



WVBE PEP Requirements

WV School Counseling Model

A Personalized Education Plan (PEP) is developed for every 8th through 12th grade student collaboratively, involving the student, parent/guardian, school counselor, teacher advisor, and/ or special education case manager (if applicable). The PEP process addresses many of the WVCCRDSSES that fall under the domains of Academic and Learning Development and Career Development and Life Planning. The PEP identifies the student's career interests and courses needed for graduation and assists with high school and postsecondary goal planning. Although school counselors are not the sole individuals responsible for ensuring a PEP is completed for every student, they are a vital member of the collaborative team and aid in the planning to ensure a process is in place to assist all students with the completion of the PEP. Section 7 of the CSCP provides a space to enter the planned process for assisting students with career exploration and the completion of the PEP.

WVBE Policy 2510

§126-42-5. Middle School Programming. 5.1. Grades 6 through 8 Standards-focused Curriculum.

Social and Emotional Advisory System for Student Success: 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.

§126-42-6. High School Programming. 6.1. Grades 9 through 12 Standards-focused Curriculum and Graduation Requirements.

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.

Each student's PEP will identify a career cluster and either a CTE program of study or course work for the 4 credits that will lead directly to college placement, attainment of an industry-recognized certificate or license, a workforce training program, or job placement (Appendix D).

Appendix D: Personalized Education Plan (PEP) Development and Requirements

Personalized Education Plan Development

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/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.

6th - 8th Grades

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/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.

8th Grade

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 the student's parent/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/guardian are secured and the advisory and counselor sign to verify their input. The student and parent/guardian are provided a copy of and/or digital access to the PEP.

10th Grade

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.

9th - 12th Grades

Students review, update, and revise their PEP in collaboration with the school counselor, teachers, advisors, and parent/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 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/guardian and students have clearly understood the impact of the course substitution. The parent/guardian and student each have signed and received a copy of the modified PEP.

For students with disabilities, the PEP and the transition section of the IEP should align to ensure that the student is working on a consistent set of goals that will facilitate movement from school to post-school activities in accordance with Policy 2419.

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.