



ROWSC STUDENT HANDBOOK

...building skills, expanding horizons



Welcome to the Raphael O. Wheatley Skill Center (ROWSC), a premier Post-Secondary Career and Technical Education Institute (CTE) in the United States Virgin Islands. We are thrilled that you have chosen to be a part of our unique and dedicated educational community. At ROWSC, we are committed to helping students launch successful lifelong careers. If you have any questions about our programs and services, or need further assistance, please do not hesitate to reach out. We look forward to supporting you on your educational journey.

This student handbook is designed to answer any questions you may have about our courses, policies, procedures, requirements, contact information, and more. It is important for students to familiarize themselves with the specific Do's and Don'ts outlined in the handbook and adhere to them throughout their time at ROWSC. Use this handbook as your reference guide for all matters and concerns related to ROWSC.

It's essential for students to familiarize themselves with the information and guidelines provided to ensure a smooth and successful academic journey. Completing and returning the form on the last page is crucial for acknowledging receipt of the handbook and confirming your understanding of its contents.

“ | A NOTE FROM THE PRINCIPAL |

Dear Future, ROWSC Graduates,

On behalf of the staff, instructors, and myself, Principal Dr. Mario Francis, I extend a warm welcome to you to the Raphael O. Wheatley Skill Center (ROWSC). As you embark on your journey with us, we are committed to providing you with an exceptional post-secondary career and technical education experience.

By completing your chosen program, you will not only gain qualifications for employment in your field but also acquire the essential skills needed to pursue further education or even start your own venture as an entrepreneur.

Your commitment to your studies, coupled with a strong work ethic and determination, along with your aspirations for a better quality of life, form the foundation for your success at ROWSC.

Should you require any assistance or guidance along the way, please don't hesitate to reach out. Whether through a visit to my office, a phone call, or an email. The entire ROWSC community and I are here to support you and ensure that your experience here is both enlightening and rewarding.

Congratulations on taking this important step towards your future. We look forward to celebrating your achievements and witnessing your growth throughout your time at ROWSC.

Warm regards,

Mario Francis, Ph. D
Mario Francis, Ph. D



GENERAL INFORMATION.....	2
• About Us, History of ROWSC	• Programs Offered
• Mission & Vision Statement	• Contact Information
ACADEMIC PROCEDURES & POLICIES.....	5
• Admission, Registration/Enrollment	• Cancellation or Suspension of a Class or Course Withdrawal/ Dropping of Courses
• Tuition, Text Books, Uniforms	
• Scholarships, Financial Assistance	
• Identification Card	
ACADEMIC INFORMATION.....	8
• Attendance, Course Syllabus	• Graduation Requirements, Academic Honors & Rewards
• Classwork, Exams/Tests, Quizzes & Homework Assignments	• Certificate of Completion, Continuing Education Credits
• Grades, Report Cards, Grade Equivalents, Weighted Grading System	• Evaluation of Courses, Employability Readiness Student Release of Information, Transcripts
• Asynchronous Learning, Field Trips, Externships	
STUDENT CODE OF CONDUCT.....	15
• Student's Rights & Responsibilities	• School Policies, Rules & Regulations
SAFETY, SECURITY AND EMERGENCY PROCEDURES.....	22
• Fire & Medical Emergencies	• Emergency Codes & Evacuation Procedures
MISCELLANEOUS.....	25
• Children on Campus COVID -19	• Electronic Devices, Visitors, etc.
ADMINISTRATION AND FACULTY.....	24
• Names, Titles, Courses Taught & Contact Information	
APPENDIX.....	25
A. Uniform Requirements	
B. Student Withdrawal Form	
C. Attendance Warning Form	
D. Academic/Performance Probation Form	
E. Involuntary Separation From Program Form: Exit Conference Family Educational Rights & Privacy Act (FERPA)	
F. Involuntary Separation From Program Form: Appeal Form	
G. Application fir Graduation Form	
H. Evaluation Of Learning Event	
I. Consent to Release Student's Information Form	
J. Transcript Request Form	
K. Evacuation/Fire	
STUDENT PRIVACY POLICY.....	43
NOTES.....	50



HISTORY

Established in February 1977 as the St. Thomas Skill Center, it marked a pivotal moment as the first public adult facility dedicated to vocational-technical education in the territory. This pioneering initiative laid the foundation for empowering individuals with the skills and knowledge necessary to thrive in various career paths.

The renaming of the center to the “Raphael O. Wheatley Skill Center” on June 15, 1977, through Legislative Act No. 3993, was a fitting tribute to Raphael O. Wheatley. His remarkable 35 years of service with the Virgin Islands Department of Education, along with his visionary efforts, played a pivotal role in the establishment and advancement of vocational-technical education in the USVI territory.

Wheatley's dedication and pioneering spirit continues to inspire generations of students and educators alike at the Raphael O. Wheatley Skill Center, where his legacy lives on through the pursuit of excellence in career & technical education and the empowerment of individuals to achieve their full potential in a fully accredited institute.

MISSION STATEMENT

Our mission at the Raphael O. Wheatley Skill Center is to provide a unique and rigorous post-secondary career and technical education. We strive to prepare students with marketable skills and knowledge, enabling them to:

- *Successfully enter the workforce and compete in the dynamic global job market*
- *Pursue higher education opportunities*
- *Cultivate a passion for lifelong learning*
- *Become productive and engaged citizens contributing positively to society*

VISION STATEMENT

Our vision is to become a premier CTE College of the Virgin Islands that provides opportunities to perspective learners to pursue certification/licensure in the various career pathways, which promotes a seamless transition to the workforce, armed forces or higher education.

PROGRAMS AND COURSES OFFERED

Raphael O. Wheatley Skill Center, Post-Secondary Career and Technical Education Accredited Institute offers an array of career pathway courses aligned with the U.S. Department of Education's 16 Career Clusters. These courses lead to the attainment of industry recognized credentials and certifications. Additionally, Soft Skills and Entrepreneurship are embedded into the course curriculum.

The ROWSC offers one and two-year programs in the following career clusters:

.....**HEALTH SCIENCE CAREER CLUSTER**

| **Allied Health Pathway offers the following courses:**

- Clinical Medical Assistant (CMA)
- Medical Administrative Assistant & Billing & Coding Specialist (MAA/B&C)
- Patient Care Technician (PCT)
- Phlebotomy Technician
- Emergency Medical Technician (EMT)

| **Health Sciences Pathway offers the following courses:**

- Nursing Assistant, leading to Certification (CNA)
- Practical Nursing leading to Licensing (LPN)

.....**HUMAN SERVICES CAREER CLUSTER**

| **Cosmetology Pathway offers the following courses:**

- Hair Braiding
- Nail Technician
- Esthetician
- Barbering
- Medical Massage Therapy

.....**ARCHITECTURE & CONSTRUCTION CAREER CLUSTER**

| **Trades Pathway offers the following courses:**

- Heating Ventilating Air Conditioning & Refrigeration (HVAC/R)
- Electrical
- Carpentry
- Plumbing

.....**INFORMATION TECHNOLOGY CAREER CLUSTER**

| **Information Technology Pathway offers:**

- Computer Applications

.....**HOSPITALITY & TOURISM CAREER CLUSTER**

| **Hospitality and Tourism Pathway offers:**

- Culinary Arts

.....**TRANSPORTATION, DISTRIBUTION & LOGISTICS CAREER CLUSTER**

| **Automotive Repair Pathway offers:**

- Automotive Body Repair & Auto Mechanic Repair

Our instructors are highly experienced, skilled, licensed, and/or certified professionals in their respective fields. To ensure personalized attention and effective learning, we maintain small class sizes with a maximum of 20 students per class. Classes are offered during both daytime and evening hours to accommodate diverse schedules.

A key aspect of our educational approach is providing hands-on training during the lab component of each course, allowing students to gain practical experience and develop applicable skills. While some courses may not be offered every school year or semester due to enrollment factors, we strive to provide a comprehensive range of options to meet the needs of our students.

Upon successful completion of a course, graduates earn Continuing Education Credits (CEUs) and receive a Certificate of Completion from the Raphael O. Wheatley Skill Center, endorsed by the Virgin Islands Department of Education. Additionally, students become eligible to take certification and/or licensing exams in their respective fields, enabling them to obtain state or nationally recognized licenses and certifications."



| CONTACT INFORMATION |

Physical Address: 68A Lindbergh Bay, St. Thomas, VI 00801

Mailing Address: P.O. Box 9337, St. Thomas, USVI, 00801

Website:

Phone: 340-774-0100, ext. 8605

Office Hours: 8:00 am - 3:30 pm *DAY TIME*

5:30 pm - 9:00 pm *EVENING*

Principal: Dr. Mario Francis

mario.francis@vide.vi | 340-774-0100, ext. 8601

Student Success Specialist: Barrington Baron

barrington.baron@vide.vi | 340-774-0100, ext. 8600

Registrar: Jenelle Burley

jenelle.burley@vide.vi | 340-774-0100, ext 8605

Admin. Asst: Ms. Kishma Abbott

kishma.abbott@vide.vi | 340-774-0100, ext. 8600

Cosmetology Dept. Chair/Instructor: Earlyn Edwards

earlyn.edwards@vide.vi | 340-774-0100

ADMISSION, REGISTRATION, ENROLLMENT

Each student must meet all the following requirements:

1. Be 17 years of age or older
2. Obtained a High School Diploma, GED or any other secondary credential from an accredited institute of learning. A copy of any of the aforementioned credentials must be submitted as proof.
- 2a. **Dual enrollment:** Students in current pursuit of a General Education Diploma (GED) or accredited on-line high school diploma who meet the age requirement may participate in our dual enrollment program, which allows a student to take a Post-Secondary Career Technical Education (CTE) course while pursuing their GED.

¹Student must provide in writing their current enrollment status each semester on the institution's letter heads.

²Student will not be conferred with a post-secondary credential unless they have evidence of successful completion of a secondary program of study.

3. Complete a ROWSC Career and Technical Education Institute enrollment application. Some programs applications, such as Emergency Medical Technician (EMT) and Licensed Practical Nurse (LPN) require more detailed application with additional requirements.
4. Complete a Health Certificate (where applicable)
5. Provide a copy of a valid ID with a recent picture
(passport, driver's license, etc.)
6. Provide a copy of your Immunization Record Card. All students must be immunized and provide a current copy of their immunization(s) record indicating you have received TB, Hep series, Tetanus, & MMR. Some programs mandate a general health form and physical exam. These are required because of the nature of the programs.

Other health forms may be required.

7. Pay a non-refundable \$50.00 registration fee each semester.
8. Pay tuition in the form of cash, business check or money order made out to:

Department of Education Raphael O. Wheatley Skill Center

NOTE: No personal checks will be accepted

Once enrolled the ROWSC will administer and require you to:

- Take the Wide Range Achievement Test (WRAT) in Math Computation and Reading Comprehension
- Take an Emotional Intelligence Self-Assessment and Battery
- Complete a Soft Skill Assessment
- Complete two (2), three (3) hour Soft Skills seminars (prerequisite for graduation)

OTHER REQUIREMENTS|

All students are required to:

- Have basic computer literacy skills
- Possess and bring to class, (where applicable) own electronic devices
i.e.: laptop, iPad, Chrome Book, etc. (A CELL PHONE IS NOT ACCEPTABLE.)
- Purchase the required course textbook/eBook
- Purchase and wear the required course uniform to class daily
(See Appendix A, located at the back of this book, for required uniforms for each program)

TUITION|

- Tuition currently ranges from \$400 to \$600 per semester depending on the COURSE. (Refer to the ROWSC website or course catalog for exact tuition costs.)
- Textbooks, supplies/equipment, graduation fees and certification/licensing costs are not included as part of the tuition.
- Tuition must be paid in full prior to attending your first day of class.
- All required documentation and payments must be received to be officially matriculated into any course.

SCHOLARSHIPS/FINANCIAL ASSISTANCE|

Students referred by the Department of Labor, Department of Human Services, Vocational Rehabilitation, Veterans Affairs, Board of Education, VI Community Foundation or any other agency **MUST PROVIDE** official documentation from the referring agency.

Every class requires a textbook(s), workbook, and course related material/supplies. The cost of these items varies by class. Depending on the class, students may have the option of purchasing their textbooks through a third party for example, Amazon, or through the school. Currently, classes such as Carpentry, Electrical Technician, Plumbing and HVAC/R, which offer a nationally recognized credential from the National Center for Construction Education Research (*NCCER*), require the purchase of an Electronic Book On-line (*eBook*). Your instructor will explain the process for purchasing the eBook. A credit or debit card will be required.

UNIFORM REQUIREMENTS|

Students must wear the appropriate required uniform, with the school patch affixed to it, as established for each course. Students are required, at all times, to wear their school ID, while on campus. Students must come to school neatly and appropriately dressed and groomed.

See Appendix A at the back of this handbook, for detailed information on the required uniform for each course.

WITHDRAWAL/DROP COURSE POLICY|

Students who wish to withdraw from a course must complete a “Withdrawal Form,” (See Appendix B). The completed form must be submitted to the registrar, with a copy of the student’s registration receipt, and within the stipulated time frame in order to receive a full or partial tuition refund. The withdrawal date will be the date used to compute the refund.

Refunds are issued as follows:

- *During the first week of class attendance 100% refund*
- *During the second week of class attendance 50% refund*

After the second week of attendance in class, tuition is non-refundable.

Should a student desire to be reinstated after withdrawing from a course, he/she must complete a new application and pay all applicable tuition and fees.



ATTENDANCE

All courses are structured around completing a required number of contact hours, essential for earning Continuing Education Units (CEU). These CEU's are pivotal for both transcript documentation and eligibility to undertake state or national certification exams. Therefore, consistent attendance and punctuality are fundamental requirements for all students.

Failure to adhere to the attendance and punctuality standards may have severe consequences, including:

- ¹ *Disqualification from taking the certification or licensing exam associated with the course.*
- ² *Necessity to retake the course, incurring additional tuition, registration, and potentially textbook fees.*
- ³ *Risk of involuntary separation from the program due to excessive absences or tardiness.*

We urge all students to prioritize attendance and punctuality, as these factors significantly impact their ability to succeed in the program and achieve their certification goals.

Absences from classes will only be considered excused with valid reasons.

Excused absences are granted for the following reasons:

- ¹ *Personal/child illness*
- ² *Bereavement*
- ³ *Family emergencies*
- ⁴ *Jury duty*
- ⁵ *Medical appointments*
- ⁶ *Military*

To substantiate the reason for an absence, documentation in the form of an official letter or note on company/institution letterhead from a physician, dentist, court officer, military commander, or another authoritative figure is required. Handwritten notes from other sources will not be accepted.

Each student is permitted a maximum of three (3) unexcused absences before being placed on academic or performance probation. Upon reaching a third unexcused absence, students may be called into a conference with the instructor and principal to discuss their attendance issues and may be issued an attendance warning (*See Appendix C*). A fourth unexcused absence may result in the student being placed on academic or performance probation (*See Appendix D*), which could lead to involuntary separation from the program if improvement is not noted.

It is imperative for students to provide timely documentation for excused absences to avoid any adverse consequences on their academic standing.

Students are responsible for informing the instructor directly of any absence, of which a valid proof of absence must be submitted upon returning to class. If necessary, it is the student's responsibility to request any make-up work from the instructor or a classmate. Students are encouraged to form "study buddies" to

help each other keep up with assignments in the event of absences. Assignments must be completed based on the instructor's guidelines.

Unexcused absences will have a detrimental effect on overall grade averages each marking period quarter. For every three (3) unexcused absences from a class, one (1%) percent will be subtracted from the final average.

Additionally, students will receive a grade of zero (0) for any graded assignments given on the day(s) of the unexcused absence(s).

In cases where students are absent from class without notifying their course instructor for three or more consecutive days, it will be assumed that they have dropped out of the course. To avoid this assumption, it is imperative that students maintain constant communication with their instructor when absent.

When absent, students must:

¹ *Notify their course instructor as soon as possible regarding the absence.*

² *Maintain constant communication with the instructor throughout the absence period.*

³ *Complete all required assignments promptly, if feasible.*

⁴ *Provide an estimated date of return and update the instructor accordingly.*

⁵ *Upon return, provide the required documentation, if applicable.*

By adhering to these guidelines, students can ensure that their absence is properly communicated and documented, minimizing any misunderstandings regarding their enrollment status in the course.

COURSE SYLLABUS|

The syllabus is given to students at the beginning of each program. It is an overview of the course, and what will be expected of you. Generally, it will include course goals, policies, rules, regulations, required textbook, perhaps a schedule of assignments. It is a valuable tool, full of information that you will need to refer to throughout the entire semester. Students are responsible for reading, understanding, and adhering to the requirements of the course syllabus.

CLASSWORK, EXAMS QUIZZES & HOMEWORK ASSIGNMENTS|

In each course, students are required to complete various types of assessments such as classwork, homework, exams, and quizzes. The expectation is that students will read, study, and achieve a passing score of at least 75% on these assessments. For detailed information about the weight of each assessment type, the required passing grade, and other assessment-related information, refer to the instructor's course syllabus.

MINIMUM PASSING GRADE|

Students are expected to pass their course with a minimum grade requirement of 70%. This includes successful completion of the required externship hours. Some courses require a higher minimum passing grade. *(CHECK YOUR COURSE'S CLASS SYLLABUS FOR MORE INFORMATION.)*

GRADES/REPORT CARDS|

Grade reports are distributed quarterly and are issued at the mid-point and at the end of each semester. There are two marking periods per semester and two semesters in each school year.

Learners can expect their grade report form ready to be picked up in person, emailed or mailed, based on the learners' requested method, within 10 days of the end of the marking period/semester.

GRADE EQUIVALENTS|

97 – 100	A+	87 – 89	B+	77 – 79	C+	0 – 69	F
93 – 96	A	83 – 86	B	73 – 76	C		
90 – 92	A-	80 – 82	B-	70 – 72	C-		

POWERSCHOOL WEIGHTED GRADING SYSTEM|

CATEGORY	DESCRIPTION	WEIGHT	MINIMUM # OF GRADES
Test	to include: evaluations and exams	35%	4
Classwork	to include: class participation	20%	4
Project	to include: written reports, portfolios, and labs	20%	4
Quiz	to include: Pop Quizzes	15%	4
Homework	to include: Asynchronous Learning assignments	10%	4
Total		100%	20

ACADEMIC/PERFORMANCE PROBATION|

A student can be placed on Academic/Performance Probation as the result of poor academic and/or behavioral performance during the marking period or semester. Academic probation can result from failing grades, or excessive tardy/absences. Performance probation can result from consistent uncorrected

behavioral issues, such as those outlined in the *Student Code of Conduct* section. Academic/Performance Probation is a specified period of time in which students must improve their academic/performance standing by meeting or making evident progress toward ROWSC academic and/or performance criteria (See Appendix D). Failure to do so, may result in involuntary separation from the program. Steady and consistent academic and/or behavioral performance decline during the specified period, will result in immediate dismissal prior to the end of the specified period (See Appendix E).

NOTE: Tuition, registration, textbook, and any other costs are non-refundable. Depending on the degree of the academic and/or behavioral performance, student may or may not be eligible to return to the ROWSC the following semester. However, if dismissed, there is an appeal process where you can apply to request reinstatement in a subsequent semester. (See Appendix F)

ASYNCHRONOUS LEARNING|

"Asynchronous learning allows students the flexibility to learn and do homework assignments on their own time or within a certain timeframe."

There will be times throughout a semester, for various reasons such as inclement weather, power outages, extended (with approval) student absence, an absent course instructor, etc., where students will engage in this type of learning. In situations such as this, the course instructor will provide assignments for the student to complete by a predetermined date and time. These assignments are usually, but not always, done on line, or can be in the form of a project, research, completing a reading assignment and/or taking a quiz/test, etc.

Students earn contact hours during time spent on Asynchronous learning. Those hours are calculated based on the time the class meets. *For example, if a class meets from 6 - 8:30 pm, that totals 2 ½ contact hours spent on Asynchronous learning for which the student will receive credit.* Asynchronous learning assignments must be completed by the predetermined deadline set by the instructor in order to receive full credit for the assignment and receive the maximum contact hours.

FIELD TRIPS|

Some instructors will take and/or require students to attend and participate in field trips related to the course. While on field trips, students are required to wear their ROWSC uniform for their designated program. They must represent the skill center in a positive manner by being professional, courteous and respectful at all times.

Your instructor will provide additional detailed information about field trips.

EXTERNSHIPS/CLINICALS

Currently, all courses, except for one (Computer Applications), require students to successfully complete an externship or clinical. An externship or clinical is a valuable, short-term (usually unpaid) professional learning experience where students gain supervised, hands-on experience in their chosen field within a work environment. This experience counts as work or job experience and provides insights into the career path students are planning to pursue.

Successful completion means:

- *Completing a minimum of the course's required externship or clinical hours.*
- *Earning a passing grade from the externship evaluation supervisor*
- *Your instructor will provide you with more details as to the course's externship requirements.*

GRADUATION REQUIREMENTS

Students must successfully complete all the mandatory courses for their selected program of study and all externship hours with a 2.0 GPA or better in order to graduate. Students must also successfully complete one numeracy and one literacy course (2.0 GPA or better) and complete two (2) three (3) hour Soft Skill Seminars.

Having met the graduation requirements, students will earn an official certificate of completion from ROWSC with the Virgin Islands Department of Education seal and the commissioner of education's signature affixed.

While meeting the requirements for graduation is necessary, participation in commencement exercises is not guaranteed. Students must earn the right to participate in the ceremony.

Misconduct, poor attitudes and disposition, as well as other consistent negative behavior, will be grounds for being banned from participating in the graduation ceremony.

There is a graduation fee of \$150.00 with is due upon registration for your second semester with the completion of the graduation application (*See Appendix G*).

ACADEMIC HONORS & REWARDS

At graduation the Valedictorian, who gives a speech at the graduation ceremony, is the student with the highest-grade point average of the graduating class. The Salutatorian, who also gives a speech at the graduation ceremony, is the student with the second highest grade point average of the graduating class. Both are honored and receive awards for their academic achievements. Also honored are the students in each course with the highest-grade point average.

CERTIFICATE OF COMPLETION|

Students who successfully complete their course, earn a Certificate of Completion endorsed by the Virgin Islands Department of Education. Students must pass their course by earning a cumulative grade point average (GPA) of 70% or higher. Students must also fulfill the required hours of attendance (contact hours) and successfully complete their course's required hours of externship.

CONTINUING EDUCATION UNITS (CEU's)|

"A Continuing Education Unit (CEU) is a measure used in accredited continuing education programs, particularly those required in a licensed profession. A CEU is not an academic credit; however it is a nationally recognized method in quantifying the time spent in the "Classroom."

Each course has a determined amount of CEU's, based on the number of contact hours. One (1) CEU equals ten (10) contact hours of learner interaction with the content of the learning activity, including classroom instructions, self-paced instruction, and pre/post assignments, and/or other activities in support of a learning outcome.

To calculate CEU's, the course's total number of contact hours is divided by ten (10) to obtain the total number of CEU's earned after successful completion of the course. For example, 360 contact hours divided by 10 equals 36 CEU's.

EVALUATION OF COURSES|

At the end of every program, students will be required to complete an anonymous course evaluation and feedback survey. This information will be used to assess the effectiveness of the course as well as identify opportunities to improve the learning experience here at ROWSC. Additionally, students are encouraged to provide feedback to Instructors and the Principal at any time throughout the course, so they can be successful and achieve envisioned learning outcomes and career pathway goals (*See Appendix H*).

EMPLOYABILITY READINESS (SOFT SKILLS)|

ROWSC provides employability workshops and counseling support to include job search, job readiness, interviewing, resume preparation and workplace behavior training sessions to support its students attaining, retaining, and advancing in their chosen career pathway.

STUDENT RELEASE OF INFORMATION

Under the Family Educational Rights and Privacy Act (*FERPA*), students can grant the ROWSC the authority to release limited or unlimited educational information to one or more people, agencies, businesses, or organizations. Students must complete and submit a “Request to Release Information” form. Once signed and submitted, this release form allows ROWSC officials to provide the designated information requested to the listed parties. It does not allow the listed parties to act on behalf of the student, but merely to receive designated information. Upon completion of the form, the information requested will be sent to the requested party within a period of 7 to 14 days. The student may revoke the release form at any time by submitting a written request to the Registrar’s Office (*See Appendix I*).

TRANSCRIPTS

To request a copy (or copies) of an official transcript, the student must complete the Request for Transcript application (*See Appendix J*). It is available online, in the appendix of this student handbook, or at the ROWSC Registrar’s office.

There is a cost of \$10.00 per transcript.

- *Transcripts are not issued to students who have outstanding tuition, textbook, and any other fees.*
- *Any transcripts being requested directly from ROWSC to send to a college, university, school or institute, requires them to send a signed “Consent to Release Personal Information” form to ROWSC signed by the requesting student. Upon receipt of the form the transcript will be sent directly to them.*
- *Students are required to present a government issued photo identification to pick up a transcript.*



STUDENTS' RIGHTS & RESPONSIBILITIES

Students are entitled to a quality education. In order to achieve this, students have the responsibility to comply with the academic and behavioral standards established by the school, its instructors, and all other staff. They must come to school on time, prepared with required tools, and ready to learn. Students are expected to be present, engaged and complete all required assignments, tests, and quizzes by the required due date.

For teaching and learning to occur, students must be respectful, appreciative and accepting of individual differences and behave responsibly toward others. At the Raphael O. Wheatley Skill Center, we seek to provide students a safe and healthy learning environment.

All students, teachers, school staff, and administrators, as well as all who enter our campus, must treat each other with equitable dignity and respect. Students are entitled to all basic human rights and are expected not to infringe upon the rights of others.

SCHOOL POLICIES, RULES, & REGULATIONS

Laws, policies, and rules are necessary to regulate society and help us to live safely and in peace and harmony. This is important and required to maintain order and prevent misconduct.

Anyone who commits any of the included, but not limited to infractions below, may be involuntarily separated from the program, based on the outcome of "Due Process." *ROWSC due process, depending on the violation, is as follows,*

Step 1: Discussion with Instructor and/or Principal

Step 2: Written Warning of impending further action if no improvement

Step 3: Academic or Performance Probation

Step 4: Involuntary separation from the program with invitation to return in subsequent semesters depending on the offense.

Any criminal offenses or activities will be reported to the appropriate Law Enforcement Agency whose consequences will take precedence over the Virgin Islands Department of Education governance.

The following are the rules and regulations of Raphael O. Wheatley Skill Center. All students are expected to know and follow them. These are designed to ensure a peaceful and safe environment conducive to learning.

ANTI-DISCRIMINATION

All acts of prejudice and discrimination based upon age, gender, race, disability, religion, sexual orientation, and national origin are prohibited and will not be

tolerated under any circumstance by staff or students. Should you experience this, report it immediately to your course instructor and/or principal.

ARSON|

The willful and malicious burning of, or attempt to burn or destroy school property, contents in or on the school property or the personal property of others will result in an automatic dismissal and reported to the appropriate law enforcement authorities.

ASSAULT|

Physical assault on an instructor, staff member, or classmate will result in immediate involuntary separation from the program and reporting to the appropriate law enforcement authorities.

Verbal assault, threats, or destruction of school or personal property belonging to classmates, instructors, or other staff members may result in suspension for no less than ten (10) days, along with full restitution for the value of the property. Additionally, such actions may lead to automatic involuntary separation from the program and reporting to the appropriate law enforcement authorities."

CHEATING/PLAGIARISM|

Cheating on tests or quizzes whether virtual or in class, is considered a serious offense, which will result in a grade of zero. On high stakes tests, those that lead toward earning a credential, cheating will lead toward forfeiting that certification or licensing. Plagiarism shall be dealt with in a similar manner. Both offenses may result in dismissal. Instructors may assess your work for authenticity of work – checking your documents against websites and your texts.

COVID - 19|

If you were exposed to someone who has COVID and/or test positive for COVID and are showing signs such as uncontrollable persistent coughing, fever, headache, and body aches, advise your instructor immediately of your intended absence. Ask your instructor for course work (asynchronous learning assignment) to be completed while you are absent. Please make sure you test negative for COVID prior to your return.

CYBER BULLYING|

Cyber bullying is the use of social media in any form, *i.e.: e-mail, text messaging, chat rooms, etc.*, and other forms of information technology to deliberately

intimidate, harass or threaten someone. Students who engage in cyber bullying will face disciplinary action which may include suspension with mandatory counseling, involuntary separation from the program and referral to law enforcement authorities.

DRUGS & ALCOHOL|

Despite the legalization of marijuana, it is inappropriate and unacceptable to come on the campus and sit in class reeking of it. The odor can be offensive to some students and staff and may even pose health issues. Perpetrators will be asked and expected to comply with leaving the campus to change their clothes, especially if the odor is overbearing and offensive to staff and students.

Furthermore, there shall be no possession, sale, distribution, or use of illegal drugs, alcoholic beverages, or fermented spirits on school grounds or at school-sponsored activities.

If a student consistently reeks of alcohol or marijuana, or appears to be impaired by any substance, they may be referred to an appropriate agency for counseling. Such students may not be allowed to return to school until compliance is achieved."

DESTRUCTION OF SCHOOL PROPERTY|

Students will be held responsible for the proper care of all books, supplies, instruments, furniture, equipment, and facilities supplied by the Department of Education.

Students who deface walls or write graffiti anywhere will be responsible for the total cost of property restoration. Failure to comply will result in involuntary separation from the program until the restoration is completed and may also result in criminal charges of vandalism being filed against the individual(s).

Destruction of school property in any manner will result involuntary separation from the program. Students must pay for all destruction of school property with a money order or bank draft made out to Raphael O. Wheatley Skill Center.

FIRE ALARM|

The activation of an evacuation or fire alarm system for any reason other than reporting a real fire or serious emergency, is not only strictly prohibited, but is against the law, and may result in being prosecuted by the law to the fullest extent. The willful and/or malicious activation of these systems or the willful false reporting of a fire will result in dismissal from the program and the official filing of a report with the law enforcement authority.

GAMBLING

Gambling in any form is strictly prohibited. Student(s) found gambling on the school campus is allowed due process with a consideration of involuntary separation from the program.

INCITING/DISRUPTIVE BEHAVIOR

The willful act of inciting, leading, or participating in any disruption or other acts which interfere with the education process, or which can result in damage or destruction to public or private property, or cause personal injury to participants and others, or otherwise pose a threat to the health, safety, and/or welfare of students, staff or others shall result in a due process hearing with consideration of an involuntary separation from the program.

INSUBORDINATION

Students are required to adhere to proper and reasonable orders and instructions given to them by any administrator, instructor, monitors, security officers, and all other authorized personnel in all school-related circumstances. Disrespectful and non-compliant conduct will not be tolerated. Students are expected to uphold standards of respect and cooperation in all interactions with school staff and personnel.

Any student who is persistently insubordinate will be subject to a due process hearing with consideration for involuntary separation from the program.

INVOLUNTARY SEPARATION FROM PROGRAM (Dismissal)

Involuntary separation from the program may occur due to various reasons related to insubordination, misconduct, repeated use of obscene language, excessive tardiness or absence, repeated breach of dress code, and other related matters. Such actions are considered serious violations of the school's code of conduct and may result in dismissal from the program.

- 1. Insubordination: Failure to comply with directives from instructors, administrators, or other school staff may lead to disciplinary action, up to and including dismissal from the program.*
- 2. Misconduct: Any behavior deemed inappropriate or disruptive to the learning environment, such as physical or verbal altercations, vandalism, or theft, can result in immediate separation from the program.*
- 3. Use of Obscene Language: The use of vulgar or offensive language, whether directed at peers, staff, or in general conversation, is not tolerated and may lead to dismissal.*
- 4. Excessive Tardiness or Absence: Chronic lateness or unexcused absences*

demonstrate a lack of commitment to the educational program and may result in dismissal, particularly if it significantly impacts academic progress.

- 5. Breach of Dress Code:** *Failure to adhere to the school's dress code policy, which typically includes guidelines for appropriate attire, grooming standards, and uniform requirements, may result in disciplinary action, including dismissal from the program.*
- 6. Other Related Matters:** *Other behaviors or actions that undermine the safety, well-being, or integrity of the school community may also warrant separation from the program. This could include drug or alcohol use on campus, possession of weapons, bullying, or any form of harassment.*

Students are expected to uphold the values of respect, responsibility, and accountability to maintain a positive learning environment for all.

INVOLUNTARY SEPARATION FROM PROGRAM PROCESS|

- 1. Initial Counseling Session:** *When a student's performance or behavior becomes a concern, the instructor typically schedules a counseling session with the student. During this meeting, the instructor discusses the areas of concern, offers guidance and support, and outlines expectations for improvement.*
- 2. Meeting with Principal and Instructor:** *If the issues persist after the initial counseling session, the student may be required to meet with both the principal and the instructor. This meeting provides an opportunity for a more comprehensive discussion of the concerns, potential consequences, and strategies for improvement.*
- 3. Additional Counseling and Warning:** *Following the meeting with the principal and instructor, the student may receive additional counseling sessions focused on addressing the specific deficiencies or challenges. During these sessions, the student is warned about the potential consequences if improvement is not demonstrated within a specified timeframe.*
- 4. Placement on Academic/Performance Probation:** *If the student fails to demonstrate significant improvement despite counseling and warnings, they may be placed on academic or performance probation. This status serves as a formal notification that the student's performance is below expectations and that further action may be taken if improvement is not achieved.*
- 5. Exit Meeting:** *If the student's performance does not improve during the probationary period, they are invited to an exit meeting. This meeting serves as a formal recapitulation of the counseling and warning process, as well as the terms of the academic or performance probation. During the exit meeting, the student is informed of the decision to dismiss them from*

the program and provided with an exit document outlining the reasons for dismissal and any relevant policies or procedures (See Appendix E).

Overall, this process provides multiple opportunities for the student to address deficiencies or challenges with the support of instructors, administrators, and counselor(s). However, if improvement is not demonstrated despite these interventions, dismissal from the program may be necessary to maintain the integrity and standards of the educational institution.

MISCONDUCT AND DISCIPLINE|

Students should conduct themselves in a responsible and respectful manner, observe all campus rules and regulations, and respect the rights of other students and all school personnel.

Although very infrequent, unfortunately, there have and will be occasions where students have displayed woefully inappropriate behavior and used obscene language. Disrespectful behavior towards ROWSC staff, students, or anyone while on campus is unacceptable and will not be tolerated under any circumstances.

Any person engaged in misconduct can be subject to a range of penalties, from a minimum of requesting you to immediately remove yourself from the premises, (an immediate discussion with the principal will determine how long that will be) due process with consideration of involuntary separation from the program. Penalties vary within this range, and reflect the severity of the violation, amount of evidence and a history of past disciplinary problems.

When a student's conduct on campus violates state or federal law, the Principal/ Supervisor may contact the local law enforcement agency for appropriate action. Therefore, in addition to disciplinary action under this policy, the student may be subject to criminal prosecution because of his or her misconduct.

SEXUAL OFFENSES|

There is zero tolerance for sexual harassment or any other sexual offense. Any willful and/or deliberate act committed with the intention of promoting sexual favors or a lewd or lascivious acts; any unsolicited sexual proposal or offensive touching of another person; any act of indecent exposure; or having sexual intercourse on campus shall result in due process with consideration for involuntary separation from the program and a referral to law enforcement authorities.

SMOKE FREE QUIET CAMPUS|

The ROWSC is a smoke free campus. Therefore, smoking of cigars, cigarettes, marijuana, vape pens, or any other tobacco products, on campus or at off-campus

school related activities, is strictly prohibited.

The ROWSC provides a peaceful and quiet working environment for staff, students and visitors. Therefore, while on campus, sound levels of cell phones, vehicle radios/stereo systems, and the like, must be at levels where only the listener can hear it.

STEALING|

The act or attempted act of taking money, property, or a possession from another against his/her will, with or without the use of force, violence, or fear and/or stealing of government property will result in due process with consideration for involuntary separation from the program. The student will be required to return the property and/or pay for the same and/or restitution for damages and possible referral to law enforcement authorities if the victim decides to press charges.

TRESPASSING|

Only individuals with school-related business should be on campus. Any individuals, that includes students of the ROWSC, who are on the school property after hours and when there is no school activity in progress, without permission or a valid reason, will be considered a trespasser.

WEAPONS|

Students are not to possess, handle, or transmit firearms, dangerous weapons or instruments, such as: guns, knives, razor blades, ice picks, metal knuckle rings, pipes, chains, sticks, sharpened metal, wooden objects, etc. Anything that resembles or could be considered a weapon or explosive device on the school grounds, outside the school campus, or at school related functions is strictly prohibited.

Violations of this policy will result in due process with consideration for separation from program, and/or charges of criminal misconduct. Possession of weapons shall be reported to law enforcement authorities in accordance with Virgin Islands law and Board of Education's policy.



MEDICAL EMERGENCIES|

In the event a student, staff or visitor has any type of medical emergency; please immediately contact the nearest instructor or the principal's office for assistance. Major emergencies will be referred to the Schneider Regional Medical Center. Minor cuts, bruises, etc. that do not require going to the hospital can be handled by any Nursing/ Allied Health instructor, or any other certified first aid personnel.

EMERGENCY / FIRE EVACUATION|

Emergency procedures are essential for the safety and well-being of all. It is imperative that directives and evacuation procedures be strictly followed at all times. Not doing so can seriously endanger the lives of students, staff, and others in the community.

In the event of an emergency and there is a need to evacuate any part of the school, the bullhorn siren will signal all students and staff to follow the established evacuation plan and leave the building. In the event of a bomb threat, the signal for evacuation will be three (3) long blasts of an air horn. Students must follow the directives of the instructor and other persons in authority. Fire and emergency evacuation drills will be conducted during the year. All staff, students and visitors are required to participate, listen, and follow all directives. *(See appendix K)*

EMERGENCY CODES & PROCEDURES|

CODE RED FIRE: Contain the fire by closing doors; activate fire alarm / evacuation signal, evacuate to designated area, Follow standard fire evacuation procedures. *(See Appendix K)*

CODE ORANGE WEAPON ON CAMPUS/ACTIVE SHOOTER: When an announcement is made, students are to clear the halls immediately. Report to the nearest available room and await further instructions. Close and secure all windows and doors.

CODE YELLOW FIGHTING: All students are to remain in their rooms with their teachers. Normal classroom activity continues until the "all clear" or additional instructions are given.

CODE BLUE MEDICAL EMERGENCY: If a medical condition/emergency develops, notify the instructor and the principal/designee. Explain what the problem is, location of the victim(s), and other critical facts.

CODE PURPLE EARTHQUAKE: If inside, drop to the floor, take cover under the nearest desk or table. Cover your eyes by leaning your face against your arms. Hold on to the table or desk legs and maintain present location or position. Wait for further instructions.

If outside, move quickly away from buildings and overhead power lines. Do not attempt to enter buildings until authorized to do so. Be alert for instructions from the principal or designee.

LOCK DOWN: When the announcement is made, students are to be cleared from the halls immediately. Students will move to the nearest available classroom and wait for further instructions. Cell phones/electronics should be turned off. No one should leave the room for any reason until an “all clear” or further instructions are given by the principal/designee. A lock down may be necessary for reasons that do not reach the imminent danger level of a code **ORANGE**.

“ *miscellaneous* ”

CHILDREN ON CAMPUS|

Currently, ROWSC does not have the sustainability to offer childcare service. Due to the safety issue, it poses, as well as being a distraction and disruption, students cannot bring their children to school. Therefore, please make alternate arrangements. If you are unable to do so, please notify your instructor immediately and ask if there is any make-up work you need to complete while absent.

ELECTRONIC DEVICES| CELL PHONES

Students are not allowed to utilize any electronic devices while in class or during any type of testing unless it has been integrated in the lesson by the instructor. Cell phones are to be either turned off, put on vibrate and placed in a bag or pocket. Please refrain from answering phones during class time unless it is urgent or an absolute emergency.

Students may record classroom lectures only with the permission of the respective instructor.

VISITORS|

All visitors must obtain passes from the security office to be on the campus at any time. Visitors must check-in at the security office where they must identify themselves, state the nature of their business and the name(s) of the person(s) they wish to see, sign the visitor's log and receive a visitor's pass which must be returned prior to their departure.

Visitor's wishing to speak to a student while class is in session, must wait until the monitor contacts the instructor and obtains his/her permission for students to receive the visitor. The administration strongly discourages students from having visitors coming to the campus while class is in session unless it is an emergency. Visits disrupt the class and students miss instructional time.

Persons wishing to have conferences with teachers should do so by appointment. Teachers are not to be interrupted during instructional time unless it is an emergency.



administration & faculty

ADMINISTRATION|

Principal.....	Dr. Mario Francis
Student Success Specialist.....	Barrington Baron
Administrative Officer <i>[DAY]</i>	Kishma Abbott
Registrar.....	VACANT
Accountant.....	Christopher Siegrist
Monitor.....	Syreetta Jennings
Custodian.....	Janice Bedminster

FACULTY|

.....TRANSPORTATION, DISTRIBUTION AND LOGISTICS CAREER CLUSTER

Auto Mechanic and Auto Body Instructor.....	Charles Jones
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.....HUMAN SERVICES CAREER CLUSTER

Cosmetology/Department Coordinator.....	Earlyn Edwards
Barbering & Hair Braiding <i>[DAY]</i>	Annica Charleswell-Thompson
Hair-Braiding <i>[EVENING]</i>	Dejané Cameron
Medical Massage Therapy.....	Latoya Crawford
Nail Technology.....	Pamela Jurgen
Esthetician.....	Eleanor Francis

.....HEALTH SCIENCE CAREER CLUSTER

Certified Medical Assistant (CMA) <i>[DAY]</i> Department Coordinator.....	Nikiha Mercer
Medical Administrative Assistant / Billing & Coding (MAA/B&C).....	Nikiha Mercer
Certified Nursing Assistant (CNA)	VACANT
Phlebotomy.....	Michelle Gordon-Thomas
Certified Medical Assistant (CMA) <i>[EVENING]</i>	Violet Gordon
Patient Care Technician (PCT).....	Stacy Scotland
License Practical Nurse (LPN) Department Coordinator.....	Clarice Comissioning
Emergency Medical Technician (EMT).....	Emmett Petersen

.....ARCHITECTURE & CONSTRUCTION CAREER CLUSTER

Carpentry.....	Cecil Thomas/Anthony Felix
Heating, Ventilation, Air Conditioning/Refrigeration.....	VACANT
Plumbing.....	Harold Gilbert
Electrical Technician Department Coordinator.....	Ambi Blyden

.....HOSPITABLY & TOURISM CAREER CLUSTER

Culinary Arts.....	VACANT
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THE VIRGIN ISLANDS DEPARTMENT OF EDUCATION



RAPHAEL O. WHEATLEY SKILL CENTER Post-Secondary Career & Technical Education Institute

Dr. Mario Francis, Principal
P. O. Box 9337, St. Thomas • U.S. Virgin Islands 00801
Tel: (340) 998-2730 | mario.francis@vide.vi

APPENDIX A UNIFORM REQUIREMENTS

Allied Health and Health Sciences:

- Solid colored navy or sky (light) blue scrub pants. (See sample colors in Administrative office).
- Solid colored navy or sky (light) blue scrub top. (See sample colors in Administrative office).
- Rubber sole, closed toe, non-canvas shoes (white) nursing or solid white sneakers and/or all white crocs.
- *White socks (no colored or designs), and/or white stockings must be worn at all times.*
- White lab coat (optional) – for Clinical Medical and Phlebotomy.
- School ID

Carpentry students:

- Students will wear a brown coverall, or brown work shirt/pants.
- Closed shoes, preferably boots with steel toes.
- **NOTE: Crocs, flip flops or open shoes are not permitted**
- School ID

Computer Applications: Students may wear,

- Casual business attire that meets the requirements described in the dress code section.
- Black pants/skirt with a white shirt/blouse or polo with the school patch.
- **NOTE:** No short skirts, low cut blouses, mid-drifts, Crocs, flip-flops, etc. allowed
- School ID

Cosmetology students:

- Solid colored black or gray scrub pants. (See sample colors in Administrative office).
- Solid colored black or gray top. (See sample colors in Administrative office).
- Rubber sole, closed toe, non-canvas shoes (white) nursing or solid white sneakers and/or all white crocs.
- *White socks (no colored or designs), and/or white stockings must be worn at all times.*
- Black lab coat (optional)
- School ID

Culinary Arts students:

- Black and white checkered pants
- White chef jacket and white shirt with school patch
- White or black apron
- Black shoes with rubber sole, closed toe, and/or all black crocs. Shoes must be water-proof and slip resistant. *Socks must be worn at all times.*

- White chef hat and hair net. Hair must be completely covered with the hair net and worn at all times when in the kitchen along with the hat.
- Meat thermometer
- Black Sharpie permanent marker
- School ID

Emergency Medical Technician:

- Students will wear light gray polo shirts with navy blue pants.
- Rubber sole, closed toe shoes (comfortable boots preferable)
- NOTE: Crocs, flip flops or open shoes are not permitted**
- School ID

Heating, Ventilation, Air Condition/Refrigeration

- Red Polo Shirts
- Khaki or Blue Pants
- Closed shoes, preferably boots with steel toes
- NOTE: Crocs, flip flops or open shoes are not permitted**
- School ID

Practical Nursing:

- Students will wear lavender scrubs.
- Rubber sole, closed toe, non-canvas shoes (white) nursing or solid white sneakers and/or all white crocs.
- *White socks (no colored or designs), and/or white stockings must be worn at all times.*
- NOTE: Flip flops or open shoes are not permitted**
- School ID

Hats, caps, and head wraps (unless they are part of the program's uniform or religious observation) are not to be worn in the classroom. Dark glasses are not to be worn unless they are medically prescribed (verification must be shown).

Additional dress code rules may apply and vary in different courses. Instructors will provide this information in their course syllabi.



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APPENDIX B **STUDENT WITHDRAWAL FORM**

Name: (Print legibly) _____ Date: _____
Student ID: _____ Cell phone #: (including area code) _____
Email Address: _____
Home Address: (City, state & Zip Code) _____
Course withdrawing from: _____ Instructor: _____
Reason for withdrawal: _____

Have you already spoken about this with your Instructor? (Yes) (No)
Have you spoken about this with the Principal? (Yes) (No)
Are you planning on returning to school in the future? (Yes) (No) (Not Sure)
Have all outstanding balances been satisfied? (Yes) (No) (Not Sure)

NOTE: Registration fee is NON-REFUNDABLE.

- During the first week of classes, tuition is 100% refunded.
- During the second week of classes, tuition is 50% refunded.
- After the second week of classes, tuition will be non-refundable.
- Refunds are issued with original copies only of the student's registration receipt

Student's Signature: _____ Date: _____

For Office Use Only: Tuition paid Date: _____ Amount: _____
Tuition Refunded (Yes) Classes started: _____ Student Withdrew: _____
(No) Classes started: _____ Student Withdrew: _____

***Student's tuition was not paid in full. Student owes:**

Verified by: (Print legibly) _____ Title: _____
Signature: _____ Date: _____



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APPENDIX C
ATTENDANCE WARNING FORM

Student's Name:	Date:
Instructor's Name:	Course Name:

Our records indicate that you have exceeded the allowable amount of absences per semester. As a reminder, the attendance policy was reviewed during orientation at the beginning of the semester and is outlined in your student handbook. You acknowledged receipt of this handbook and agreed to all policies and procedures therein.

Your instructor has issued several verbal warnings regarding your attendance. To date, you have been tardy [] times and absent [] days.

This correspondence serves as your final warning. Any subsequent absences will result in being placed on academic or performance probation, which may lead to immediate separation from the program if your time and attendance does not improve.

Please take this matter seriously to avoid further consequences.

Student's signature: _____

Principal's signature: _____



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APPENDIX D **ACADEMIC/PERFORMANCE PROBATION**

Dear _____,

The purpose of this correspondence is to advise you have been placed on "Academic/Performance Probation" based on performance in the _____ course during the current or prior semester in the following areas:

- **Academic:** _____ Failing grades (below 2.0), _____ Cheating, _____ Plagiarism
- **Attendance:** _____ Frequent absences, _____ Unexcused absences, _____ Consistent lateness
- **Behavior:** _____ Fighting, _____ Obscene language, _____ Rude and Disrespectful
- **Other:** _____

The period of academic/performance probation is for one marking period. It begins on _____ and ends _____. During this time, you must show improvement in the above areas. *Failure to do so, will result in immediate dismissal.*

Note that tuition, registration, textbook and any other costs are non-refundable. Depending on the severity of the performance, you may or may not be eligible to return to the ROWSC the following semester. You will have 15 days, after dismissal to request an appeal.

Certification/Agreement

I, _____ have read this letter, met and discussed with the

(Student print name legibly)

Principal and Instructor, the circumstances that have led to me being placed on Academic/Performance Probation. I fully understand and accept what I need to do in order to move into satisfactory academic/performance standing.

Student's signature: _____ Date: _____

Principal's signature: _____ Date: _____

Instructor's signature: _____ Date: _____

Course taught: _____ School Year: _____ Semester: _____



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APPENDIX E

INVOLUNTARY SEPARATION FROM PROGRAM FORM: Exit Conference

Reasons for Exit:

- **Academic:** ____ Failing grades (below 2.0), ____ Cheating, ____ Plagiarism
- **Attendance:** ____ Frequent absences, ____ Unexcused absences, ____ Consistent lateness
- **Behavior:** ____ Fighting, ____ Obscene language, ____ Rude and Disrespectful
- **Other:** _____

Summary of Discussions: During the exit conference, the following points were discussed:

- ¹ The reasons for termination were clearly outlined to the student.
- ² The student had the opportunity to provide their perspective on the situation.
- ³ Any outstanding obligations such as return of institute property, clearance of dues, etc., were discussed and agreed upon.

Actions Taken:

_____ was officially terminated from his/her class due to repeated use of obscene language and repeated breach of the dress code policy.

Acknowledgment:

I, _____, acknowledge that I have received a copy of this exit conference form and understand the reasons for my termination. I confirm that all discussions held during the exit conference were clear and understood by me and that I may re-register for the program in subsequent semester with performance probation for a prescribe period of time. My decision not to sign this document does not impact the final outcome set forth in this document.

Student's signature: _____ Date: _____

Principal's signature: _____ Date: _____

Instructor's signature: _____ Date: _____

Course taught: _____ School Year: _____ Semester: _____



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APPENDIX F

INVOLUNTARY SEPARATION FROM PROGRAM FORM: Appeal Form

Name: _____ Student ID#: _____ Date: _____
Home Address: _____
Mobile Phone#: _____ Email address: _____

In order to be considered for reinstatement as a “Student in Satisfactory Standing” at the Raphael O. Wheatley Skill Center, you must submit a letter of appeal. It can be submitted via United States Postal Service, Email or in person directly to the Principal or Instructor.

Mail to: Academic/Performance Probation Appeals Committee
Raphael O. Wheatley Skill Center
P.O. Box 9337
St. Thomas, USVI 00801

Emailed to: Principal Mario Francis • mario.francis@vide.vi

Upon receipt of your appeal letter, the committee will convene, and has 10 school days to respond. The committee may choose to meet with you in person to ask questions, and give you the opportunity to verbally explain the information provided in your letter. Within 10 days after that meeting you will receive a response via email as to whether or not you have been reinstated and any terms/conditions you must meet and/or maintain.

You must attach this cover page to your letter, write and sign the letter yourself: no one else can prepare your appeal on your behalf. Include any documented evidence that supports your appeal.

To help you write an effective letter, here is a sample letter (found on the internet) explaining how to write the letter, what needs to be included and why, as well as outlining the type of information you may want to include.

In the first paragraph remember to include the course and instructor's name, school year, the semester's begin and end dates for which you are appealing. Note that a successful appeals letter demonstrates an understanding of what went wrong, takes responsibility for performance, outlines a clear plan for future success and conveys points made honestly and sincerely.

SAMPLE APPEALS LETTER

Format: Elements:

The elements found in typical business letters are:

- A. Full mailing address of the sender
- B. Date on which letter is written
- C. Address of person to whom letter is addressed
- D. Subject line
- E. Salutation
- F. Body (the main message)
- G. Complimentary closing
- H. Signature line (be sure to sign your letter)
- I. Enclosures, supporting documents

The model below uses all the elements from the list. The overall layout is a matter of personal choice. The text of the model letter is exceptionally brief. Most appeal and request letters require a page or two.

Dear Committee,

I am writing to request an appeal of the dismissal decision. There were several factors that contributed to my academic progress. Important questions to address:

- ¹ What circumstances/life situations affected your studies (*e.g. family or life hardships, health, disability, etc.*)?
 - ² How did this impact your academic performance (*studying, going to class, test-taking, time management, hours spent on school work, etc*)?
 - ³ What changes did you make this past quarter?
 - ⁴ How did these changes impact your academic performance?
 - ⁵ What grades do you think you need in your courses to get into good academic standing?
 - ⁶ What resources might help?
 - ⁷ What barriers prevent you from being in good standing?
 - ⁸ How can you negotiate these barriers?
 - ⁹ Is this reasonable at this time?
 - ¹⁰ Thank you for taking the time to consider my request. Please contact me by phone or email. Sincerely, Your signature Peter Anteater
 - ¹¹ Signature line (*be sure to sign your letter*)
 - ¹² Enclosures (*use to note any additional documentation you provided*)
- cc: (*List anyone you copied on the letter*)

Content and Tone:

While the appearance of a letter is important, the content and tone will determine whether the letter really does its job. Review any relevant policy and pay particular attention to what the decision maker needs to know to consider an appeal or request. That is the information which should be included in your letter.

Opening Statement:

The first sentence or two should state the purpose of the letter clearly. *For example:*

- *I am writing to appeal my current dismissal status...*
- *I am writing to request a review of a recent decision...*
- *I am writing to appeal my current disciplinary status, and to apologize for my involvement in the floor crawl which led to my being placed on notice. I realize that what seemed harmless fun to me was actually a danger to my health and the health of others. I sincerely regret my actions that night....*

Be Factual:

Include factual detail but avoid dramatizing the situation. *For example:*

- *In late October I was diagnosed with tonsillitis. I was sick for over a week, and missed most of my mid-term exams.*
- *NOT "In late October after feeling really sick for a few days I finally dragged myself to Student Health..."*

Be Specific:

If an appeal or request depends on particular facts which the decision maker will want to verify, therefore be specific. *For example:*

- *I missed a test on January 23, because I flew to San Francisco on October 19 for my grandfather's funeral and returned only on October 24. I enclose the airline receipt and can provide further corroboration if that would be helpful.*
- *NOT "I had to attend a funeral out of town so I missed the test on January 23."*

Documentation:

Include any documentation required by policy or needed to substantiate your claims. If documentation is being sent by a third party, state that with details. *For example:*

- *I have included verification of attendance at LARC workshops (or previously turned in copies of attendance at LARC workshops)...*
- *Dr. A., my father's physician has agreed to write to you about this matter....*

Stick to the Point:

Don't clutter your letter with information or requests that have no essential connection to the main message

Do Not Try to Manipulate the Reader:

Threatening, cajoling, begging, pleading, flattery and making extravagant promises are manipulative and usually ineffective methods. *For example:*

- *If you give me a chance to continue my studies, I promise to work really hard, get rich, and donate a million dollars to the University....*

How to Talk About Feelings

It is tempting to overstate the case when something is important to us. When feelings are a legitimate part of a message, own the feeling, and state it as a fact. *For example:*

- *When I saw my grade, I was very disappointed.*

Be Brief

It is more work to write a good short letter than a long one. Busy decision makers appreciate the extra effort.

Avoid Errors

A letter will make a better impression if it is typed; free of spelling and grammar mistakes; free of slang, and placed in the right sized envelope. BUT it is much more important to meet deadlines and state the purpose clearly than to submit a letter which is completely error-free.

Keep Copies

Until the matter is settled, keep copies of all letters sent or received, as well as relevant documents and forms.



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APPENDIX G APPLICATION FOR GRADUATION

Name of Applicant (Exactly as it should appear on the Certificate and Transcripts/Records)

Last Name: _____ First Name: _____ Middle Name: _____
Email address: _____ Phone#: _____
Student ID Number: _____
Physical Address: _____
City: _____ Zip Code: _____

I WILL COMPLETE MY GRADUATION REQUIREMENTS AT THE END OF:
_____ FALL TERM (DECEMBER 20__) _____ SPRING TERM (MAY 20__)

PROGRAMS OF STUDY:

Certificate:	Instructor:
Certificate:	Instructor:
Expected Graduation Date:	Cumulative GPA: (if known) CEUs:

COMMENCEMENT CEREMONY:

_____ I will participate in the ceremony. _____ I will NOT participate in the ceremony.

CAP and GOWN: (please state height and weight) _____ Height _____ Weight
Cap & Gown/Tassel/Stole/Padded Diploma Sleeve: \$ _____
Stole/Carbon Diploma Sleeve: \$ _____

I understand that this application is subject to the evaluation of the Instructor/ Faculty office and that the final approval of my graduation is subject to the ROWSC rules and guidelines. _____ (initials)

I understand that this application for graduation must be submitted by email or the registrar's office before the deadline indicated in the current academic calendar. _____ (initials)

DUE DATE: Graduates application is due....

LATE FEE: A late fee is assessed if the application is received after....

Student's signature: _____ Date: _____

Instructor's signature: _____ Date: _____



THE VIRGIN ISLANDS DEPARTMENT OF EDUCATION



RAPHAEL O. WHEATLEY SKILL CENTER *Post-Secondary Career & Technical Education Institute*

Dr. Mario Francis, Principal
P. O. Box 9337, St. Thomas • U.S. Virgin Islands 00801
Tel: (340) 998-2730 | mario.francis@vide.vi

APPENDIX H **EVALUATION OF LEARNING EVENT**

(To be completed by Learner)

Course Name & No.: _____

Instructor's Name: _____

Date(s): _____ Location: _____

1. As a learner, I received a syllabus on or before the first time I attended this learning event. ☐ YES ☐ NO

2. The content proposed in the syllabus corresponded to the content described in promotional materials for this learning event.

☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree ☐ No opinion

3. The syllabus clearly specified the learning outcomes that learners were expected to achieve through this learning event.

☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree ☐ No opinion

4. During the learning event, the instructor adequately covered all of the topics proposed in the syllabus.

☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree ☐ No opinion

NOTE: If any topics were not adequately covered (or not covered at all), specify those topics here, and state why you believe they were not adequately covered? (If the instructor provided an explanation, include it here.)

5. The instructor had sufficient knowledge of the topics discussed in class.

☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree ☐ No opinion

6. The instructor demonstrated sufficient skill and competence in delivering the content and managing the classroom experience.

☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree ☐ No opinion

7. The instructor explored and/or enabled learners to explore ways that the content of this learning event would be applicable or useful?

☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree ☐ No opinion

8. I feel that I achieved ____% or more of the learning outcomes proposed in the syllabus.
 ____Strongly agree ____Agree ____Disagree ____Strongly disagree ____No opinion

9. The instructor provided feedback regarding achievement of the desired learning outcomes.
 ____Strongly agree ____Agree ____Disagree ____Strongly disagree ____No opinion

10. Rate the following. For each item below, draw a ring around the number that best represents your opinion of that item, using "1" as the lowest/worst rating and "4" as the highest/best rating.

a. Classroom:

Temperature	1	2	3	4
Lighting	1	2	3	4
Acoustics	1	2	3	4
Cleanliness	1	2	3	4

b. Desks/Seating:

Quality/Functionality	1	2	3	4
Quantity	1	2	3	4
Adequacy of space between seats	1	2	3	4

c. Instructional/learning technologies

Quality/Functionality	1	2	3	4
Quantity	1	2	3	4

d. Adequacy of access

To the building(s)	1	2	3	4
To the specific classroom(s)	1	2	3	4

e. ADA accommodations in the classroom 1 2 3 4

f. Start time for each session 1 2 3 4

g. Total time allocated to each session 1 2 3 4

11. In the interest of improving future learning events, I believe the following topic could be deleted or demoted without reducing the overall quality of the session:

The reason I recommend deleting/demoting that topic is _____

12. In the interest of improving future learning events, I recommend that curriculum designers incorporate the following topics, content, methods, equipment, personnel, etc.:

- _____
- _____
- _____

13. Use the following space to provide any additional feedback about this learning event.



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APPENDIX I

CONSENT TO RELEASE STUDENT'S INFORMATION FORM

This form allows the student to grant third parties, including parents, access to their educational records maintained at the ROWSC. ROWSC follows all Family Educational Rights and Privacy Act (FERPA) regulations regarding the release of student information. A description of a student's rights under FERPA is set forth in more detail in the ROWSC Student Handbook, Website and Catalog.

Student Name: (Print legibly) _____ Date: _____

Home Address: (City, State & Zip Code) _____

Email Address: _____ Phone #: _____
(including area code)

I the undersigned, hereby authorize the Raphael O. Wheatley Skill Center to release the following educational records and/or personal identifiable information by:

Choose all that apply: () Mail, () Email, () Fax, () Phone There will be a cost of: _____

Information to be released:

- | | | |
|------------------------------|--------------------------|----------------------------|
| • Transcript () | • Attendance Records () | • All Records () |
| • Immunization Records () | • Grade Report () | • Disciplinary Records () |
| • Externship Information () | • Other | |

() I request the above records to be released and sent to: (Please include name, title, address, phone number and email address.) _____

This request is in effect from _____ to _____ or () indefinitely.

Student's Signature: _____ Date: _____

NOTE: ROWSC Staff completes the remainder of the application below or on the other side of this page.

FOR OFFICE USE ONLY:**Information/Documents mailed to:**

Indicate name of person, Title and/or Organization/ Agency/ Institute/School/College University

Complete mailing address: _____

Date: _____ Sent via: ()USPS, ()FedEx ()Other _____

Information/Documents faxed to:

_____ Fax #: _____

Date: _____ Fax Confirmation Information: _____

Information discussed with:

Indicate name of person, Title and/or Organization/ Agency/ Institute/School/College University

Phone#: _____ Email Address: _____

Completed and authorized by:

ROWSC Staff Name: _____ Title: _____

Staff's Signature: _____ Date: _____



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APPENDIX J

TRANSCRIPT REQUEST FORM

*Please type or print on the form and sign it. Mail or fax the request to the address above.
Official transcripts are only forwarded to institutions. Students may request an unofficial transcript.*

Name: (Print legibly) _____ SSN#: _____
Date of Birth: _____ Phone #: _____
Mailing Address: _____
City: _____ State: _____ Zip Code: _____
School year enrolled: _____ Last school year attended: _____ Semester: () Spring () Fall
() Forward Transcript () Pick-up Transcript () Process Immediately () Hold for grade Change
Program of Study: _____
Number of copies requested: _____

Forward Transcript to:

Name: _____
Mailing Address: _____
City: _____ State: _____ Zip Code: _____ Phone: _____

PLEASE NOTE THE FOLLOWING REGULATIONS:

1. No transcript is issued to or for a student who is indebted to the Raphael O. Wheatley Skill Center until such has been cleared.
2. Ordinarily transcripts will be issued within one week of the date requested. Allow at least three weeks at the end of the term.
3. Official transcripts are released only at the written request of the student.
4. Photo identification is required prior to the release of the transcript.
5. A signed consent to release personal information form must be on record prior to the release of the transcript to any institution.
6. Cost \$10.00 Paid: _____ Date: _____

Student's signature: _____ Date: _____

Processed by: _____ Processed Date: _____



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APPENDIX K **EVACUATION/FIRE**

There will be three (3) short blasts and one (1) long blast on air horn.
In the event of an emergency evacuation due to a fire on campus, the safety and well-being of all individuals on campus are of utmost importance.

Here are the instructions to be followed:

1. **Main Entrance Usage:** All individuals should utilize the main entrance for evacuation, unless impeded.
2. **Evacuation Route:** Upon exiting the buildings, proceed towards the gate and exit left towards the foot hills and follow the designated path leading to the Celestino White Sr. Senior Center.
3. **Assembly Point:** Assemble in the parking lot of the Celestino White Sr. Senior Center. This location has been designated as the assembly point for the evacuation.
4. **Attendance Check:** Once assembled, attendance will be taken to ensure that everyone is accounted for. It's important for everyone to remain at the assembly point until attendance has been completed.
5. **Assistance:** If anyone requires assistance during the evacuation process, please alert the designated personnel or volunteers for support.
6. **Emergency Services:** Contact emergency services if needed and provide them with relevant information about the evacuation location.
7. **Follow Instructions:** Follow any additional instructions provided by emergency personnel or designated authorities to ensure a safe and orderly evacuation process.
8. **Stay Calm:** Remain calm and assist others as needed during the evacuation. Avoid overcrowding or causing panic.
9. **All Clear:** Do not return to the campus until the "All Clear has been issued by an emergency personnel or designated authorities.

Remember, the safety of all individuals is paramount during emergencies. Please familiarize yourself with these instructions and be prepared to follow them if an evacuation becomes necessary.

ALTERNATE ROUTE

In the event of an emergency evacuation where the main entrance is not accessible, individuals should follow these instructions:

1. **Gate on the Western Side:** If the main entrance is inaccessible, proceed to the gate located on the western side of the campus.
2. **Destination - Dr. Ruth E. Thomas Auditorium:** Upon exiting through the western gate, head towards the Dr. Ruth E. Thomas Auditorium. This location has been designated as an alternative assembly point for emergency evacuations.
3. **Assembly Point:** Assemble promptly in the vicinity of the auditorium once you've reached the designated area.
4. **Attendance Check:** Once assembled, attendance will be taken to ensure that everyone is accounted for. Please cooperate with the individuals conducting the attendance check.
5. **Follow Instructions:** Listen carefully to any further instructions provided by emergency personnel or designated authorities. It's crucial to follow these instructions for everyone's safety.
6. **Assistance:** If you require assistance or encounter anyone needing help during the evacuation, please provide aid or notify designated personnel for assistance.
7. **Emergency Services:** If necessary, contact emergency services and provide them with relevant information about the evacuation location.
8. **Remain Calm:** Stay calm and assist others as needed during the evacuation process. Avoid overcrowding and maintain orderliness.

Two fire drills will be conducted throughout the school year to ensure familiarity with these procedures. This measure aims to enhance the preparedness of students and staff in the event of a fire emergency, promoting safety and efficient evacuation protocols. Conducting regular drills helps reinforce proper procedures, familiarize individuals with escape routes, and ensures everyone knows how to respond swiftly and calmly in case of a real emergency.



UNITED STATES DEPARTMENT OF EDUCATION STUDENT PRIVACY POLICY OFFICE

Issued March 8, 2023 SPPO-23-01

An Eligible Student Guide to the Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act or FERPA (20 U.S.C. §1232g; 34 CFR Part 99) provides certain rights for parents regarding their children's education records. When a student reaches 18 years of age or attends an institution of postsecondary education at any age, the student becomes an "eligible student," and all rights under FERPA transfer from the parent to the student. This guide discusses an eligible student's rights under FERPA. A companion document discussing parents' rights under FERPA is available on our website at <https://studentprivacy.ed.gov/resources/ferpa-general-guidance-parents>.

FERPA is a Federal law that is administered by the Student Privacy Policy Office (SPPO) in the U.S. Department of Education (Department). FERPA protects "education records," which are generally defined as records that are directly related to a student and maintained by an educational agency or institution or by a party acting for the agency or institution. An "educational agency or institution," hereinafter referred to as a "school," generally means a school district, a public elementary or secondary school, or an institution of postsecondary education, such as a college or university. There are also a few exemptions to the definition of "education records," such as law enforcement unit records and sole possession records. More information is available at <https://studentprivacy.ed.gov/faq/what-records-are-exempted-ferpa>.

FERPA applies to all schools that receive funding under any program administered by the Department. Private and faith-based schools at the elementary and secondary levels generally do not receive such funding and are, therefore, generally not subject to FERPA. Private institutions of postsecondary education, however, generally do receive such funding (e.g., student aid under title IV of the Higher Education Act of 1965, as amended) and are, therefore, generally subject to FERPA. In addition, the confidentiality of personally identifiable information (PII) in the education records of students with disabilities is further protected by Part B of the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1417(c) and 34 CFR §§ 300.610-300.626). The IDEA and its implementing regulations contain confidentiality provisions that are similar to, but broader than, FERPA, and cover students with disabilities who have turned 18 but are still eligible under IDEA. Depending on State law, the rights accorded to parents under IDEA Part B may not automatically transfer to the student when the student with a disability reaches 18 years old or attends an institution of postsecondary education at any age. The IDEA-FERPA crosswalk contains additional information comparing IDEA and FERPA and is available at <https://studentprivacy.ed.gov/resources/ferpaidea-crosswalk>.

The rights provided by FERPA to an eligible student include, but are not limited to:

• ***Access to Education Records***

Under FERPA, a school or State Educational Agency (SEA) must provide an eligible student with an opportunity to inspect and review their education records within a reasonable period of time, but not more than 45 calendar days following the receipt of a request. A school or SEA is generally not required to provide an eligible student with copies of education records unless circumstances effectively prevent an eligible student from exercising their right to inspect and review the education records. For example, if an eligible student who does not live within commuting distance of the school requests access to their education records, the school would be required to make other arrangements for the eligible student to inspect and review the requested records, or to provide a copy of the requested records.

FERPA's access provisions apply to education records maintained by educational agencies or institutions, including documents such as academic transcripts. While eligible students have a right to inspect and review their education records, including academic transcripts maintained by their schools, eligible students do not necessarily have a right to obtain a copy of such records under FERPA.

• ***Amendment of Education Records***

Under FERPA, an eligible student has the right to seek amendment or correction of their education records that the eligible student believes to be inaccurate, misleading, or in violation of their rights of privacy. However, while a school is not required to amend an education record in accordance with an eligible student's request, a school is required to consider the request for amendment, to inform the student of its decision, and, if the request is denied, to advise the student of their right to a hearing on the matter. If, as a result of the hearing, a school decides not to amend the education records, then the eligible student has the right to insert a statement in the record commenting on the contested information or stating why they disagree with the decision, or both. That statement must remain with the contested part of the education record for as long as the record is maintained and be included whenever the contested part is disclosed. While an eligible student has the right to seek to amend non-substantive factual errors in the student's education records, the right is not unlimited. A school is not required by FERPA to afford an eligible student the right to seek to change substantive decisions made by school officials, such as substantive decisions made in the context of grades given to a student based on their performance, other evaluations of the student's performance, or disciplinary decisions.

• ***Disclosure of Education Records***

Under FERPA, a school generally may not disclose PII from an eligible student's education records to a third party unless the eligible student has provided prior written consent. Even with the prior written consent of an eligible student, a school is not required by FERPA to disclose PII from education records to third parties. Accordingly, under FERPA, a school may have a policy of not disclosing PII from education records to third parties if the eligible student owes money to the school. There are several exceptions to FERPA's general consent requirement, some of which are described below. Under these exceptions, schools are permitted to disclose PII from education records without consent to a third party, but

they are not required to do so by FERPA.

School Official

FERPA allows “school officials,” including faculty and staff within an institution of postsecondary education, to access PII from education records without consent, provided the school has determined that they have a “legitimate educational interest” in the information. The school’s annual notification of rights under FERPA must specify the criteria for determining which parties are “school officials” and what the school considers to be a “legitimate educational interest.” Typically, a school official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

Also, under the “school official” exception to the consent requirement, FERPA permits a school to disclose PII from education records to contractors (e.g., software/application vendors or lawyers), consultants (e.g., nutritional or information technology consultants), volunteers (e.g., student volunteers or tutors) or other third parties to whom the school has outsourced institutional services or functions, provided that the outside party:

1. *Performs an institutional service or function for which the school would otherwise use employees;*
2. *Is under the direct control of the school with respect to the use and maintenance of education records;*
3. *Is subject to the requirements in FERPA that PII from education records may be used only for the purposes for which the disclosure was made, and which govern the re-disclosure of PII from education records; and*
4. *Meets the criteria specified in the school’s annual notification of FERPA rights for being a school official with a legitimate educational interest in the education records.*

Seeks or Intends to Enroll

Another exception to FERPA’s general consent requirement permits a school to disclose PII from an eligible student’s education records, without consent, to another school in which the student seeks or intends to enroll, or where the student is already enrolled, as long as the purpose of the disclosure is related to the student’s enrollment or transfer. A school that discloses education records under this exception must make a reasonable attempt to notify the eligible student of the disclosure, unless the disclosure is initiated by the student, or the school’s annual notification of rights under FERPA includes a notice that it forwards education records to other schools that have requested the records and in which the student seeks or intends to enroll or is already enrolled, as long as the disclosure is for purposes related to the student’s enrollment or transfer. A school that discloses education records under this exception also must provide the student, upon request, a copy of the records that were disclosed and, upon request, an opportunity for a 4 hearing to amend the records that were disclosed. Under this exception, a school has the discretion to disclose academic, disciplinary, or any other PII from the student’s education records to the new school. Further, an eligible student does not, under FERPA, have the right to prevent a school from disclosing such PII from the student’s education records, or from communicating information about a student more generally, to the school in which the student seeks or intends to enroll.

Directory Information

FERPA also permits a school to disclose PII from an eligible student's education records, without consent, when such information has been appropriately designated as "directory information," and the eligible student has not opted out of the disclosure of such designated information. The FERPA regulations define "directory information" as information in a student's education record that would not generally be considered harmful or an invasion of privacy if disclosed. Directory information may include information such as the student's name, address, telephone number, email address, photograph, date and place of birth, major field of study, grade level, enrollment status (e.g., undergraduate or graduate, full-time or part-time), dates of attendance (i.e., the period of time during which the student attends or attended the school), participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors and awards received, and the most recent school attended. FERPA provides that a school may disclose, without consent, directory information if the school has given public notice to eligible students of the types of PII that it has designated as directory information and the process, including period of time, for eligible students to opt out of certain directory information disclosures. This notice is often included in the annual notification discussed below. For more information regarding directory information, visit <https://studentprivacy.ed.gov/training/b-cs-student-directoryinformation>

Dependent Student

FERPA provides ways in which a school may share, without the consent of an eligible student, education records of the eligible student with their parents. Schools may, but are not required to, disclose any and all PII from education records to parents, without the consent of the eligible student, if the student is a "dependent student," as that term is defined in Section 152 of the Internal Revenue Code. Generally, if either parent has claimed the student as a dependent on the parent's most recent income tax return, a school may disclose the student's education records to either parent, without the eligible student's consent.

This exception to FERPA's general consent rule, where applicable, also permits institutions of postsecondary education to share, without the prior written consent of an eligible student, PII from education records of students who are enrolled in both a high school and the college or university (dually enrolled) with the parents of such dually enrolled students. In this situation, the parents retain the rights over the student's education records maintained by the high school, if the student is under the age of 18 years, but the student retains the rights over the education records maintained by the college or university

Other Exceptions

Provided certain conditions are met that are not included in the summary below, other exceptions to FERPA's general consent requirement that permit the disclosure of PII from education records include, but are not limited to:

- To authorized representatives of, among others, the U.S. Secretary of Education, as well as State and local educational authorities, for audit or evaluation of Federal- or
- State-supported education programs, or for the enforcement of or compliance with
- Federal legal requirements that relate to those programs;

- In connection with financial aid for which the student has applied or received;
- To organizations conducting studies for, or on behalf of, the school for the purposes of administering predictive tests, administering student aid programs, or improving instruction;
- To the victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense concerning the final results of a disciplinary hearing conducted by an institution of postsecondary education against the alleged perpetrator of such crime or offense with respect to the alleged crime or offense;
- To any third party the final results, as described in FERPA regulations, of a disciplinary proceeding conducted by an institution of postsecondary education against a student who is the alleged perpetrator of a crime of violence or non-forcible sex offense if the student is found by the institution to have violated its rules or policies as a result of the disciplinary proceeding, disclosure should not include the name of any other student, including a victim or witness, without the written consent of that other student;
- To comply with a judicial order or a lawfully issued subpoena;
- In connection with a health or safety emergency; and
- To a parent of a student at an institution of postsecondary education regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the institution, governing the use or possession of alcohol or a controlled substance, where the institution determines that the student has committed a disciplinary violation with respect to that use or possession, and the student is under 21 years of age at the time of the disclosure to the parent.

Annual Notification of FERPA Rights

Under FERPA, a school must annually notify eligible students of their rights under FERPA. The annual notification must include information regarding an eligible student's right to inspect and review their education records, the right to seek to amend their records, the right to consent to disclosure of PII from their records (except in certain circumstances), and the right to file a complaint with SPPO regarding an alleged failure by a school to comply with FERPA. The notification must also inform eligible students of the school's criteria for the terms "school official" and "legitimate educational interest" in certain instances. A school is not required to notify eligible students individually, but rather is required to provide the notice by any means that are reasonably likely to inform eligible students of their rights. These means could include publication in a school activities calendar, newsletter, student handbook, or on a school's website.

Complaints of Alleged Violations of FERPA

Eligible students who believe that their FERPA rights may have been violated may file a complaint with SPPO at <https://studentprivacy.ed.gov/file-a-complaint>. SPPO will review the complaint to ensure that the complaint:

- Is filed, in writing, by an eligible student who maintains FERPA rights over the education records that are the subject of the complaint;
- Is submitted to SPPO within 180 days of the date of the alleged violation or of the date that the eligible student knew or reasonably should have known of the alleged violation;

- Contains specific allegations of fact giving reasonable cause to believe that a violation of FERPA has occurred. SPPO will then make a case-by-case determination of the best mechanism for resolving the complaint. Sometimes the action will be an investigation, while for other complaints, consistent with the statute and applicable regulations, we will take other appropriate actions, such as acting as an intermediary or providing resolution assistance. More information regarding our complaint process is available at <https://studentprivacy.ed.gov/file-a-complaint>.

Additional Information

For more information regarding FERPA and other student privacy issues, please visit our website at <https://studentprivacy.ed.gov>

If you have questions about FERPA that are not addressed here, you may also submit a question through our website at <https://studentprivacy.ed.gov/contact> or write to SPPO for additional guidance at the following address:

*Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-8520*

Permission to Video/Film, Photograph, Quote and Publish

By signing below, I hereby grant Raphael O. Wheatley Skill Center and the Virgin Islands Department of Education permission to video/film, photograph, quote, reproduce, display, publish and disseminate worldwide and in perpetuity, in any traditional or electronic media format, my image/likeness.

The above aforementioned may be used, include, but are not limited to our printed publications, for promotional purposes, in press releases, on videos/films, on social media channels, in presentation materials, or on our website. It may also appear in our advertising and in local/national media. The images will not be sold to any third parties and remain the sole property of Raphael O. Wheatley Skill Center and the Virgin Islands Department of Education. They will only be used to increase awareness about the impact of our work. Your personal contact details and information will remain strictly confidential.

If I decide at any point that I no longer agree to the above, I understand I must contact ROWSC administrative staff via email to revoke my permission.

I have read, and fully understand the above and
() I give permission, () I DO NOT give permission.

Print name: _____ Date: _____

Signature: _____

Acknowledgment and Confirmation

I hereby acknowledge and confirm that I have read this handbook in its entirety. I fully understand its contents and agree to abide by all the rules and regulations. If there is anything I do not understand or require clarity, I understand it is my sole responsibility to email ROWSC administrative staff for further information and/or any questions or concerns.

Date: _____ Course: _____ Instructor: _____

Print Name

Signature

Raphael O. Wheatley Skill Center
Post-Secondary Career & Technical Education Institute
P. O. Box 9337 St. Thomas, U.S. Virgin Islands 00801
(340) 998-2730