

Welcome back Mingo County School employees. Please review the information below concerning trainings that must be completed. Information on advisor/advisee and PEPs is included for middle and high school students and teachers. Should you have any issues accessing the trainings, please contact me by e-mail (lasammon@k12.wv.us). I will be happy to help in any way I can.

Lesia Sammons

Jason Foundation - <https://learn.jasonfoundation.com/courses/>

Each employee must have two hours training on Jason Foundation. After completing the online training courses, employees should print their certificates and give to the building principal.

Jamie's Law - On or before September 1, 2015 and each year thereafter, a public middle and high school administrators shall disseminate and provide opportunities to discuss suicide prevention awareness information to all middle and high school students. With school starting after September 1, deadlines for disseminating this information will be extended. All middle and high schools, however, should complete this as soon as possible. In the past, schools have used Logan-Mingo Mental Health and Liberty Counseling.

Body Safety Education & Sexual Abuse Prevention – House Bill 4402 Education of children in grades K-12 -- Beginning July 1, 2019, children in grades K-12 shall receive body age-appropriate safety information at least once per academic school year, with a preference for four times per academic year. All public school employees must complete 4 hours of cumulative training every two years on the education and prevention of the sexual abuse of children. If staff completed the training last year, they will not need to complete again this year. However, if you have new staff in your building, both professional and service, they will need to complete the training modules which can be found at the following web address: <https://wvde.us/leadership-system-support/body-safety-and-sexual-abuse-prevention-toolkit/school-personnel-training/>

Active Shooter – House Bill 2541 passed March 2, 2019 requires Active Shooter training for teachers and students at the beginning of each school year. Mingo County Schools has chosen to use the ALICE model for training. Staff members from all schools have been uploaded into the ALICE system. Employess will receive an email with directions on how to login to the training. Staff members should print their certificates at the conclusion of the training and give to the building principal. The training modules can be found at the following web address: <https://www.alicetraining.com/>

Social & Emotional Advisory System for Student Success (MS) -

Through a Comprehensive School Counseling Program, middle schools will implement a continuous advisory system that provides students with meaningful supportive relationships and maximizes each student's personalized learning experience.

The advisory system will be evidence- and standards-based to systemically address Policy 2520.19 and include the development of each student's Personalized Education Plan (PEP), career portfolio, social emotional learning, and the teaching of other skills that enhance school success, and build competent, engaged citizens.

Standards-based advisories should meet consistently for at least 30 minutes per session.

Social & Emotional Advisory System for Student Success (HS) -

Through a Comprehensive School Counseling System, high schools will implement a continuous advisory system that provides students with meaningful supportive relationships and maximizes each student's personalized learning experience.

The advisory system will be evidence- and standards-based to systemically address Policy 2520.19 and include the development of each student's Personalized Education Plan (PEP), career portfolio, social emotional learning, and the teaching of other skills that enhance school success, and build competent, engaged citizens.

Standards-based advisories should meet consistently for at least 30 minutes per session.

PEPs

The Personalized Education Plan (PEP) guides students' course selections based on individual career aspirations and post-secondary plans. The PEP is developed for each student in consultation with the student's parent and/or guardian, school counselor, and advisor. The PEP is used to guide, personalize, and maximize each student's learning experience. Students continue to develop, update, and revise their PEP yearly using a thoughtful process that includes career investigation and self-discovery activities (e.g., interest, work values inventories) that assist students in identifying a career post-secondary education goal. Each student's individual assessment will be reviewed to ensure academic planning maximizes individual strengths, addresses weaknesses, and aligns with interests.

In grades 6-8, School staff will provide a school-wide, systematic guidance and advisory approach to ensure that PEP planning and career exploration are multi-faceted and individualized, guiding students and their parent and/or guardian to thoughtfully explore individual interests and aptitudes in relation to academic and career planning. Beginning in 6th grade the advisor ensures each student has multiple opportunities to investigate careers in each of the 16 career clusters, explore post-secondary training options related to various careers, and complete a variety of self-discovery inventories.

During the 8th grade year, the first phase of the student's PEP is developed to identify a career cluster program of study, and course selections for grades 9 and 10 utilizing information gained from self-discovery and career investigation occurring in grades 6-8. Each student, in consultation with his or her parent and/or guardian and the school counselor, advisor, and/or Individualized Education Program Team (IEP Team), will have the opportunity to select a state-approved, broad career cluster and a program of the area of interest for future exploration in high school. School counselors and/or student advisors actively engage the parent/guardian and student to discuss and finalize the PEP. Upon agreement to the final PEP, signatures of the student and parent and/or guardian are secured and the advisory and counselor sign to verify their input. The student and parent and/or guardian are provided a copy of the PEP.

During grade 10, the second phase of the PEP is developed. Students identify course selections for grades 11 and 12 and determine post-secondary plans for the first year after high school.

In grades 9-12, students review, update, and revise their PEP in collaboration with the school counselor, teachers, advisors, and parent and/or guardian. Review of the PEP will include academic offerings, career plans, review of various interests, learning styles, career inventories, and academic assessments to guide changes to course selections.

Students may review, update, and revise their PEP at the end of any semester as long as it does not interfere with the completion of graduation requirements based on the availability of on-site and virtual courses, and other alternative means for earning high school credit as per this policy.

If there is a course substitution, a notation must be made on the student's PEP indicating that the process has been followed and that the parent and/or guardian and students have clearly understood the impact of the course substitution. The parent and/or guardian and student each have signed and received a copy of the modified PEP.

The PEP may include co-curricular activities and extracurricular activities.

Ensure that students have the opportunity to complete the FAFSA as part of the senior year PEP review.

For an eligible gifted student, a four-year education plan is developed during grade 8 by an IEP Team. The PEP can replace the four-year education plan. Also refer to Policy 2419.