

## **TITLE 17: EDUCATION**

### **CHAPTER 3: VIRGIN ISLANDS BOARD OF EDUCATION**

#### **SUBCHAPTER 4: VIRGIN ISLANDS PROMOTION & RETENTION, GRADING SYSTEM AND GRADUATION REQUIREMENTS FOR SECONDARY LEVEL (GRADES 9TH – 12TH)**

##### **Section 17-4-1. Authority**

Virgin Islands Code Title 17, Section 21, confers the authority and jurisdiction on the Virgin Islands Board of Education to prescribe general regulations and orders, adopt curricula and courses of study and, in general, to do anything necessary for the proper establishment, maintenance and operation of the public schools of the Virgin Islands. Further, Title 17, Section 41 confers the authority and jurisdiction to the Board to promulgate rules and regulations in conjunction with the Department of Education to implement Section 41.

##### **Section 17-4-2. Definitions.**

"Board" means the Virgin Islands Board of Education.

"Career Technical Education (CTE)" means the practice of teaching skills-based careers to students in middle school, high school, and post-secondary institutions. CTE is essentially a combination of informal, semi-formal on-the-job training and formal education with courses in academic and practical skill knowledge.

"Career Tech Pathway" means a combination of rigorous and high-quality education, training and other services that include counseling to support an individual in achieving their educational and career goals. As appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster.

"Commissioner" shall mean the Commissioner of the Department of Education.

"Core Courses" or "Core Academic Courses" means courses for the specified program of study.

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"Credit" or "Unit" shall mean the unit which is awarded when a student successfully completes a course of study.

“Credit recovery” means a strategy that encourages at-risk students to re-take a previously failed course required for high school graduation and earn credit if the student successfully completes the course requirements.

“Curriculum Framework” shall mean Curriculum Guide.

"Curriculum Guide" shall mean a structured document or framework which indicates the philosophy, goals, objectives, learning experiences, instructional resources and assessments that comprises a specific educational program. The guide/framework provides direction for instruction, development, and evaluation of a student's academic and social progress.

"Department" shall mean the Virgin Islands Department of Education.

"Elective Courses" shall mean courses that a student may select beyond the core requirements to fulfill the credit requirements for graduation.

"English Language Development (ELD)" means instruction designed for English Language Learners to assist in developing their listening, speaking, reading, and writing skills in English.

"Individuals with Disabilities Education Act" or "IDEA" —20 U.S.C.A. § 1400—1482. Legislation that ensures students with a disability are provided with free appropriate public education that is tailored to their individual needs and prepares them for further education, employment, and independent living. It also ensures that the rights of children with disabilities and their parents are protected.

“Individualized Education Program” or “IEP” means a written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with 34 CFR §300.320 through §300.324, and must include:

- a statement of the child's present levels of academic performance

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- a statement of measurable goals including academic and functional goals
- meet each child's other educational needs that result from the child's disability
- a statement of the special education and related services and supplementary aids and services
- an explanation to the extent, if any, to which the child will not participate with nondisabled children in the regular class
- a statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of a child on State and district-wide assessments
- the projected date for the beginning of the services and modifications; and the anticipated frequency, location, and duration of those services

“Individualized Education Program Team” or “IEP Team” means a team comprised of individuals for each child with a disability that must include:

- the parents of the child
- not less than one regular education teacher of the child
- not less than one special education teacher of the child, or where appropriate, not less than one special education provider of the child
- a representative of the public agency who is qualified to provide, or supervise the provision, of specially designed instruction to meet the unique needs of children with disabilities
- an individual who can interpret the instructional implications of evaluation results
- at the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child
- whenever appropriate, the child with a disability

“Instructional Day” means a day when schools are open, and students are engaged in learning activities.

“Instructional Hours” means actual learning time for students and must not be equivalent to teachers’ contracted work schedule.

"Moderate to severe populations" means disabilities that require ongoing extensive support in more than one major life activity in order to participate in integrated academic, educational, and community settings and enjoy the quality of life available to people with fewer or no disabilities. They frequently have additional

disabilities, including, but not limited to cognitive delays, functional challenges, movement difficulties, sensory losses, communication, and behavior problems.

“Over-age student” means a student who is older than the official school-age range for the educational program they are enrolled in.

“Retention” means the practice in which students are required to repeat a grade level in school because they failed to meet grade level standard

"Required courses" means specific courses that each student in a program of study must pass to graduate from high school.

### **Section 17-4-3. Purpose.**

(a) This policy is intended to be a guide for the successful completion of secondary education in our public schools and ensuring college and career readiness as students pursue success in institutions of higher learning, in trade and technical schools, in the military, or in the world of work right after high school.

(b) This policy specifies courses of study that shall be offered by the Department for students enrolling in the ninth grade for the first time in the 2022-2023 School Year and for subsequent years.

### **Section 17-4-4. General Information**

1.1 It is generally assumed that each student will progress yearly from one course in a sequence to the next course in the sequence based upon semester performance, aptitude and contributions to the class by or through:

- Literacy development – reading, writing, oral and speaking expression
- Performing essential mathematics, business and financial literacy skills for life enhancement
  
- Researching information about a variety of careers to assist in selecting career pathways, workplace, military or academic options
- Developing awareness of one’s community and its need for understanding its history, political, social and moral development

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- Engaging in music, art, drama, literature, social issues and recreation
- Assuming personal responsibility and initiative for academic, moral, mental and social behaviors
- Pursuing good health and physical habits by maintaining wellness activities

1.2 A student will repeat a required course when he/she has received a final average or grade below 70 percent. Students will be required to make up any course(s) required for graduation.

1.21 If a student is failing a course for reasons other than tardiness and / or absence the parent and student shall be notified by midpoint of each marking. The Basic Child Study Team is expected to implement strategies, interventions, wrap around services or referrals for students' absences (for any reason) with 3-5 days absent in a semester.

A. An intervention plan of assistance shall be developed for the student. The plan must be reviewed and approved by the administrators, department chairperson, school counselor, student, and the student's teachers and parents.

1.22 When a student fails a required course twice his case automatically calls for special consideration. The school counselor will bring his case study folder containing all pertinent data before the administration and with a recommend a course of action. One such course of action could be to waive the requirement (for courses other than English and Mathematics).

- Graduation requirements should not be minimized, but the waiving of a class(es) may be among other options when a class(es) are a repetition of students' knowledge with continued failing results.
- Students may be required to complete course learnings, outcomes and requirements in other ways when a particular course(s) (also English and Mathematics) has not been met.
- Options for passing the class(es) may include but not be limited to virtual or online programs, summer school, credit recovery, relevant extra projects, GED exam, alternative education program, teacher and peer tutoring, performance goals and other specific strategies
- VIDE approved virtual or online classes. VIDE should have a listing of approved and accredited online schools/programs to avoid multiple and many times unaccredited programs assigning credit.

1.23 When a student fails an elective course, he/she may elect to repeat the course in an attempt to make a better grade through the credit recovery program, online or through after school program(s).

1.3 When a student repeats a course, required or elective the higher of the two grades will be used.

1.4 No student will be required to repeat all subjects of grade level because of having failed a specific subject. Grade level status will be determined in other ways. Grade level status is determined by credits. Academic counselors must review required and elective courses and earned credits to establish a plan of action with student, parents and teachers. Options include credit recovery, summer school, alternative placements

1.5 To determine the average for the promotion of repeating students, the credit recovery grade (70 or above) will be used to determine the overall GPA for promotion.

\* Grade point average (GPA) is calculated on the basis of all courses for which high school credit has been earned or attempted, including credit recovery courses passed. The higher grade from credit recovery OR regular class should be used in determining the GPA.

#### **Section 17-4-5. Instructional Hours/School Calendar.**

(a) This policy was developed on the premise that students shall be engaged in instruction for a minimum of 180 days as mandated in the Virgin Islands Code Title 17, Section 61a. Minimum student instructional hours per day shall be as follows:

(1) Kindergarten through 3<sup>rd</sup> Grade - 4.5 instructional hours per day and 810 hours per year;

(2) 4<sup>th</sup> Grade through 6<sup>th</sup> Grade - 5.0 instructional hours per day and 900 hours per year; and

(3) 7<sup>th</sup> Grade through 12<sup>th</sup> Grade - 5.5 instructional hours per day and 990 hours per year.

(b) The Department shall develop a school calendar reflective of the minimum instruction days and hours as set forth in subsection (a), which shall serve as the

basis to determine attendance as necessary for promotion of students from one grade to the next.

(c) For purposes of this section, a day consists of up to six hours of instruction.

**Section 17-4-6. Curriculum Requirements.**

(a) The Department shall provide secondary school curriculum, instructional and support programs and services that reflect the Board's high school graduation and assessment requirements and is based on the most recent approved Curriculum Guide or Approved Revised Curriculum Guide.

(b) The Curriculum shall be published and made accessible to the public via the Department's website or similar media and in the student handbooks for the respective high schools.

(c) Through the curriculum and supportive programs and services, the Department shall assist all students in developing their unique potential to function in society and in the workforce in accordance with the Guiding Principles set forth in Section 17-4-6 below.

(d) The Department shall integrate the following content or programs into the curriculum:

- (1) Virgin Islands Culture curriculum;
- (2) Virgin Islands History curriculum;
- (3) Health curriculum that includes physical, mental and emotional health; family sex education, drug abuse avoidance and AIDS prevention;
- (4) Financial Education (including teaching personal financial management skills and the basic principles of earning, spending saving and investing);
- (5) Real estate appraisal for grades 10-12; and
- (6) Basic agriculture education.

**Section 17-4-7. Guiding Principles.**

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- (a) Each student deserves a good educational foundation which is critical for success in today's globally competitive and high technical world.
- (b) All students must be "future-ready" and prepared to succeed. This starts with a high school diploma that gives students opportunities to follow their dreams and achieve their career goals through a clear and consistent framework within which students may make decisions regarding their future pathways. Every effort must be made to provide opportunities and support systems so that all students can succeed.
- (c) CTE courses help students to focus on college and career readiness and is available to all students, providing both academic and technical skills needed for postsecondary education, for entrepreneurship, and for success in the workforce.
- (d) CTE courses should integrate core academic subjects and combine classroom-based instruction with work-based learning, internships, or apprenticeships and may result in certifications needed for employability right out of high school.
- (e) To ensure college and career readiness, all course work must integrate technology leading to students' acquisition of digital literacy skills needed to be competitive in a technological world.

### **Section 17-4-8. Credit Requirements.**

- (a) Students shall earn a minimum of 26 credits to receive a high school diploma. At least, nineteen (19) of the 26 credits must come from specific required courses as set forth in Section 17-4-9 below that all students must pass to receive credit. Additional credits earned to meet the graduation requirement will be considered electives or courses required for success in the career pathway of the student's choice.
- (b) All students shall be afforded opportunities to select electives based on their interests and future career goals.
- (c) All students are expected to demonstrate competency in effective and ethical use of technology as part of ensuring digital literacy.



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(d) The Department shall offer to the furthest extent possible student access to required and elective courses of study via distance learning and other available options for remote learning.

**Section 17-4-9. Minimum Course and Credit Requirements.**

(a) Each student must meet the minimum of 19 courses requirements and the total of 26 credits in order to graduate. If a student fails any of the required courses, the student must repeat the course in the following semester or year, during summer school, or in an approved credit recovery program.

(b) Credit is earned only for courses with final averages of 70 or higher.

(c) A course shall count only once for satisfying any unit of credit requirement for graduation. The minimum course and credit requirements are set forth in (d) Core Course Requirements Table below.

(d) Core Course Requirements Table.

<b>SUBJECT AREA</b>	<b>COURSES</b>	<b>NUMBER OF COURSES</b>	<b>TOTAL CREDITS REQUIRED</b>
English	English, 9, 10, 11, 12 (Speech must be units of study); Advanced Placement Courses included. English literacy must be integrated across all grade levels.	4	4
Mathematics	Algebra, Geometry, Financial Literacy; Advanced Placement Courses included	4	4
Science	Biology; Advanced Placement Courses included	3	3
History	VI History & Civics, U.S. History, World History including Caribbean History; Advanced Placement Courses included	3	3
Career Technical	May include Agriculture, Hotel and Tourism Training, Industrial arts, business, family science	1	1
Health	Family life; sex education; substance abuse prevention;	1	1

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<b>SUBJECT AREA</b>	<b>COURSES</b>	<b>NUMBER OF COURSES</b>	<b>TOTAL CREDITS REQUIRED</b>
	physical, mental, and emotional health Certified CPR training must be included for one year up to one hour per week		
Physical Education	JROTC may be substituted	1	1
Foreign Language	Spanish, French, or other language (two credits in the same language are required for graduation)	2	2
<b>TOTAL</b>		<b>19</b>	<b>19</b>

**Section 17-4-10. Elective/Career Path Courses.**

(a) Each student is required to successfully pass and obtain at least 7 credits from elective courses, advanced level courses, and career technical courses depending on the student's career pathway.

(b) Elective courses may be taken at any grade level and should align with each student's career pathway.

(c) Career Path Courses shall include Family & Consumer Science, Industrial Arts, Business, Hotel and Tourism or Restaurant Management, keyboarding, agriculture, and any other career technical course offered by the Department.

**Section 17-4-11. Required Courses by Grade Level.**

(a) *Ninth Grade.* Any student who has passed all his/her scheduled seventh and eighth grade courses with an overall average of at least 70 will be classified as a ninth grader.

(1) The following required courses are recommended for ninth graders.

- (A) English 9
- (B) Algebra or Geometry
- (C) Virgin Islands History & Civics
- (D) Science (Biology)
- (E) Career & Technical Course
- (F) \*Foreign Language (Two credits in the same language are required for graduation)
- (G) \*Physical Education (One year of JROTC may substitute)
- (H) \*Health
- (I) \* Developmental Reading/Writing (Only if test scores require)

**\*These courses may be taken at any grade level.**

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(2) Any ninth-grade student who has earned fewer than 6 credits or has an overall average below 70 will remain classified as a ninth grader.

(b) *Tenth Grade.* A student will be considered a tenth grader after earning a minimum of six (6) credits and an overall grade point average (GPA) of 70 or higher.

(1) The following required courses are recommended for tenth graders.

- (A) English 10 (including Speech/Oral Communication)
- (B) Science Course (Biology or Chemistry)
- (C) Mathematics (Algebra or /and Geometry)
- (D) \*Health
- (E) \*Physical Education (A second year of JROTC course may substitute)
- (F) U.S. History
- (G) Foreign Language (Two credits in the same language are required for graduation)
- (H) Career Tech Course (depending on career pathway)
- (I) Any required course not completed in ninth grade.

**\*These courses may be taken at any grade level**

(c) *Eleventh Grade.* A student will be classified as an eleventh grader after earning a minimum of 12 credits and an overall grade point average (GPA) of 70 or higher.

(1) The following required courses are recommended for eleventh graders:

- (A) English 11
- (B) World History including Caribbean History
- (C) Math (A third math course i.e., financial literacy)
- (D) Science (A third science course)
- (E) Any required courses not completed in ninth or tenth grade.
- (F) Career Tech Courses (depending on career path).

(d) *Twelfth Grade.*

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A student will be classified as a twelfth grader after earning a minimum of 18 credits and an overall average of 70 or higher.

(1) The following are required twelfth grade courses.

- (1) English 12
- (2) Math (Financial Literacy may be substituted as a course)
- (3) Career Tech Courses (depending on career path and certification requirements).
- (4) Other advanced level courses

### **Section 17-4-12. Graduation Requirements (General).**

(a) A student enrolled in the public school system will be eligible for a high school diploma if the student has met all of the following requirements:

- (1) Passed all 19 required courses
- (2) Earned a minimum of 26 Credits
- (3) Earned a cumulative GPA of 70 or higher
- (4) Completed a minimum of 100 hours of Community Service (must be documented)

(b) A student in the third or fourth year of high school who meets the graduation requirements before the second semester of the fourth year must continue taking courses in the chosen career path, and/or participate in a school sanctioned internship, apprenticeship/training program or be enrolled in a dual credit program offered at the University of the Virgin Islands, or another accredited college or university unless fully enrolled as an Early Admissions Student at an accredited college or university.

(c) A student in the twelfth grade who is carrying a full load but needs one more credit or course to meet the graduation requirement may complete said requirement in the Adult Continuing Education program or via a department approved online course.

### **Section 17-4-13. Graduation Requirements (CTE Certification).**

(a) A student enrolled in the public school system will be eligible for a high school diploma and a CTE Certificate if the student has met the graduation requirements in

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Section 17-4-11 above and has completed all course work required for the chosen Career Tech Pathway.

**Section 17-4-14. Graduation Requirements (Industry Certification).**

A student will be eligible for Industry Certification if the student has met all requirements for a CTE certificate and national certification through The National Center for Construction Education and Research (NCCER) or other approved professional/technical organization.

**Section 17-4-15. Graduation Requirements for Children with Disabilities.**

(a) Child with a Disability Defined. The term Child with a Disability shall have the same meaning as under Title 17, Chapter 24, Section 287 and the Individuals with Disabilities Education Act as amended 200 [IDEA]. The term shall refer to any child evaluated in accordance with §§300.304 through 300.11 of the IDEA as having an intellectual disability, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance (referred to in this part as “emotional disturbance”), an orthopedic impairment, autism, traumatic brain injury, another health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services.

(b) Determining Graduation Requirements: Special Education and Section 504 Students. The Department and IEP teams shall ensure educational programs meet graduation standards for individual students through the IEP. The team needs to discuss and document accommodations and modifications in the areas of all required courses of study and assessments. Any accommodations or modifications that are decided upon by the team **MUST** be written into the student’s IEP. Educational levels of progress must be judged with respect to the potential of the particular student.

(1) During the student’s eighth grade year, an IEP meeting will be held to decide if the student should work towards a high school diploma or a certificate of completion. This decision will be documented and included in the student’s IEP as a continuation of the student’s specialized educational program for ninth through twelfth grades. This

decision can be amended at any time by the IEP Team, based on the student's progress or lack thereof, with the support of data-driven evidence.

(2) In the case where a student with a disability does not meet the requirements for a high school diploma or certificate of completion, that student ***shall not*** be required to exit public education prior to the end of the school year in which the twenty-first (21) birthday occurs.

(c) Graduated with Regular High School Diploma. Children with disabilities who satisfactorily complete the requirements for a regular diploma, with the appropriate accommodations developed by the Individualized Education Program team, shall be granted and issued a regular high school diploma by the Department of Education.

(d) Received a Certificate. Children with disabilities who satisfactorily complete a special education program developed by an Individualized Education Program team under the IDEA shall be granted and issued a certificate of completion by the Department of Education. This subsection applies if the special education program of a student with a disability does not meet the requirements of this policy.

(e) **Accommodations and Modifications.** Both general education and special education teachers **MUST** provide accommodations/modifications as outlined in the student's IEP. All accommodations and modifications **must** be integrated into the student's daily academic program as outlined in their IEP.

(1) An accommodation "adaptation or adjustment" is **NOT** a change of the courses of study, curriculum standards or assessment preparation.

(2) Accommodation may include access to the location of services, timing, scheduling, student response, special seating, separate testing room, use of assistive technology

devices/tools (e.g., calculators, spell checks, computers, and tablets), and/or other attributes that allow a student with a disability to participate in the course". The accommodations of the curriculum, standards, or assessments to include statewide assessment (regular and alternate), **MUST NOT** fundamentally alter or lower the standard or expectation of the courses of study.

(3) A modification is a change in the courses of study, curriculum standards, assessment, and expectations, access to the location of services, timing, scheduling, modified rubrics, reading of assessment questions, fewer choices on a multiple-choice test (3 instead of 4), multiplication charts, student response, and/or attribute which provides access for a student with a disability to participate in a course.

(4) The modification of the curriculum standards or assessment fundamentally alters or lowers the standard or expectation of the courses of study, standard, or examination.

(f) Assessments for Children with Disabilities.

(A) Children with disabilities are *ALL* eligible to have assessment administration directions simplified or clarified, mark in the test booklet (other than responses) including highlighting.

(B) Children with disabilities can be assessed in a small group and have extended time on assessments through the use of multiple assessment sessions.

(g) Instructional Requirements for Children with Disabilities

(1) General education teachers are a part of the IEP team and should confer regularly with the special education case manager/administrator regarding the student's progress.

(2) Special education teachers are expected to use various appropriate instructional evidence-based strategies when planning instruction for children with disabilities.

(3) Special education teachers **MUST** review and provide a copy of the student's IEP to the teachers who work directly with the student.

(4) A teacher (general, special education, or special subject) is considered out of compliance in providing **Free Appropriate Public Education (FAPE)** if students are failing as a result of not being provided the appropriate accommodations and/or modifications as outlined in



their IEP. Teachers MUST provide documented evidence of the provision of accommodations and/or modifications.

**Section 17-4-16. Grading for Students with Disabilities:**

(a) The grading procedure for children with disabilities will remain the same as that of non-disabled students. Grades are driven by the student's level of proficiency for each subject based on the academic standards and the district-adopted curriculum, except for moderate to severe populations.

(b) Grading for children with disabilities in moderate to severe settings receiving the Functional/Daily Living Skills Curriculum as indicated on their Individualized Education Plan (IEP), is determined by the student's performance in the core curriculum.

(c) Grading procedures for ALL children with disabilities should consider accommodations and modifications as they relate to the components of the regulations.

(d) The grading procedure, except for moderate to severe populations, will use the following grading scale and weights:

(1) Children with disabilities receiving services in the general education classroom will be graded using the Board of Education grading policy weights and percent with appropriate accommodations and modifications per student's IEP.

(2) A minimum of 60% of the grade will reflect culminating tasks that demonstrate understanding of the content standards (assessments, essays, labs, projects, quizzes, etc.)

(3) A maximum of 40% of the grade will be based on classwork, homework, and learning support factors.

(4) When schools distribute report cards, special education teachers are to provide concurrent with report cards the student's progress report (or annotated goals based on the student's IEP) to parents of Children with disabilities.

**Section 17-4-17. Non-Discrimination of Students with Disabilities.**

- (a) Section 504 of the Rehabilitation Act of 1973 requires Schools/Districts to provide to students with disabilities appropriate educational services designed to meet the individual needs of such students to the same extent as the needs of students without disabilities are met.
- (b) A student requiring support through Section 504 is defined as a student with disabilities with an impairment that substantially limits a major life activity (*constitutes a physical or mental impairment*). This section requires school districts to provide all school-age children who are individuals with disabilities as defined by Section 504 and IDEA a **Free Appropriate Public Education (FAPE)**. The district/school must identify the student's educational needs and design a plan for appropriate support and guidance. The student's 504 Plan must offer and provide accommodations or services and encourage extracurricular activities for students as they continue their high school education.
- (c) An appropriate education for a student with a disability under the Section 504 regulations could consist of education in regular classrooms, education in regular classes with supplementary services, and/or special education and related services.
- (d) Section 504 provides a series of measures to ensure inclusive and equitable education to students with disabilities as they complete their high school education.
- (e) 504 Accommodations for High School Students: 504 services or accommodations must be provided to high school students with disabilities to ensure they are prepared for a career, college, military, and workable pathways.
  - (1) *Accommodations in the Classroom or Worksite*. Physical arrangement of the classroom or work site can be modified to assist the student.
  - (2) *Accommodations in lesson presentations*. Lessons in person or online can be presented in shorter segments using multisensory models, a variety of activities, technological devices, noted key points, and other approaches for better comprehension of the subject matter.
  - (3) *Accommodations allowed in work assignments*. Structured formats, shortened assignments, time extensions, technological

and self-monitoring devices can be permitted based on the complexity of the work requirements. Homework can be reduced, and short quizzes can be considered

- (4) *Accommodations in Testing.* Tests can be administered in smaller groups, with the use of preferential seating, technological aids, multiple sessions, objective formats, and other methods to make the test more comprehensible for the student. Oral reading and repeating the test questions are also available for test-taking.
- (5) *Accommodations in helping with organization.* – 504 assistances for high school students include peer assistance with organization skills, assigning a volunteer homework buddy, an extra set of materials at home or printed worksheets, and progress reports to make parents/guardians aware of performance.
- (6) *Accommodations in Behavior Management.* – Teachers are required to assist with behavior management by specific behavior guidelines, praise, nonverbal cues, alerts, and opportunities for discussion. Short breaks between assignments, structured time-out procedures, and classroom behavior rules can be kept simple. Special counseling to help with social skills and understand behavior standards, mental health concerns should be readily available.

#### **Section 17-4-18. English Language Learners Graduation Requirements.**

(a) An English Language Learner (ELL) enrolled in the public school system will be eligible for a high school diploma if the student has met all of the general graduation requirements prescribed under Section 17-4-9 above.

(b) English Language Learners shall not be retained based on a lack of English Proficiency, a lack of adequate support, and proper documentation.

(c) No English Language Learner must be placed in the Special Education Program without specific referral from the ELD Program

(d) All English Language Learner (ELL) students must receive the same district core curriculum and assessments as general education students.

(e) Administrators and Guidance counselors are responsible for ensuring ELL students are appropriately placed in the various English Language Development (ELD) instructional program settings.

(f) Placement in ELD classes programs must be based on the established identification process and the results of testing scores and careful consideration of an English Language Proficiency Test indicator, including EL progress and including curriculum-embedded assessments, grades, teacher recommendations, etc.

(g) Students identified as English Language Learners must receive ELD instruction until they are reclassified.

**Section 17-4-19. Grading System.**

Numerical Value	Letter Grade	Quality Points
95-100	A	4.000
90-94	A-	3.750
87-89	B+	3.500
83-86	B	3.000
80-82	B-	2.500
77-79	C+	2.000
73-76	C	1.500
70-72	C-	1.000

**Section 17-4-20. Advanced Placement Grading System.**

Unlike a traditional 4.0 scale, AP courses would be graded on a 5.0 weighed scale. A 5.0 is an A, 4.0 a B, 3.0 is C and so on.

**Section 17-4-21. Tabulation of Averages.**

(a) A ninth through twelfth grade student’s final average for each year is obtained using the following weights:

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40 % 1st Semester

40 % 2nd Semester

20 % Final Exam

(b) A student's cumulative average is obtained by multiplying the numerical grade for each course of record by the number of credits assigned to each course. Find the total of these products and then divide by the total number of credits assigned.

(c) In the event a course was repeated, the higher grade earned shall be used as the grade of record.

**Section 17-4-22. Graduation Exit Plans.**

(a) Each student entering ninth grade, at the beginning of the school year, must complete a Graduation Exit Plan. Each year at the end of the first semester, the school administration or guidance counselor shall review the student's plan with the student and the student's parent/guardian and obtain their signatures.

(b) Each ninth grader shall meet with a guidance counselor to establish career objectives leading to the high school graduation exit plan.

(c) The plan should provide options, to include but not be limited to career pathways, dual credits, early admissions, credit recovery and approved online opportunities. This requirement will also apply to each grade level.

(d) Information about the graduation exit plan shall be placed in the student handbook and the student's cumulative folder.

**Section 17-4-23. Curriculum Course Offerings.**

(a) The Department must provide at each school site, a list outlining the availability of courses to each ninth-grade student.

(b) Each ninth grader shall be provided with a copy of the curriculum courses and must be given access to the curriculum and available courses at his/her respective

high school at the time of registration. Offerings shall include the names of available academic, technical, and online course opportunities. Information about the curriculum and course offerings shall be placed in the student handbook.

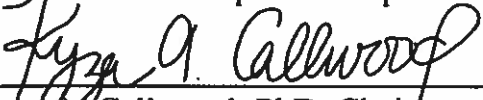
**Section 17-4-24. Drop Out Survey.**

(a) The Department shall complete a dropout survey by the end of the 1st semester on a yearly basis. The survey must seek to identify students who are failing academically and who are disengaged from school activities.


(b) Students, who demonstrate excessive absenteeism, suspensions, failing courses, extreme drops in Grade Point Average (GPA) or are overage due to retention, should be targeted for wraparound services, which can be provided by the Department, the Department of Human Services, the Department of Health, the Department of Public Safety, and any other agencies that provide wrap around services.

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I, Kyza A. Callwood, the duly appointed and qualified Chairman of the governing board of the Virgin Islands Board of Education do hereby certify that the Virgin Islands Board of Education on July 25, 2022 adopted the above revised Student Dress Code Uniform Guidelines, and the Executive Director is authorized to effectuate the completion of promulgation.

  
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Kyza A. Callwood, PhD, Chairperson  
VI Board of Education

IN WITNESS WHEREOF, I have hereunto set my hand and the Seal of the said Virgin Islands Board of Education this 27<sup>th</sup> day of July, 2022.

  
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Shawna K. Richards, Secretary  
VI Board of Education

