

The revised Chapter 4 specifies planning requirements for school entities. A school entity is defined as a local education provider (e.g., public school district, charter school, cyber charter school, AVTS or Intermediate Unit).

These planning requirements are summarized:

- a. Every 3 years, a school entity must submit to the Secretary for approval a professional education plan. The professional education plan must be made available for public inspection and comment for 28 days, and then it can be approved by the board and then submitted to PDE.
- b. Every 6 years, a school entity must submit to the Department for approval an induction plan. The induction plan must be made available for public inspection and comment for 28 days, and then it can be approved by the school entity's governing board and then submitted to PDE.
- c. Every 6 years, a school entity must develop and implement a comprehensive and integrated K-12 program of student services. This student services plan must be made available for public inspection and comment for 28 days, and then it can be approved by the school entity's governing board.
- d. Every 3 years, each school district must develop and submit to the department a special education plan. The special education plan must be made available for public inspection and comment for 28 days, and then it can be approved by the school entity's governing board and then submitted to PDE.
- e. Every 6 years, each school district must develop and implement a gifted education plan. The gifted education plan must be made available for public inspection and comment for 28 days, and then it can be approved by the school entity's governing board.
- f. Every 3 years or when the plan is amended, a school district offering a prekindergarten program must submit an implementation plan. The implementation plan must be made available for public inspection and comment for 28 days, and then it can be approved by the school entity's governing board and then submitted to PDE.

The Comprehensive Planning process and web application can still be used to meet all of the planning requirements outlined in the revised Chapter 4.

The following is a summary of which sections of the Comprehensive Planning web application needs to be completed and by whom for each of the planning areas noted above:

## **Professional Education Plan**

1. WHO:
  - a. School Districts, Charter Schools (including Cyber CS), AVTS/CTC and Intermediate Units
2. WHAT:
  - a. Profile>Planning Committee
  - b. Core Foundations>Professional Education
    - i. Characteristics
    - ii. Strategies Ensuring Fidelity
  - c. Needs Assessment
    - i. Analyze Data – Identification of Accomplishments
    - ii. Analyze Data – Identification of Concerns

- iii. Analyze Systems – Systems Analysis Guiding Questions
  - d. Action Planning
    - i. Identify a Goal
    - ii. Identify a Strategy
    - iii. Identify a minimum of 2 Professional Development (PD) action steps
      - 1. 1 PD action step aligned to topic of improving language and literacy acquisition for all students
      - 2. 1 PD action step aligned to topic of teaching diverse learners in an inclusive setting
  - e. Affirmations
- 3. Must undergo 28 day public review
- 4. Must be board approved
- 5. Must be submitted to PDE

## Teacher Induction Plan

- 6. WHO:
  - a. School Districts, Charter Schools (including Cyber CS), AVTS/CTC and Intermediate Units
- 7. WHAT:
  - a. Profile>Planning Committee
  - b. Core Foundations>Professional Education
    - i. Induction Program
    - ii. Needs of Inductees
    - iii. Mentor Characteristics
    - iv. Induction Program Timeline
    - v. Monitoring and Evaluating Induction
    - vi. Recording Process
  - c. Needs Assessment
    - i. Analyze Data – Identification of Accomplishments
    - ii. Analyze Data – Identification of Concerns
    - iii. Analyze Systems – Systems Analysis Guiding Questions
  - d. Affirmations
- 8. Must undergo 28 day public review
- 9. Must be board approved
- 10. Must be submitted to PDE

## Student Services Plan

- 1. WHO:
  - a. School Districts, Charter Schools (including Cyber CS), AVTS/CTC and Intermediate Units
- 2. WHAT:
  - a. School entities may choose to develop and complete the student services plan in a format of their own choosing OR if the following sections are completed during the Comprehensive Planning process, the requirement of developing a student services plan will be met.
  - b. Assurances
    - i. Safe and Supportive Schools Assurance

- c. Core Foundations>Safe and Supportive Schools
    - i. Assisting Struggling Schools
    - ii. Programs, Strategies and Actions
    - iii. Identifying Gifted Students
    - iv. Developmental Services
    - v. Diagnostic, Intervention and Referral Services
    - vi. Consultation and Coordination Services
    - vii. Communication of Educational Opportunities
    - viii. Communication of Student Health Needs
    - ix. Frequency of Communication
    - x. Collaboration for Interventions
    - xi. Community Coordination
    - xii. Preschool Agency Coordination
  - d. Affirmations
3. Must undergo 28 day public review
  4. Must be board approved

## Special Education Plan

1. WHO:
  - a. School Districts and Intermediate Units
2. WHAT:
  - a. Intermediate Units use the eGrants web application
  - b. School Districts use the Comprehensive Planning web application
  - c. Profile>Planning Committee
  - d. Core Foundations> Special Education
    - i. Special Education Students
    - ii. Identification Method
    - iii. Enrollment (if applicable)
    - iv. Non-Resident Students Oversight
    - v. Incarcerated Students Oversight
    - vi. Least Restrictive Environment
    - vii. Behavior Support Services
    - viii. Intensive Interagency/Ensuring FAPE/Hard to Place Students
    - ix. Strengths and Highlights
  - e. Assurances
    - i. Special Education Assurances
    - ii. Special Education (24 P.S. §1306 and §1306.2) Facilities
    - iii. Least Restrictive Environment Facilities
    - iv. Special Education Program Profile
    - v. Special Education Support Services
    - vi. Special Education Contracted Services
  - f. Action Plan
    - i. Special Education Personnel Development
  - g. Special Education Affirmations
3. Must undergo 28 day public review
4. Must be board approved

5. Must be submitted to PDE

## **Gifted Plan**

1. WHO:
  - a. School Districts
2. WHAT:
  - a. School districts may choose to develop and complete the gifted plan in a format of their own choosing OR if the following sections are completed during the Comprehensive Planning process, the requirement of developing a gifted plan will be met.
  - b. Core Foundations>Safe and Supportive Schools
    - i. Identifying Gifted Students
  - c. Action Plan
    - i. Identify Strategies and/or Action Steps that detail the gifted programs offered.
3. Must undergo 28 day public review
4. Must be board approved

## **Prekindergarten Program Implementation Plan**

1. WHO:
  - a. School Districts planning to offer prekindergarten programs
2. WHAT:
  - a. Core Foundations>Safe and Supportive Schools
    - i. Community Coordination
    - ii. Preschool Agency Coordination
3. Must undergo 28 day public review
4. Must be board approved
5. Must be submitted to PDE

## **Technology Plan**

1. WHO:
  - a. School Districts, Charter Schools including Cyber CS), AVTS/CTC and Intermediate Units applying or intending to apply for Priority 2 E-Rate funds
2. WHAT:
  - a. Core Foundations>Materials and Resources
    - i. E-rate application intent (all entities must complete this y/n question)
    - ii. Current Technology Services
    - iii. Future Technology Services
  - b. Action Plan
    - i. Identify a Goal
    - ii. Identify a Strategy (related to technology)
    - iii. Identify Action Steps (related to technology)
      1. At least 1 action step must be a technology related Professional Development action step
3. Must be submitted to PDE