Education/Curriculum/Instruction Meeting

Tuesday, October 13, 2026 5:30 PM
This meeting will be held in a virtual format.

1.	**Opening**	
1.A.	Call to Order	**Speaker(s):** Mr. Timothy MacBain
1.B.	Pledge of Allegiance	**Speaker(s):** Mr. Timothy MacBain
2.	**Minutes**	
2.A.	Approval of Minutes	**Speaker(s):** Mr. Timothy MacBain
3.	**Items Recommended for Worksession/Action Meeting**	**Speaker(s):** Mr. Timothy MacBain
3.A.	Student Travel	**Speaker(s):** Dr. D'Ana Waters
4.	**Informational Items**	
4.A.	Neurodiversity Affirming Practices - DICP Grant Work	**Speaker(s):** Dr. Melissa and Dr. Allison Kuchler
4.B.	Community-Based Instruction	**Speaker(s):** Dr. Melissa Bolden, Ms. Nicholle Dorsch, and Ms. Jamie Rivera
4.C.	Student Representative Update	
5.	**Other Business**	**Speaker(s):** Mr. Timothy MacBain
6.	**Public Comments**	**Speaker(s):** Mr. Timothy MacBain
6.A.	Guidelines for Addressing the Committee	**Speaker(s):** Mr. Timothy MacBain
7.	**Summary of Items Recommended for Board Worksession and/or Action Meeting.**	**Speaker(s):** Mr. Timothy MacBain
8.	**Next Meeting Date**	**Speaker(s):** Mr. Timothy MacBain
9.	**Adjournment**	

Special Education Update: Inclusive Practices

October 2026 ECI Committee

NPSD Mission

The North Penn School District is an effective, innovative, student-centered community of teaching and learning where every student is empowered to:

- Become an independent, adaptable, life-long learner who uses knowledge to create new understandings;
- Exhibit creative, collaborative, and critical thinking;
- Achieve at one's highest potential;
- Live as a positive, responsible, and contributing citizen of the global society; and
- Develop a respect for diversity and appreciation of human differences.

NPSD Vision

The North Penn School District seeks to develop students who embody its universal values of achievement, kindness, collaboration, respect, responsibility, resilience, and integrity. Through an education that develops students both academically and emotionally, equitable opportunities, and a respect for human differences, members of the North Penn community will contribute to their local and global communities.

PA's Disability Inclusive Curriculum Pilot (DICP) Grant

Awarded spring 2023 for the 23-24, 24-25, and 25-26 school years

$10,000 per year

3 target elementary schools

Research led by Villanova University

Focus on:

- Increasing representation of individuals with disabilities in the school community
- Increasing representation of individuals with disabilities in the curriculum



Celebrating Completion of the DICP Grant

01

Adding inclusive books to libraries

Ensuring representation in building

Admin book study

02

K-6 Inclusive book guides

PD on Disability History and Neurodiversity Affirming Practices

03

PDE Conference Presentation

Information guide for disability awareness and acceptance within CPE&I work


PaTTAN
Allison
Kushner
Casey
Miller

Expanding the Grant Work

CPE&I Goal 5: Systems and Structures

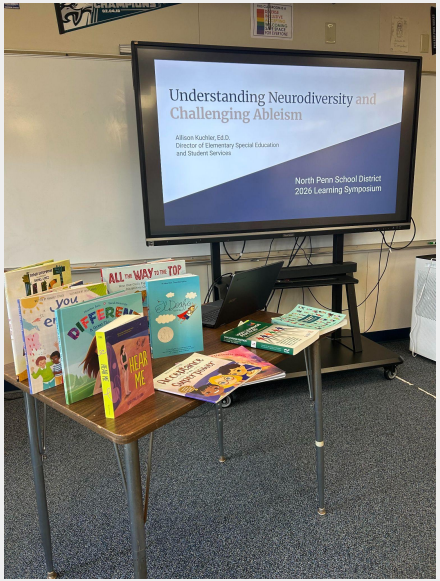
25-26: guides for using Second Step and School Connect to teach inclusive practices to students

Ongoing Professional Development

2026 Summer Learning Symposium: Understanding Neurodiversity and Challenging Ableism

Program Specialists for Special Education and Inclusive Practices

Multi-year building goals



Elementary Building Goals for Inclusive Practices

Increase meaningful engagement in Morning Meeting

Increase meaningful engagement in specials

Develop staff's understanding of inclusive practices and neurodiversity

Create resources for class-wide executive functioning skill development

Equip staff with more tools to support student's emotion regulation

Develop UDL principles to make lessons more accessible to diverse learners

Strengthen push-in and small group instructional strategies

Increase content area accessibility in social studies

Special Education Core Values

Presume Competence
Recognize each student's strengths and assets, not just their differences.

Collaboration with Families
Partner with parents and families to support a shared and thoughtful experience for all students.

High Expectations for All
Students will access a rigorous curriculum with specially designed instruction accessible for student success.

Individualized Learning Path
Each student's learning path will be individualized with services and varied supports available across all settings as discussed with their individual team.

Celebrate Diversity and Belonging
Advocating for and educating all on disability as diversity, part of the human condition, and the fundamental human right of belonging as valued members of the global community.

North Penn School District

Gwynedd Mercy University
Summer Experience

A collegiate Community-Based Instruction (CBI) model fostering independence, college readiness, and life skills for secondary students.

Secondary Special Education Department Goal

Strengthen and expand the secondary special education continuum by systematically embedding inclusive, neurodiversity-affirming practices, evidence-based instructional frameworks, and compliant transition elements required by Indicator 13 across secondary schools

Bridging the Transition to Adulthood

A university partnership designed specifically for students ages 18–22 with low incidence disabilities to explore post-secondary pathways.



Authentic Campus Immersion

Navigating university spaces outside traditional school walls.

Autonomy in Daily Living

Practicing key ADLs and IADLs in realistic collegiate settings.

Evidence-Based Outcomes

OT-evaluated progress measuring readiness for college life.

ENSURE BELONGING - ENGAGE COMMUNITY - EXCEED EXPECTATIONS - ELEVATE LEARNING -

What is Indicator 13

Indicator 13 is a federal compliance mandate that monitors the quality and accountability of secondary transition planning for students with disabilities (mandated in Pennsylvania beginning at age 14). It requires that each student's Individualized Education Program (IEP) includes measurable postsecondary goals for education, employment, and independent living derived from age-appropriate transition assessments.

North Penn School District continues to provide coordinated transition services, relevant courses of study, and formal partnerships with community and post-secondary agencies to ensure students successfully bridge the transition from school to adult life.

Alignment with Indicator 13

Age-Appropriate Transition Assessment:

- Employs the **Campus Life Skills Assessment** created by licensed Occupational Therapists specializing in Inclusive Post-Secondary Education.
- Evaluates genuine performance across Activities of Daily Living (ADLs) and Instrumental Activities of Daily Living (IADLs) in authentic settings rather than hypothetical classroom surveys.
- Yields the individualized **Griffin Ready Profile** detailing readiness baselines.

Measurable Postsecondary Goals:

- Targets postsecondary training, education, and independent living.
- Provides applied practice in meal planning, budgeting, dorm maintenance, and time management.
- Fosters self-advocacy and digital independence (campus Wi-Fi, GroupMe, external email communication).

Alignment with Indicator 13

Coordinated Transition Services / Course of Study:

- Direct instructional continuity based on Gwynedd Mercy University undergraduate **First-Year Experience** coursework.
- Staffed with peer mentoring and small-group support via GMU's **Teacher Apprentice Program (TAP)** students.
- Features the culminating **residential overnight experience** on July 29–30.

Interagency & Higher Education Linkages:

- Backed by an official **Memorandum of Understanding (MOU)** with Gwynedd Mercy University's Integrated Studies program.
- Introduces students directly to collegiate support infrastructure (Admissions, Office of Accessibility Resources, Residence Life, and Campus Dining).
- Feeds objective evaluation data directly into future IEP transition team meetings.

Objective Readiness Assessments

Life Skills Assessment

Designed by licensed Occupational Therapists specializing in Inclusive Higher Education.

Griffin Ready Profile

Individualized post-program summary outlining collegiate strengths and ongoing needs.

IEP Goal Alignment

Actionable metrics directly informing post-secondary transition planning.

GMERCYU
Gwynedd Mercy University



Structured Programming

WEEK 1 • JULY 1

Orientation

Campus IT onboarding and baseline orientation at HIC.

WEEK 2 • JULY 8

Dorm Access

Independent living routines in residence halls.

WEEK 3 • JULY 15

Griffin Ready

Community dining hall integration and social lunch.

WEEK 4 • JULY 22

Meal Planning

Budgeting, dorm cooking, and overnight prep.

WEEK 5 • JULY 29–30

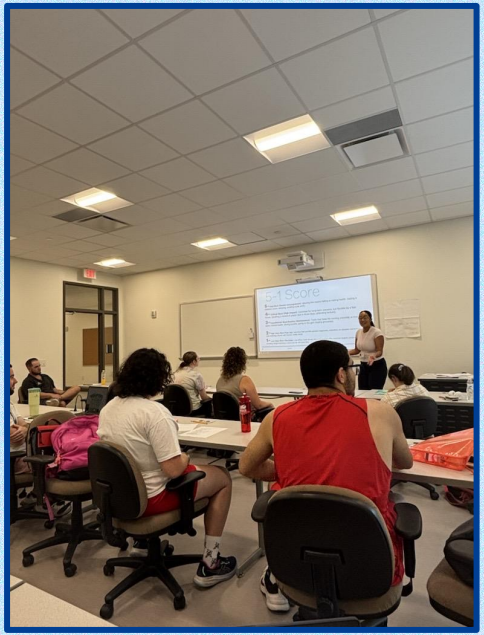
Overnight Stay

Culminating overnight residential experience.

GMERCYU
Gwynedd Mercy University



First-Year Experience Integration



Undergraduate Rigor

Adapted directly from GMercyU undergraduate coursework.

Executive Functioning

Managing independent college schedules and daily task sequences.

Digital Independence

Campus Wi-Fi connectivity, external emails, and mobile messaging.

College Department Exposure

Seminars with Admissions, Accessibility, and Residence Life.

Collegiate Routine

8:05 AM – 8:30 AM

Arrival & Meeting

Depart from ESY and daily briefing at HIC Building 14.

8:30 AM – 10:30 AM

Academics & Life Skills

Undergraduate First-Year curriculum and dorm-based living skills.

10:30 AM – 12:00 PM

Recreation & Dining

Campus lawn activities, peer socialization, and dining hall meals.

12:00 PM – 12:45 PM

Speakers & Dismissal

University department guest speakers visit before returning to ESY building.

GMERCYU

Gwynedd Mercy University



Overnight Dorm Experience









A culminating one-night stay on July 29-30 giving students practical exposure to residential college life.

Cooperative Meal Preparation
Budgeting ingredients and cooking group dinners in dorm kitchens.

Roommate Dynamics
Living cooperatively with peers and managing personal space.

Tiered Participation
Flexible options for full overnight, evening-only, or day program.

Activities of Daily Living
Leisure activities in common areas and practicing laundry skills

Multi-Tiered Support Model

North Penn Staff

Direct on-site leadership by Special Education Supervisors and trained district paraprofessional.

Primary safety & behavioral supervision

GMU Integrative Studies

University director and faculty delivering specialized transition curriculum.

Curricular & campus coordination

Teacher Apprentices (TAP)

GMercyU education majors provided 1:1 and small-group instructional support.

Supplemental peer mentoring





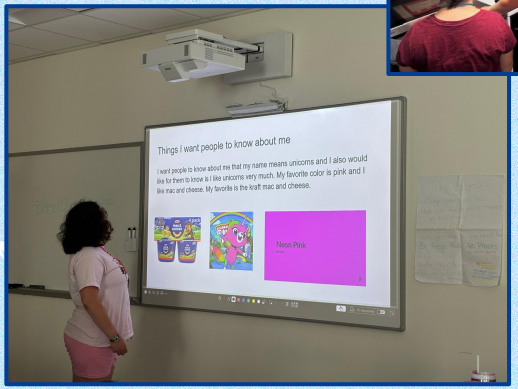
ENSURE BELONGING - ENGAGE COMMUNITY - EXCEED EXPECTATIONS - ELEVATE LEARNING

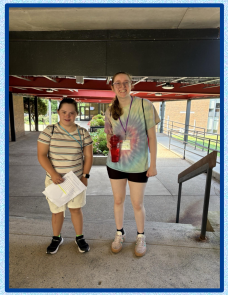
Aligning with North Penn's Core Mission











Ensure Belonging: Dignified access to authentic higher education spaces.

Elevate Learning: Rigorous executive functioning and collegiate coursework.

Engage Community: Strengthening higher education partnerships.

Exceed Expectations: Empowering students to achieve independent living milestones.


ENGAGE COMMUNITY
EXCEED EXPECTATIONS
ELEVATE LEARNING
ENSURE BELONGING
NP


thank you