding and temperature control.				
	Current funding will allow STX-SFA to also procure large cooking pots, pans, and other essential equipment needed to maintain efficient kitchen operations.				
	SCHOOL		EQUIPMENT REPAIRS/NEEDS		
	Alfredo Andrews		● Ice machine and kettle need repair ● Serving line requires replacement		
	Arthur A. Richards		NA		
	Claude O. Markoe		● Draining system for kettle requires repair ● AC installation needed in kitchen ● BSCM currently installing exhaust hood and fan ● Installation of fire/safety wall needed behind equipment in kitchen		
	Eulalie R. Rivera		● BSCM currently installing exhaust hood and fan ● AC is currently being installed by private vendor		
	Juanita Gardine		Walk-in freezer and walk-in cooler needs electrical upgrade		
	Lew Muckle		Serving line needs to be electrified		
	Pearl B. Larsen		● Electrical upgrade needed for walk-in freezer and walk-in cooler for optimal performance ● Serving line needs to be replaced		
	Ricardo Richards		● Milk cooler needs repair ● One (1) non-functional ovens ● Ice machine needed ● One (1) serving line needs to be replaced		
	Safe and Healthy Students Alternative Education Program		No kitchen; food satellite from Juanita Gardine		
	St. Croix Central High School		● Dish room requires repair ● Kitchen AC unit needs repair		
	St. Croix Educational Complex		Awaiting kettle (2) installation		
	Supplies	There is currently no reserve food/extensive volume of food due to the severe failure of the SFA's central refrigeration system that was grossly impacted by frequent electrical outages and power surges. Also, the recent introduction of the GVIBUY system has resulted in a slowdown of processing. However, there is sufficient food currently to provide to all public			

	schools. The STX-SFA is actively working to process requisitions, Invitations for Bids, and Requisition Food Orders for contracted food items and other required supplies. The SFA is also working with local vendors to expedite the procurement and delivery process.
Required health inspections completed or not completed at each school kitchen	The Virgin Islands Department of Health (DOH) has not conducted any school kitchen inspections currently. However, health inspections did participate in the BSCM School Opening Walk-Through before the start of the 2026-2027 school year.
Provide a brief update on meal service overall to include successes, limitations and challenges	Successes: Meal service continues to meet USDA/National School Lunch Program (NSLP) requirements. The SFA also experienced success with expanded menu options such as chili fries, oven fried chicken, hotdogs, Philly cheese steak sandwiches, tacos and burritos. These menu items are items that were suggested by the students and school lunch employees across the district. Limitations: Aging facilities, equipment deficiencies, and supply disruptions impact operational efficiency. Challenges: ○ Delays in repairs, equipment installation, refrigeration, electrical infrastructure, and vendor payments continue to affect meal production and service delivery. ○ The SFA vehicle fleet has significantly aged, resulting in an increased need for major repairs. Several vehicles have been removed from service due to their inability to be repaired in a cost-effective manner. This has created operational challenges and has impacted the SFA's ability to distribute food and supplies to schools in a timely and efficient manner. ○ Access to vendor services for the repair and maintenance of critical equipment, including fleet vehicles, refrigerated trucks, walk-in freezers, and walk-in coolers, remains limited due to the shortage of certified and qualified service providers on the island. These constraints continue to affect the SFA's ability to maintain essential infrastructure and ensure uninterrupted operations. Overall: The SFA continues to provide compliant meals while working to improve quality, efficiency, student participation, and sustainability.

Information Technology Update

Internet service is currently online and operational at every school in the St. Thomas/St. John and St. Croix districts. To address coverage gaps caused by aging infrastructure, the Department has deployed additional wireless access points at a number of schools, expanding and strengthening WiFi coverage for students and staff.

In preparation for the 2026-2027 school year, VIDE IT has configured and deployed over 2,000 brand new laptops across select schools in the Territory to support student instruction.

To support a smooth start to the school year and the upcoming assessment period, the Department proactively reset passwords for all students, and IT staff have been made available to assist with user account issues as they arise during testing.

IT staff continue to be assigned to schools throughout the school year to provide on-site technical support, ensuring that connectivity and technology issues affecting instruction are addressed promptly at the school level.

Despite these improvements, the Department continues to be affected by ongoing utility power issues. Frequent WAPA power outages remain a persistent challenge to network stability and equipment reliability across both districts, consistent with the deficiencies previously reported to the Legislature.

VIDE IT remains committed to continuing these efforts and to pursuing the infrastructure investments necessary to ensure reliable, uninterrupted connectivity and instructional technology access for every school in the territory.

St. Croix School District

2026-27 Academic School Year

The St. Croix District has officially ushered in the 2026–2027 school year, marking an exciting new chapter focused on student achievement, instructional excellence, accountability, and continued district transformation. On August 10, 2026, all schools and educational programs across the district successfully opened their doors, welcoming 4,937 students to their respective campuses and beginning another year of teaching, learning, and opportunity.

The opening of the school year followed a successful Districtwide Back-to-School Professional Development Day on August 7, 2026, which brought together school and district leaders, teachers, paraprofessionals, and support staff. The professional learning experience reinforced the district's collective commitment to its four strategic pillars: Multi-Tiered Systems of Support (MTSS), Attendance, Accountability, and Leadership Coaching and Development which continue to provide the framework for strengthening teaching, learning, leadership, and student outcomes throughout the St. Croix District.

August 7, 2026, also marked a historic milestone for public education on St. Croix as the district officially cut the ribbon on the new Arthur A. Richards PreK–8 School, representing a significant investment in the students and families of the St. Croix community. The celebration continued Saturday, August 8, 2026, with an Open House that welcomed faculty, students, families, and community partners to experience the new campus and celebrate its opening together.

The successful opening of the 2026–2027 school year reflects months of intentional planning, redistricting, staffing, professional development, school readiness activities, and collaboration across the state and district. The completion of the redistricting process, including the transition associated with the closure of John H. Woodson Junior High School and opening of Arthur A. Richards PreK–8 School, allowed the district to better balance enrollment, maximize instructional space, and align students with schools based primarily on their verified residential home of record.

With our schools now open and our students back in classrooms, the St. Croix District has moved from preparation to implementation. Our focus remains firmly centered on providing strong Tier 1 instruction, improving student and staff attendance, using data to drive decision-making, strengthening accountability at every level, and developing leaders who can move schools toward measurable improvement.

Under the 2026–2027 theme, “Breaking Barriers, Setting Records, and Becoming 5-Stars,” the St. Croix District begins this school year with renewed purpose and a clear expectation: every school improving, every leader accountable, every teacher supported, and every student positioned for success.

Teaching, Learning & Leadership

For 2026–2027, however, the emphasis moves beyond whether plans and structures exist to whether they are visible, operational, and producing results. MTSS requires functioning teams, protected instructional and intervention schedules, tiered student supports, and consistent progress monitoring. Attendance requires schools to move beyond general attendance campaigns toward identifying individual students, understanding the barriers affecting their attendance, assigning appropriate interventions, and monitoring improvement. Accountability requires school leaders to connect their actions directly to the indicators and subgroup performance that determine school outcomes. Leadership Coaching requires clearly identified owners, evidence of implementation, established follow-up dates, and continued support until expected practices become operational. As established in the district framework, “Green is not a feeling. Green requires evidence.”

MTSS is the territory’s primary delivery system for ensuring that student needs translate into specific actions. The operating process connects the number, student, skill or barrier, support, owner, and evidence. Schools are expected to protect intervention time within their master schedules, screen students, establish entry and exit criteria for interventions, examine subgroup performance, monitor implementation fidelity, and use evidence to determine whether supports should continue, intensify, fade, or result in referral.

This work is supported by the district's Critical 12, a readiness and implementation measure identifying the practices that must be visible within every school. These include functioning MTSS leadership teams, protected schedules, diagnostic protocols, weekly data routines, initial tier rosters, subgroup analysis, daily Tier 1 small-group instruction, written Tier 2 and Tier 3 intervention plans, an active PBIS system, attendance operations, and alignment between School Improvement Plans and accountability indicators.

The First 30 Days

The opening month of school is intentionally structured around measurable implementation checkpoints. During the first 30 days, schools are expected to move progressively from establishing teams and reviewing data to operating diagnostic systems, intervention schedules, Tier 2 and Tier 3 groups, attendance supports, and subgroup monitoring.

By Day 30, district and school leaders will examine walkthrough evidence, active attendance intervention plans, updated subgroup information, and early evidence of student movement. The measure of success will therefore not simply be whether a meeting occurred or a plan was submitted, but what is operational as a result of that work.

Data analysis will remain central to instructional decision-making. Data chats between administrators and teachers and between teachers and students must result in action. Schools will identify measurable gaps by subgroup, examine instructional and learner factors contributing to those gaps, establish written plans identifying the intervention, frequency, and responsible individual, and evaluate whether supports should continue, intensify, fade, or result in referral.

Importantly, the district will continue emphasizing the strength of Tier 1 instruction as the foundation of MTSS. When fewer than half of the students in a classroom demonstrate success, the first response must be to examine and strengthen core instruction rather than simply increasing the number of students assigned to Tier 2 interventions.

Attendance & Accountability: Every Student Counts

Student attendance remains a critical district priority because students must be present to benefit from strong Tier 1 instruction, intervention supports, and the full educational experience. Attendance is therefore embedded within MTSS rather than treated as a separate initiative.

For 2026–2027, schools are moving from the broad objective of “improving attendance” to a more individualized system centered on named students, identified barriers, assigned adults, interventions, and measurable movement. Schools will utilize defined response points at five, nine, and fifteen absences, with interventions escalating from early outreach and barrier identification to individualized family plans and formal district coordination when necessary.

Every school will maintain a live attendance intervention tracker supported by daily, weekly, monthly, and quarterly review processes. This structure is intended to ensure that attendance interventions become increasingly personalized and responsive without creating unnecessary

The district's improvement work is intentionally aligned with the accountability measures by which schools are evaluated. For elementary and middle schools, the Accountability Index emphasizes Academic Achievement, Academic Progress, and Student Presence. At the high school level, the measures include Academic Achievement, Graduation Rate, Student Presence, Advanced Placement Performance, and Career and Technical Education Credits, with English learner progress and subgroup performance also contributing to accountability outcomes. As illustrated in the Accountability Index chart on page three of the district framework, academic progress carries significant weight for elementary and middle schools, while achievement and graduation rate represent the largest components for high schools. This reinforces the need for schools to understand precisely where accountability points are earned and to align instructional time, interventions, leadership actions, and resources accordingly.

Leadership Coaching

Leadership remains the mechanism through which each of the other pillars becomes operational. Principals and leadership teams will continue receiving coaching focused not simply on identifying problems but on moving from problems to measurable action. School leaders are expected to name the number and standard, identify the adult-controlled cause, assign an owner and completion date, return with evidence, and make the next decision.

District leadership will support schools through implementation while simultaneously verifying student movement and evidence of effective practice. The standard is no longer the completion of a meeting, walkthrough, or plan; the standard is whether leadership actions result in changed adult practice and improved student outcomes.

As accountability expectations increase across the Virgin Islands Department of Education, the St. Croix District recognizes that the level of structure, consistency, guidance, follow-through, and support provided to schools must increase as well. The Road to Five Stars is therefore more than a theme or slogan. It represents the discipline of understanding performance, identifying students requiring support, matching interventions to barriers, protecting instructional time, establishing clear expectations, and continuously monitoring evidence of progress.

The 2026–2027 school year is about turning preparation into operation, operation into measurable student movement, and measurable movement into sustained school improvement. Through MTSS, Attendance, Accountability, and Leadership Coaching and Development, the St. Croix District will continue Breaking Barriers, Setting Records, and Becoming 5-Stars one student, one classroom, and one school at a time.

Arthur A. Richards PreK–8 School

The new Arthur A. Richards PK–8 School opened the 2026–2027 school year fully prepared to welcome its students, faculty, and staff. The campus currently serves 534 students and is supported by 79 faculty and staff members. Every classroom was outfitted prior to opening with appropriate furniture, instructional technology, and teaching and learning resources, ensuring that educators and students had the tools necessary to begin instruction on Day 1.

As with the opening of any new school, transportation operations continue to be refined as students, families, and school bus drivers adjust to new routes, schedules, and traffic patterns. The district maintains daily communication with Abramson, Inc., its transportation partner, to identify concerns, address operational challenges, and make timely adjustments designed to improve service each day.

Overall, the successful opening of Arthur A. Richards PK–8 represents a significant milestone for the St. Croix District and reflects extensive planning, coordination, and collaboration to provide students and employees with a modern, fully equipped learning environment from the first day of school.

Redistricting, District Configuration and Resources

Redistricting has allowed the St. Croix District to more effectively balance student enrollment across campuses, resulting in more equitable class sizes and improved alignment of staffing, instructional resources, and other school-based supports with student needs. Faculty and staff have been strategically reallocated based on enrollment, programmatic needs, and identified vacancies to ensure that each campus has the personnel and resources necessary to support effective instruction. Instructional materials, technology, furniture, and other school resources have similarly been reviewed and redistributed where necessary. Transportation routes were also redesigned to accommodate new student assignments and school boundaries. As families and drivers adjust to these changes, the district continues to work closely with its transportation partner to monitor routes, address concerns, and make operational adjustments that improve efficiency and service to students.

Staffing remains a dynamic process as the district responds to retirements, resignations, and emerging personnel needs. The leadership team and the Division of Human Resources meet almost daily to monitor vacancies, review applicants, track onboarding, and expedite the placement of qualified employees in critical positions. The district is also awaiting the arrival and onboarding of selected international teachers who will help offset existing instructional staffing gaps. English Language Arts, Secondary Mathematics, Science, and Special Education remain among our most difficult-to-fill areas; however, active recruitment continues locally, nationally, and internationally. Through ongoing monitoring and strategic adjustments, the district remains focused on maintaining balanced schools, appropriately allocating resources, and ensuring that staffing decisions are responsive to the instructional and operational needs of every campus.

The St. Croix District has no shortage of instructional resources. Schools have access to textbooks, online and printed instructional materials, technology, classroom furniture, equipment, supplies, and other resources necessary to support effective teaching and learning. Through ongoing investments and the strategic redistribution of existing assets, classrooms are equipped to meet instructional and programmatic needs across the district. School administrators work closely with district leadership to identify emerging needs and ensure that resources are appropriately allocated based on enrollment, instructional priorities, and student needs. While routine replacement, replenishment, and technology maintenance remain part of normal school operations, the district

has the resources necessary to deliver high-quality instruction and remains committed to ensuring that every classroom is appropriately equipped to support student achievement.

Redistricting Data

During the 2025-2026 school year, 384 students attended school outside of the residential school district. For the current school year (2026-2027), there are 37 students in the St. Croix School District who are attending school outside of their residential school district. The redistricting has resulted in 347 students' reassignments across schools. It is critical to highlight that:

- students who were in the 6th grade at the four elementary school and 8th grade at our three PreK-8th schools are not included in the 347 number, as those students were promoted (except in cases of retentions) to another school in the district;
- high school students were not included by the redistricting;
- students who were in the 7th grade at one junior high school, which has been shuttered at the close of the 25-26 academic year, were assigned to their residential school. Those students are also excluded from the 347 reassigned students.

Also noteworthy are:

- Incoming 9th grade students were placed in the appropriate high school based on their residential address with the exception of those enrolled in the Magnet Program at the St. Croix Educational Complex High School;
- The Arthur A. Richards PreK-8th School reopened for the 2026-2027 School Year, resulting in a shift in populations across schools.

Table 1: *School enrollment data for the 2025-2026 and the 2026-2027 school years*

School	Enrollment 2025-2026 School Year	Enrollment 2026-2027 School Year	Difference
Alfredo Andrews Elementary School	454	419	35
Arthur A. Richards PreK-8 th School	0	536	(536)
Claude O. Markoe Elementary School	419	302	117
Eulalie R. Rivera PreK-8 th School	589	473	116
John H. Woodson Junior High School	441	0	441
Lew Muckle Elementary School	389	335	54
Juanita Gardine PreK-8 th School	289	415	(126)
Ricardo Richards Elementary School	387	365	22
Pearl B. Larsen PreK-8 th School	451	469	(18)
St. Croix Central High School	548	699	(151)
St. Croix Educational Complex High School	923	901	22

Special Education Readiness and Capacity

The St. Croix District continues to monitor special education enrollment, evaluation activity, placement needs, and classroom capacity as the 2026–2027 school year progresses. The district currently operates 45 special education classrooms serving 535 students. In addition, 15 students entered the district for the 2026–2027 school year with existing Individualized Education Programs (IEPs); their records were reviewed and appropriate placements were identified to ensure continuity of services. As of August 2026, 189 students require special education evaluations, including students carried forward from the existing evaluation backlog and new parent-initiated requests received for the current school year. Evaluations and reevaluations are actively being completed, and the number of students requiring special education services is expected to increase as this initiative continues. Existing special education classrooms are at capacity, with some operating above capacity, and the district has identified the need for approximately nine additional special education classrooms, along with appropriate classroom space, and personnel to accommodate students whose evaluations and reevaluations identify the need for specialized programming. Staffing and related-service vacancies are addressed in the district vacancy section below, while the district continues to coordinate placement, classroom expansion, and service delivery to meet the needs of students with disabilities.

District Vacancies

As the St. Croix District continues the 2026–2027 school year, staffing remains an active and closely monitored priority. The district, in collaboration with the Division of Human Resources, continues to recruit, onboard, and strategically allocate personnel to ensure that vacancies have the least possible impact on instructional delivery and school operations. Staffing needs are reviewed regularly as vacancies change due to retirements, resignations, transfers, new hires, and the completion of the onboarding process.

The district currently has 82 vacancies across Instructional, student support, administrative, operational, and career and technical education positions. The largest areas of need are elementary teachers and paraprofessionals, with 10 vacancies each, followed by special education teachers with 5 vacancies, and early childhood teachers, school nurses, monitors, and mathematics teachers with 4 vacancies each. While vacancies remain, the district continues to strategically reallocate existing personnel, recruit qualified applicants, and work with Human Resources to expedite the hiring and onboarding of candidates for critical positions.

The district currently has 85 vacancies across Instructional, student support, administrative, operational, and career and technical education positions. The largest areas of need are elementary teachers and special education teachers, with 10 vacancies each, followed by paraprofessionals with 8 vacancies. Early childhood teachers, school nurses, school monitors, and mathematics teachers each have 4 vacancies. While vacancies remain, the district continues to strategically reallocate existing personnel, recruit qualified applicants, and work with Human Resources to expedite the hiring and onboarding of candidates for critical positions.

St. Croix District Needs Summary

Position / Certification Area	Current Vacancies	Position / Certification Area	Current Vacancies
Early Childhood Teachers	4	School Nurses	4
Elementary Teachers	10	Assistant Principals	2
Special Education Teachers	10	Custodians	3
Special Education Paraprofessional	8		
English Teachers	2	Food Service Workers	4
Mathematics Teachers	4	School Monitors	4
Science Teachers	3	NCCER Instructor	
Computer Teachers	2	Phlebotomy Instructor	1
Physical Education Teachers	3	Drafting Instructor	1
Art Teachers	2	Carpentry Instructor	1
Music Teachers	1	Computer Engineering Instructor	1
Librarians	2		
Paraprofessionals	10		

Vacancies are monitored at both the school and district levels, with priority given to positions that directly affect classroom instruction, special education services, student health and safety, supervision, and daily school operations. As candidates are hired and onboarded, staffing allocations will continue to be adjusted based on enrollment, programmatic needs, student services, and the operational requirements of each campus.

The district recognizes that filling critical vacancies is essential to maintaining instructional quality and providing safe, supportive, and fully operational schools. Recruitment and retention therefore remain ongoing priorities, with particular emphasis on hard-to-fill instructional areas, special education, nursing, paraprofessional support, and specialized Career and Technical Education positions.

Healthy & Safe Operations

The Bureau of School Construction and Maintenance (BSCM), in collaboration with Health and Safety inspectors, conducted School Readiness Walkthroughs across St. Croix District schools prior to the opening of the 2026–2027 school year. Based on the inspection information provided to the district, schools successfully met the critical health and safety components necessary for opening and occupancy, including such areas as the availability and proper placement of fire extinguishers, overall cleanliness and sanitation, electrical outlet and panel coverings, and other immediate life-safety requirements. This process provided an important level of verification that campuses could safely receive students and employees at the start of the school year.

The readiness process also identified additional corrective actions and maintenance items that remain outstanding at various campuses. These items should not be characterized as schools failing readiness inspections; rather, they represent follow-up work identified through the inspection process that requires continued monitoring and completion. BSCM maintains responsibility for coordinating and addressing facility-related corrective actions, while the district continues to communicate identified concerns and monitor their impact on school operations. The district will continue working collaboratively with BSCM and the appropriate Health and Safety personnel to ensure that outstanding items are addressed, documented, and closed in a timely manner.

School-by-school Assessment of readiness for the 2026–2027

**See Appendix for District Listing of Outstanding Deficiencies by school.*

St. Thomas/St. John District

2026-27 Academic School Year

Staffing

With separations occurring sporadically, the department has attempted to fill vacancies from the year prior in anticipation of pending vacancies. Paraprofessionals and Substitute Teachers (namely retirees) continue to provide tremendous support to address the absence of elementary and special education teachers as well as secondary teachers in specific subjects. We have made strides towards investing in personnel in critical and hard-to-fill areas by funding cohorts that have produced graduates from the University of the Virgin Islands in the following disciplines: school psychologists (4), counselors (9), librarians (2), and seven teachers who previously served as paraprofessionals. Though this is hopeful, we still rely on international teachers through the J1-visa program, and that process has its own set of challenges. As of July 9, we are still in need of teachers, paraprofessionals, and coordinators.

St. Thomas-St. John District Needs Summary

Position / Certification Area	Current Vacancies	Position / Certification Area	Current Vacancies
Elementary Teachers	4	CTE	3
Secondary Science	4	Secondary Math	3
Secondary English	2	Social Sciences	3
SPED Paraprofessional	14	Paraprofessionals	5
Computer Teachers	2	Nurse	1
Music Teacher	2	Physical Education	1
School Administrator	3	District Coordinator	5
Other (See SPED)	6		
TOTAL	66		

Transportation

Transportation services in the St. Thomas/St. John District remain the same. School Bus Inc. provides services to the students in the general education population on St. Thomas while Varlack Auto Rentals provides transportation services to the general education population on St. John. VIDE has 7 drivers assigned to transport students with disabilities on St. Thomas and 1 driver for the special education population on St. John. The bus driver on St. John recently retired and a replacement was just hired so there are no current vacancies in this area.

Resource Availability

Due to a shipping error, our HMH resources did not arrive on island during the summer as usual.

However, the resources arrived on island Thursday, August 13, 2026, and were immediately delivered to schools. Technology wise, we are in a better place now than one year ago.

Curriculum Implementation

As a district, we have made a deliberate commitment to strengthening academic outcomes in reading and mathematics. Recognizing the importance of continuous improvement, we proactively sought additional support and partnered with the National Academic Educational Partners (NAEP) to accelerate student success. Together, we have focused our efforts on the three key indicators that drive student achievement: academic performance, academic growth, and attendance. We understand that meaningful and sustainable success depends on progress in all three areas and across all student groups. By aligning our strategies and resources around these priorities, we are building a stronger foundation for district, school, and student achievement.

Key Initiatives Implemented in SY 2025–2026

To support performance improvement across all schools, the Office of Curriculum and Instruction has implemented the following district-wide initiatives during the current school year:

1. Multi-Tiered System of Supports (MTSS)

The district has adopted a full MTSS framework to ensure that every student receives instruction and intervention matched to their level of need.

Targeted intervention services will be provided for students identified through district assessments (i-Ready, Exact Path, Amira, and Read 180). Students will be tiered according to the Multi-Tiered System of Support (MTSS) protocols.

The three-tier structure is defined as follows:

Tier 1: High-quality, standards-aligned core instruction delivered to all students in every classroom. This is the foundation of the district's instructional model.

Tier 2: Targeted, small-group instruction for students who require additional support beyond Tier 1. These interventions are data-driven and time-limited, with progress monitored regularly.

Tier 3: Intensive, individualized interventions for students with significant academic deficits. These interventions are highly structured and require close coordination between classroom teachers, support staff, and families.

2. Positive Behavioral Supports (PBIS)

The district recognizes that academic instruction cannot occur effectively in the absence of a positive school climate. The PBS program is being implemented to address behavioral concerns proactively and to reduce the frequency of classroom disruptions. When students feel safe, respected, and engaged, instructional time is protected and learning outcomes improve.

3. Attendance Improvement Campaign

The district continues to address several barriers that impact student achievement:

-Low and inconsistent attendance rate among elementary, middle, and high school students; rate should be greater than 95%.

- SY 2023-2024 attendance percentage 91.5%
- SY 2024-20245 attendance percentage 90.5%
- SY 2025-2026 attendance percentage 92.9%

All contributed to the days of lost instructional time.

- Social-emotional and behavioral challenges affecting student engagement.
- Need for increased family involvement in student learning and attendance.

These challenges require coordinated action among schools, families, community organizations, and government stakeholders.

Increase district-wide average daily attendance to 95% and reduce chronic absenteeism by at least 20% during the 2026–2027 school year.

Action Strategies

Early Warning Attendance System

Schools will implement a district-wide attendance monitoring framework that identifies students at risk after 3 absences, 5 absences, 10 absences. Interventions will be initiated immediately through school counselors, social workers, attendance teams, and administrators.

Attendance is treated as a non-negotiable element of school improvement in the district. The data is clear: a student who is chronically absent, missing more than three weeks of school in a year, is

at significant academic risk. The district has adopted a vigilant approach to attendance that includes:

- Consistent tracking of attendance data across all schools
- Proactive outreach to families of chronically absent students
- Coordination with school counselors, administrators, and community partners
- Attendance expectations built into school improvement plans

Secondary School Alignment

The district recognizes that continuity of instructional practice cannot stop at the elementary level. High schools and secondary programs are being supported to mirror, as closely as possible, the ELA and math instructional frameworks established in the elementary schools. The goal is to ensure that when a child moves from one grade level to the next, or from one school to another, the instructional experience is coherent, consistent, and rigorous.

Student Registration/Enrollment

Registration & in-district transfers remain on-going. Most schools are at capacity, especially at the elementary level. Until rebuilding efforts actualize, the St. Thomas/St. John District cannot entertain the thought of redistricting as space limitations exist across the district especially for primary grades. No individuals are turned away and there is no waiting list for students to be enrolled. See chart with enrollment data below.

Student Enrollment SY 2026-2027

School Name	PK	KG	1	2	3	4	5	6	7	8	9	10	11	12	Total
St. Thomas-St. John District	59	349	396	412	357	376	383	394	402	337	449	434	357	414	5,119
Bertha C. Boschulte Middle School								188	193	182					563
Charlotte Amalie High School											238	233	190	251	912
Ivanna Eudora Kean High School											211	201	167	163	742
Jane E. Tuitt Elementary School			24	31	26	28	26								135
Joseph Gomez Elementary School	16	81	97	104	66	74	76								514
Joseph Sibilly Elementary School	18	47	45	40	38	38	38								264
Julius E. Sprauve K-8 School		10	24	38	23	23	18	24	23	27					210
Lockhart K-8 School		83	74	66	73	68	79	182	186	128					939

Ulla F. Muller Elementary School	13	72	71	59	63	74	83								435
Yvonne E. Milliner-Bowsky Elementary School	12	56	61	74	68	71	63								405
Total for all St. Thomas-St. John Schools	59	349	396	412	357	376	383	394	402	337	449	434	357	414	5,119

VIDE School Accountability Process

The Virgin Islands Department of Education (VIDE) accountability process uses multiple indicators to evaluate school performance and determine how effectively each school is meeting the academic and operational needs of students. The process is data-driven and focused on continuous improvement, requiring school leaders to use performance data to identify areas of need, establish measurable goals, implement targeted interventions, and monitor progress. School leaders are expected to integrate these data-driven strategies into instructional planning, early identification of at-risk students, and overall school improvement efforts.

VIDE organizes this work around four accountability pillars that guide the School Accountability Report Card:

Multi-Tiered Systems of Support (MTSS) – Ensuring every student receives appropriate academic, behavioral, and social-emotional interventions based on identified needs.

Attendance and Engagement – Building a culture of consistent daily attendance, punctuality, participation, and engagement among students and staff.

Family Engagement and Transparency – Providing families with timely information about how their schools are performing academically and operationally.

Leadership Support and Accountability – Providing school leaders with strategic coaching, feedback, professional networks, and support while holding leadership accountable for school improvement.

The key indicators used to assess school performance include student academic achievement and growth, attendance and chronic absenteeism, graduation and dropout outcomes, implementation of MTSS and interventions, student behavior and engagement, school climate and culture, instructional quality, leadership effectiveness, and college and career readiness. The process also emphasizes the use of early-warning indicators, including attendance, academic performance, behavior, and course completion, to identify students requiring additional support.

Ultimately, the accountability process is designed to provide a comprehensive picture of school performance rather than relying solely on standardized test scores. The indicators allow VIDE to identify strengths and areas requiring improvement, provide targeted support and coaching, monitor progress throughout the year, and hold schools accountable for measurable improvement in student outcomes.

Student Attendance and Chronic Absenteeism

Student attendance remains a serious concern for the Virgin Islands Department of Education, as chronic absenteeism continues to negatively impact student achievement and academic progress. Every day a student misses school represents lost instructional time that cannot be fully replicated or recovered. A missed day means missed direct instruction, classroom discussions, guided practice, interventions, collaboration with peers, and opportunities for teachers to identify and address areas where a student may be struggling. As absences accumulate, so do the learning gaps, making it increasingly difficult for students to keep pace with grade-level expectations and placing additional demands on teachers to provide remediation while continuing to move instruction forward.

The Department continues to strengthen its approach to early identification and intervention through consistent attendance monitoring, direct communication with parents and guardians, parent conferences, home visits, referrals to appropriate agencies, and wraparound services for families experiencing barriers to regular school attendance. Addressing chronic absenteeism, however, cannot rest solely with our schools; it requires a shared commitment among students, families, community partners, local businesses, and government agencies. Everyday matters, every instructional minute matters, and every student must be present, engaged, and ready to learn if we are to improve student outcomes.

As previously indicated, the Department will be reaching out to this body to participate in a stakeholder intervention committee so that we can collectively address this growing concern. Chronic absenteeism rates have risen significantly and are negatively impacting not only student achievement, but also schools' overall accountability ratings. A deeper review of school report cards reveals students who have been chronically absent for 30 to as many as 70 instructional days, representing a substantial loss of classroom instruction that cannot easily be recovered. Through closer analysis of attendance data, we are now able to identify these students by name and grade level, allowing schools to initiate targeted interventions immediately.

We recognize that some absences are associated with documented illnesses or legitimate medical circumstances, which are appropriately recorded in PowerSchool. Our primary concern is the significant number of students accumulating excessive absences without documented medical or other legitimate barriers to attendance. This trend is deeply concerning and requires stronger intervention, greater parental accountability, and more effective enforcement mechanisms. While the Department will continue to provide support and address barriers that prevent students from attending school, we must also have sufficient enforcement measures in place if we are to reverse this trend and achieve the improvements in attendance and student achievement that our children deserve.

As previously indicated, we will be inviting members of this body and other key stakeholders to participate in an intervention committee focused specifically on chronic absenteeism. This must become a Territory-wide priority. We cannot demand higher proficiency rates, stronger accountability ratings, and improved student outcomes while allowing students to miss weeks or months of instruction without meaningful intervention. The Department is prepared to do its part, but we need stronger legislative support, coordinated agency action, parental accountability, and

enforceable measures to ensure that our children are where they belong, in school, every day, learning.

Conclusion

The Virgin Islands Department of Education remains committed to ensuring that our schools are prepared to provide safe, supportive, and high-quality learning environments for every student. As we continue our efforts surrounding the reopening of schools, school redistricting, and critical readiness initiatives, our focus remains on strengthening our schools and creating the conditions necessary for student success.

Guided by this year's theme, ***“Breaking Barriers, Setting Records, and Becoming Five Stars,”*** we remain determined to overcome challenges, raise expectations, and pursue excellence throughout our educational system. Through continued collaboration with the Legislature, our educators, families, and community partners, we can build a stronger and more responsive school system for the children of the Virgin Islands.

Thank you for the opportunity to provide this update. The Department stands ready to answer any questions the Committee may have and looks forward to our continued partnership as we work together to ensure that EVERY student has the opportunity to learn, thrive, and succeed.

Appendix

Maintenance and Facility Deficiencies -STX

- **Claude O Markoe**

1. **Room 601 Electrical Repairs:** Electrical repairs in Room 601 remain outstanding, impacting the Art and Music classroom as well as the Library. Due to the electrical issues, only one of the two air conditioning units in the room is operational, creating an inadequate learning environment and limiting the effective use of the space for instruction.
2. **Room 902 Air Conditioning Replacement:** The air conditioning unit in Room 902 requires replacement. As a result of the malfunctioning unit, the teacher assigned to the room had to be temporarily relocated, disrupting instructional continuity and classroom operations.

- **Juanita Gardine**

Gymnasium repairs outstanding preventing students and staff from using the gym. Fiberglass falling from the ceiling and plastering needed on the outside structure of the building.

- AC needed in the auditorium
- Ceiling fans needed in the cafeteria
- Phase 2 of the exterior perimeter wall needs to be completed (Installation of the metal bars needed to prevent individuals from the nearby neighborhoods from entering on to the campus)
- Replacement of AC Window Units in various classrooms (Rooms 103,105,107, 206,302, and 303 Computer Lab) also (1) ac unit needed in the library. **Currently in Progress**

- **CTEC**

J100& J101- Health Sciences
K106 - Electrical
K105 - Construction Technology
H206 - Clothing Construction
H208 - System Analyst (leaks)

Additionally, the J200 wing with the library remains inoperable for the second school year, and H200 Accounting needs an AC.

- **Eulalie Rivera K8**

Air Conditioning
Library (Main Structure)
Kitchen — new air-conditioning installation

Maintenance and Facility Deficiencies -STX

Room 207

Room 205

TE 106

Classroom and Facility Doors

Replace the door in Room 401

Replace the south door in Room 402

Replace the Nurse's Office door

Replace the south door in Room 206

Replace the boy's bathroom door on the 400 wing

Student Bathroom Door Locks

The locks on the bathroom doors need to be replaced with locks that allow authorized personnel to enter from the outside in the event of an emergency. Currently, when the doors are locked from the inside, no one is able to enter the restroom, which presents a significant safety concern.

Roof Leakage

Address the roof leakage in the Main Office and library to determine the source of the leak to prevent further damage.

Modular Classroom

Complete the outstanding work necessary for the completion and use of modular classroom TE 107. The band classroom is scheduled to be held there. The classroom has been gutted.

Guttering

Replace the damaged/aging guttering on the 200 and 400 wings. When it rains, there's a collection of water on the ground which lasts for several days.

Leaks

There is water present on the ground on the 400 wing by the girl's bathroom. It poses a health hazard as mold grows in that area and creates a potential slip-and-fall hazard for students and staff and contributes to persistent moisture in the area. Of particular concern is the recurring mold growth associated with the moisture, which presents an indoor environmental health concern. The source of the water intrusion should be identified and permanently repaired, and the affected area should be properly assessed and remediated.

Bathrooms

The faucets currently installed in the student restrooms are residential-grade fixtures and are not appropriate for the frequency and level of use required in a school setting. Students frequently do not turn the faucets off completely, resulting in water being left

Maintenance and Facility Deficiencies -STX

running and creating the potential for water accumulation and waste. Additionally, the fixtures are easily damaged due to their residential design.

We are in need of a PA system. This impacts the communication opportunities on campus as well as a safety concern.

- **Pearl B. Larsen K8**

1. **Electrical Repairs to Modular Classrooms:** Electrical repairs remain outstanding, preventing the school from utilizing the modular classrooms designated for 7th and 8th grade instruction.
2. **Replacement of AC Window Units in Various Classrooms:** 2 classrooms have no working AC units, creating an unsafe environment for instruction. 3 classrooms have only one of two units working which cannot adequately cool the rooms by midday.
3. **Auditorium AC Repairs Needed:** Three special area classes (Music, Art and PE on notetaking days) are currently held in the auditorium due to lack of available classroom spaces. The lack of AC in this area impacts daily instruction as well as our morning assemblies.
4. **Sealing of AC Units:** Large gaps around window units in classrooms throughout the campus provide an entry point for rodents and mosquitoes, creating a health and safety concern for everyone on our campus.
5. **Band Room Floor Replacement:** The wooden floor risers in the band room have rotted from years of use preventing the room from being used. Band is being held on the auditorium stage as there are no available classroom spaces.
6. **Floor Tile Replacement:** Loose floor tiles in the hallways, auditorium and classrooms, including our Granny PreK classroom, present a trip and fall hazard.
7. **Pothole Repairs:** Several large potholes exist at the exit of our campus. This slows the flow of traffic as cars navigate in the morning and afternoon during peak drop off and pick up times.

Minor repairs, such as replacing door knobs, painting and small plumbing jobs are not completed unless supplies are purchased by the school. There seems to be a lack of funding for these basic supplies needed on a regular basis by the maintenance technician on the campus.

- **Central HS**

Gymnasium AC – Unit has been down since June. PE classes are unable to use the gym for class due to the heat. Gym is also unable to be used for school wide activities and events.

Maintenance and Facility Deficiencies -STX

Cafeteria in need of a 20 ton unit. We currently use one unit, but it is not enough and the space gets very hot during study hall and other school based activities. Bureau came, checked and approved.

Music room not completed. Waiting for materials and supplies to come in from off-island to conclude the flooring.

Termites throughout the campus, specifically in room 404, 410, monitor's lounge on the 800 wing

4 split units needed to replace units that have gone down in room 301,306, and 810. Rooms were checked last school year by the Bureau.

- **Ricardo Richards ES**

Area/Location

Unresolved Issue

Impact

Nurse's Office

Mold remediation was completed; however, the room continues to have an unusual odor and feels stuffy. Further assessment is needed.

Health and Safety; School Operations

Counselor Suites 1 and 2

Both rooms continue to have an unusual odor and feel stuffy. Mold remediation or additional environmental assessment remains necessary.

Health and Safety; School Operations

Main Office

The outlet serving the intercom system does not provide sufficient voltage. The system may require a dedicated breaker and a complete electrical assessment.

School Operations; Health and Safety

Cafeteria Dining Area

Outlets at the rear of the cafeteria have no power.

School Operations; Health and Safety

Room 105

The front electrical outlets remain without power and require repair.

Classroom Utilization; Health and Safety; Instructional Environment

Maintenance and Facility Deficiencies

Rooms 107 and 108

Wall outlets require repair.

Classroom Utilization; Health and Safety; Instructional Environment

Room 123

The outlet near the Promethean Board requires repair.

Instructional Environment; Classroom Utilization

Kitchen

Water is not draining properly and is backing up, causing flooding in the area.

Health and Safety; School Operations

Administrative Offices

Air-conditioning drainage continues to leak into the Accountant's Office and Main Office, placing equipment at risk.

School Operations; Health and Safety

Cafeteria

Three air-conditioning units are not operating. Another unit is leaking and causing floor tiles to lift. Window screens are also still needed.

School Operations; Health and Safety

Literacy Room

Air-conditioning units require sealing. The toilet needs replacement, and a broken window requires repair.

Classroom Utilization; Health and Safety; Instructional Environment

Student Bathrooms

Toilet fittings, faucets, and plumbing fixtures require repair or upgrading.

Health and Safety; School Operations

Kitchen Handwashing Station

The sink is broken, and the faucet and pipes are leaking.

Health and Safety; School Operations

Gutters and spouting remain clogged with leaves and branches, causing water to fall directly over the walkway when it rains.

Health and Safety; School Operations

Front Fascia Board

Rainwater seeps through the front of the building, creating a waterfall-like leak.

Health and Safety; School Operations

Rear Exterior Awnings

Deteriorated galvanized metal remains in need of replacement because it was not included in the previous scope of work.

Health and Safety; School Operations

Campus-Wide

Replacement of damaged ceiling tiles has begun but remains incomplete.

Maintenance and Facility Deficiencies

Health and Safety; Instructional Environment

Multiple Rooms

Several damaged doors, locks, knobs, and closers remain unresolved. Some doors cannot close or lock properly.

Health and Safety; Classroom Utilization; School Operations

Cafeteria

Floor tiles are lifting due to a leaking air-conditioning unit in the back of the cafeteria

Health and Safety; School Operations

Room 115

Broken shelving requires reinforcement or replacement.

Health and Safety; Instructional Environment

Kitchen

Damaged window panels require replacement.

Health and Safety; School Operations

Room 105/Sixth-Grade Wing

Termite infestation continues to affect the area. The infested door requires replacement.

Health and Safety; Classroom Utilization; Instructional Environment

Campus Interior

Interior painting remains incomplete.

Instructional Environment Rooms 109 and 123

Classroom walls require painting.

Instructional Environment

Rooms 106 and 110, Both classroom doors require repainting.

Instructional Environment

Campus Grounds

Large trees near buildings, walkways, parking areas, and play areas require pruning and trimming.

Health and Safety; School Operations

Room 109

The room requires deep cleaning, remains stuffy, and has a reported rodent problem.

Health and Safety; Classroom Utilization; Instructional Environment

Room 116

Mold remediation. Room is stuffy with unusual smell. General cleaning remains outstanding, with no completion update documented.

Classroom Utilization; Instructional Environment

Room 122

Maintenance and Facility Deficiencies

A rat infestation has been reported and requires immediate attention.
Health and Safety; Classroom Utilization; Instructional Environment
Room 106

A whiteboard still needs to be installed.
Instructional Environment

Priority Concerns

The following concerns require urgent attention because they directly affect health and safety, classroom use, or essential school operations:

Electrical repairs in instructional and administrative areas.

Flooding and plumbing problems in the kitchen.

Air-conditioning failures and leaks in Room 103, the cafeteria, and administrative offices.

Persistent odors and stuffiness in the Nurse's Office and counselor suites.

Rodent and termite infestations in Rooms 105, 109, 116 and 122, 123, 124, 125.

Doors that cannot close or lock securely.

Leaks, clogged gutters, lifting floor tiles, and deteriorated exterior metal.

Repairs needed in the Literacy Room, including the window, toilet, and air-conditioning units.

• St. Croix Educational Complex High School

1. **Leaking Copper Pipes:** Persistent leaks are occurring throughout the campus, the leaks are disrupting instruction and daily school operations and repair or replacement of the deteriorating copper piping is urgently needed.

2. **Roof Leaks:** Ongoing roof leaks continue in several areas of the campus, water intrusion has contributed to mold-like conditions and safety concerns, Immediate repairs are needed to prevent further damage.

3. **Security Cameras:** Several security cameras are not fully operational, full camera coverage is essential for student and staff safety, the security camera system should be repaired and upgraded where necessary.

4. **PA System:** A reliable, campus-wide PA system is needed, the system is essential for daily announcements and emergency communication.

5. **Main Office and Classroom Air Conditioning:** The main office and several classrooms continue to operate without functioning air conditioning. These conditions are negatively affecting both office operations and the teaching and learning environment. Repairs should be prioritized to ensure a safe, comfortable, and conducive atmosphere for staff and students and to maintain appropriate classroom conditions.

Maintenance and Facility Deficiencies

6. **C-Wing Pumps:** Two pumps in the C-Wing are currently non-functioning, both pumps require immediate repair to restore proper operations.

7. **Bathroom Renovations:** All student restrooms are in need of renovation. Upgrades should include repairs to plumbing fixtures, sinks, toilets, partitions, flooring, lighting, as well as fresh painting and other necessary improvements. Renovating these facilities will help ensure a clean, safe, functional, and welcoming environment for students, staff, and visitors.

- **Alfredo Andrews ES**

1. There is no **intercom** in the school which poses a safety concern.
2. The main **air conditioning unit** that provides cool air primarily to the auditorium, cafeteria and main office lobby area remains non functioning.
3. The **double door** on the southern side of the auditorium leading to the primary indoor courtyard is wooden and rotten(falling apart)
4. The **exterior door** leading to the basketball court is falling off the hinges.

- **Lew Muckle**

- 1. Female Bathroom Renovation
- The renovation of one of our female bathrooms has remained incomplete for approximately two years. As a result, only one female restroom facility is available for all female students and staff members on campus.
- This creates overcrowding, longer wait times, and increased sanitation concerns. It also affects instructional time, as students may be away from their classrooms longer while waiting to use the restroom. The continued closure places an unreasonable burden on the single functioning facility and could become especially problematic if that restroom experiences a plumbing or maintenance issue.
- 2. M Building Railings
- The railings surrounding the M Building are wooden and have deteriorated to the point that they are now unstable. This presents a significant safety hazard for students, employees, parents, and visitors who use the building.
- The condition of the railings increases the risk of falls and injuries. If the area must be restricted because of safety concerns, access to the

Maintenance and Facility Deficiencies

classrooms and other spaces within the M Building may also be affected, limiting the school's ability to utilize the facility fully.

- 3. Air-Conditioning Replacements
- Two classrooms currently require complete air-conditioning system replacements. The lack of functioning air conditioning creates uncomfortable and potentially unsafe classroom conditions, particularly given the high temperatures experienced throughout the school day.
- Excessive heat negatively affects students' concentration, engagement, behavior, and overall ability to learn. It also impacts the working conditions of teachers and staff. If the classrooms become unsuitable for occupancy, students may need to be relocated, resulting in overcrowding in other areas and reducing the number of instructional spaces available on campus.

• Adult Education

Maintenance Deficiency	Operational Impact
Air-conditioning system in the main office is not functioning.	The excessive heat creates an uncomfortable working environment for staff and visitors. It affects concentration, employee productivity, equipment performance and the office's ability to serve students efficiently.
Staff bathrooms are not operational.	Staff members are required to use the limited student bathrooms, resulting in reduced privacy, inconvenience and increased demand on the remaining facilities.
Only two bathrooms on the entire campus are operational.	Two functioning bathrooms are inadequate for the number of students, faculty and staff on campus. This may cause long wait times, sanitation concerns, disruption of instructional time and potential health and safety issues.
Several potholes are present throughout the campus roadway and grounds.	The potholes become worse when it rains. Water collects in them, making their depth difficult to determine and creating hazardous conditions for pedestrians and drivers. This increases the risk of slips, falls, vehicle damage and restricted access to the campus.

Overall Operational Impact

Maintenance and Facility Deficiencies

Although these matters have previously been discussed with and reported to the Maintenance Division, the deficiencies remain unresolved. They continue to negatively affect the health, safety, comfort and daily operations of the St. Croix Adult Education Program and may interfere with employee productivity, instructional time, student services and safe access to the campus. Prompt corrective action is respectfully requested to ensure a safe, sanitary and functional environment for all students, employees and visitors.

Major Maintenance and Facilities Deficiency STTJ District

STTJ District Rooms with Non-Functional AC's

148	Bertha C. Boschulte Middle School	Charlotte Amalie High School	Ivanna Eudora Kean High School	Jane E. Tuitt Elementary School	Joseph Gomez Elementary School	Joseph Sibilly Elementary School	Julius E. Sprauve K-8 School	Lockhart K-8 School	Ulla F. Muller Elementary School	Yvonne E. Milliner-Bowsky Elementary School	Edith Williams Alternative Academy
Total	35	12	11	9	20	8	8	12	12	16	5
Room #/ Location	Auditorium	Auditorium	Gymnasium	Rm 104	Main office not cooling	A3 Cafeteria (2)	TS1 02	TC 605	Rm 18 noisy	H 204	Cafeteria not working
Room #/ Location	B103 Choir Room	Gym	TK101	Rm 117	BB 1 need unit	A4	TS1 07	TC 706	Room 17 leaking	G 103	RM#19
Room #/ Location	B103 Concert Band Room	SHOP 1	TK102	Cafeteria	BB3 need unit	A4-2	TS1 08A	TC 601	Rm 16 not cooling	G 104	RM#3 - (Leakage)
Room #/ Location	Kitchen	SHOP 7	Nurse	Rm 201	BB8	B7	TS1 09	1031	Rm 15 not cooling	E 100	RM#12 - (Leakage)
Room #/ Location	Kitchen Manager's Office	SHOP 8	TK109	Rm 206	NB 4 need unit	C1	TS1 22	1035	Rm 14	E 101	RM#13 - (Leakage)
Room #/ Location	C117	Kitchen	TK110	Rm 116	NB 7 leak	C2	TS1 26	1050: Leaking	Rm 12	E 102	
Room #/ Location	C109 Leakage	Art Annex 1	124	Rm 205	NB 8 leak	C3	TS1 28	1076: needs a	Rm 11	E 202	

								compr essor			
Room #/ Location	C101	Art Annex 2	201	Rm 103	NB 9 Leak		TS1 01	1048; Leakin g	Rm 10	D 101	
Room #/ Location	C112 Leakage	Art Annex 3	117	Band Room	NB 10 need unit			1078: Breake r keeps trippin g	Rm 8	F 200	
Room #/ Location	C114 Leakage	Music Suite	Music		NB 11 need unit			Main Office: leakin g	Rm 3 not coolin g	F 201	
Room #/ Location	D-108	TC 404	103		NB 17 need unit			1014	Rm 21 leakin g	F 206	
Room #/ Location	N201	TW 101			NB 18 need unit			1013	Rm 23 not coolin g	B 100	
Room #/ Location	G101				NB19 need unit				Kitche n	TB 205	
Room #/ Location	G102				NB 20 need unit				Kitche n manag er's office	F106	
Room #/ Location	G103				OB 1 need unit					E 200	
Room #/ Location	G104				OB2 need unit /compr essor					H 214	

Room #/Location	H101				OB 9 not cold						
Room #/Location	H102				MB 1 not cooling						
Room #/Location	H104				MB 2 Leak						
Room #/Location	J101				MB3 not cooling						
Room #/Location	J201										
Room #/Location	J202										
Room #/Location	J205										
Room #/Location	J207 Admin. Office										
Room #/Location	J209										
Room #/Location	K101										
Room #/Location	K201										

Locati on											
Room #/ Locati on	K202										
Room #/ Locati on	K203										
Room #/ Locati on	N101										
Room #/ Locati on	N112										
Room #/ Locati on	N201										
Room #/ Locati on	N206										
Room #/ Locati on	P109										
Room #/ Locati on	P209										
Room #/ Locati on	P113										

	Additional Maintenance Issues 2026-2027
	Charlotte Amalie High School
Mold Assessment and Remediation	TC 306 (Restoration in progress); TC 503 (room stripped and restored by BSCM); TC 302 (restoration in progress); Art Annex 4 (room restored by CAHS); LAnnex 2 (AC repair by CAHS); TW 103 (AC repaired by CAHS); Art Annex 2&3 (restored by CAHS); T2 (restored by CAHS); TC 502 (mold remediation - BSCM/CAHS - AC repair); TC 205 (deep cleaning/CAHS); TC 411 (deep cleaning/CAHS); TC 209 (stripped and restored by BSCM); TC 103 (planned restoration by BSCM pending); TC 504 (planned restoration by BSCM pending); TC 107 (planned restoration by BSCM pending); TC 307 (planned restoration by BSCM/pending)
Status of maintenance and repairs to school kitchens, cafeterias, athletics facilities, playgrounds,	CAHS Kitchen: AC works intermittently; water heater needs repairs and ice machine reportedly not working; Gymnasium: AC not working; basketball court/floor needs to be replaced; No track; no field; Adequate playing facilities non-existent.
Additional Issues	Regular extermination needed to control rodents 7 pests (especially in the Art Annex & Music Suite). Frequent patching and replacing of rotten planks in the boardwalk throughout the modular campus; poses a persistent risk of injury to unsuspecting members of the faculty, staff or students who

*CAHS has purchased 32 ac units over the last year.

	Ivanna Eudora Kean High School
Mold Assessment and Remediation	103, 107, 109, 113, & 302
Status of maintenance and repairs to school kitchens, cafeterias, athletics facilities, playgrounds,	
Additional Issues	217- Occasional Fowl odor - Leaking in the cafeteria -leaking in conference room
	-Roof in classroom B in the gym needs repair - Toilet in the main office needs replacement- 2 years SPED Skills classroom needs completion- Contractor work not completed

	Joseph Gomez Elementary School
Mold Assessment and Remediation	Upper modular TB402, 403,404, 405 Lower modular: TB 302, 304 Berne Building: BB 4, BB5, BB6
Status of maintenance and repairs to school kitchens, cafeterias, athletics facilities, playgrounds,	Playground needed as old was condemned due to safety concerns
Additional Issues	Modulars (upper/lower) needs covering over walkway, Repair modular walkway (several boards are up),

	Joseph Sibilly Elementary School
Mold Assessment and Remediation	
Status of maintenance and repairs to school kitchens, cafeterias, athletics facilities, playgrounds,	Playground deemed unusable. New playground equipment needed. New kitchen sink and dishwasher have not been installed in kitchen. The sink is uncovered in the rare of the cafeteria and the dishwasher is covered with a tarp in the rare of the cafeteria.
Additional Issues	

	Lockhart K-8 School
Mold Assessment and Remediation	Rooms 1056 and 1057
Status of maintenance and repairs to school kitchens, cafeterias, athletics facilities, playgrounds,	Loose cold water faucet in kitchen. Leaking pipe under sink in kitchen. Water fountains over by the Music Department running constantly. Ice machine in kitchen is broken. Student restrooms are out of order on the Intermediate side of the campus. Removal of basketball rim from in front of the sprung.
Additional Issues	Internet Issues

	Edith Williams Alternative Academy
Mold Assessment and Remediation	Rooms # 11,12,13 all have mole issues due to the roof leakage.
Status of maintenance and repairs to school kitchens, cafeterias, athletics facilities, playgrounds,	Roof on the Gazebo/Cafeteria leaks. Room #11 and12, Roof leaks water into the electrical panel and light fixtures causing issues.
Additional Issues	