

Pennsylvania's Disability Inclusive Curriculum Pilot Program Application

The Pennsylvania Department of Education is requesting applications from public school entities and nonpublic schools interested in developing or expanding focused efforts and experiences to engage in the pilot program. Applications must be submitted by 3:00 PM on Monday, May 15, 2023. Schools can implement the new curriculum beginning in the 2023-24 school year.

Interested in learning more? Register for the live overview webinar: <https://zoom.us/meeting/register/tJluc-Guqz0qGdAPTzrBf9xTIOXaOL4qF30X>

After registering, you will receive a confirmation email containing information about joining the meeting scheduled for Friday, April 21st from 12:00 PM – 1:00 PM. The session will be recorded and made available on PaTTAN's Inclusive Practices webpage: <https://www.pattan.net/Supports/Inclusive-Practices>

For more information, contact PaTTAN educational consultants [Nichole Kopco](#) or [Susan Fariss](#).

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Applicant Information

Name of School Entity or Non-Public School Entity *

Street Address *

Address Line 2

City *

Zip Code *

Type of Applicant *

The School Entity or Non-Public Entity is situated in a/an *

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Grant Coordinator Information

Name of Grant Coordinator: *

Note: The grant coordinator serves as the primary contact and ensures implementation of grant activities.

Position/Title: *

Work Email Address: *

Work Address: *

Work Phone: *

Grant Priorities (Educational Environmental Scan): Instructional, Environmental, Student Body Representation, and Communication Pathways

Grant priorities to address the perspective that disability is a natural part of the human condition including political, economic, and social contributions of individuals with disabilities include the following:

- Instruction Resources and Design: Curriculum enhancements to include people with disabilities in society
- Environmental Messaging; Direct and Indirect: Culture and climate of the building is inclusive to people with disabilities (e.g., posters/signage, curriculum areas, accessibility)
- Student Body Representation; Formal and Informal: Inclusion of students with disabilities in all aspects of education (e.g., academics, sports, social activities)
- Communication Pathways; Formal and Informal: Communications use inclusive language and promotes/enhances differences

Upon review of the components of the Educational Environmental Scan, what areas will be priorities for the school entity or non-public school entity to address and why? [EES Preview Link](#) *

Do you currently implement any formal or informal practices to foster the perspective that disability is a natural part of the human condition? Please explain. *

Provide a rationale for your school entity or non-public school entity to be involved in this pilot program. *

Do you currently have a budget for Equity, Inclusion and Belonging or do you currently commit funds to promote inclusivity for persons with disabilities? Please describe. *

How will you sustain these practices once the pilot has ended? *

Core Team Members

The recommended school entity and non-public school entity team includes the following roles,

- *Building Level Administrator(s) – site contact/lead
- *Building Level Communication Lead (Can be the Building Level Administrator)
- Building or District Extra-Curricular Point of Contact (e.g.: Coach, Athletic Director, Club Director, Music Director, etc.)
- *District Level Curriculum Representative
- *General Educator(s)
- Special Educator(s)
- *Student with a disability and/or Parent of a student with a disability

*Team members with an asterisk are required.

The Commonwealth of Pennsylvania is responding to the call for action to ensure equity, inclusion, and belonging across all communities. In Pennsylvania, equity means every student has access to the educational resources and rigor they need at the right moment in their education across race, gender, ethnicity, language, disability, religion, sexual orientation, gender identity, family background, and/or family income. To foster inclusive communities, in July 2022, [Article XVII-D](#) was added to the Public School Code to establish the Disability Inclusive Curriculum Pilot Program to provide instruction to K-12 students on the political, economic, and social contributions of individuals with disabilities beginning with the 2023-24 school year. By teaching our children about influential individuals with disabilities, such as Harriet Tubman, Franklin Delano Roosevelt, Stephen Hawking, and Michael J. Fox, we can demonstrate the profound, positive impact that individuals with disabilities have on our society and create a more tolerant and inclusive world.

The Pennsylvania Department of Education (PDE), Bureau of Special Education is requesting applications from public school entities and non-public schools interested in developing or expanding focused efforts and experiences to engage in a disability inclusive curriculum pilot program.

Applications must be submitted by 3:00 PM on Monday, May 15, 2023.

For the purposes of this grant, public school entities include school districts, charter schools, regional charter schools, cyber charter schools, intermediate units, and area career and technical schools. A nonpublic school is defined as a school, other than a public school entity, wherein a resident of Pennsylvania may legally fulfill the state compulsory school attendance requirements and which meets the requirements of Title VI of the Civil Rights Act of 1964.

Purpose Statement

Pennsylvania's Disability Inclusive Curriculum Pilot Program is intended to promote topics and subject matter for instruction to all students. This effort will promote the perspective that disability is a natural part of the human condition and emphasize the political, economic, and social contributions of individuals with disabilities.

There is an active movement to ensure all students representing all diversities are represented in curriculum resources, instructional lessons, student body, environmental messaging, and communication practices. These efforts need to ensure all students with disabilities are equally represented in the curriculum as well as cultural design of the school system, environment, extra-curricular opportunities, and student body activities.

A disability inclusive curriculum should recognize that people with disabilities are equal citizens of our world. To effect this change, people with disabilities must be represented across all curricula as regularly as all people are depicted.

Their accomplishments and societal impact should be included in the resources used to reflect significant influence on history and our future. These critical leaders' have had a great impact on society as a whole and it is necessary to reflect those accomplishments to ensure people with disabilities are represented within their community and their achievements are celebrated. Inclusive education embodies the culture and practice of equity and a sense of belonging through ensuring all students are represented, have an established sense of equality, and feel that they belong within the school setting.

The intent of the grant is to have an impact on the overall culture and environment of the school building by:

- Reducing the stigma of disability;
- Including disability as a part of their school-wide strategic plan; and
- Teaching what is meant by social justice and citizenship to all students regarding disability.

Team Commitments

Grantees will be expected to participate in the following activities during the pilot program:

- Conduct and review an Educational Environmental Scan as part of the application process to determine potential priority areas;
- Participate in a facilitated a pre- and post-Educational Environmental Scan to measure progress toward outcomes throughout the pilot;

- Develop a three-year plan to enhance the four components of practice (Communication, Environment, Instruction, Student Body Representation) evidenced through the Educational Environmental Scan;
- Allocate time to complete pilot program activities based on priorities;
- Have individuals with disabilities or a disability-led organization for the school entity offer at least one training per year on the disability curriculum;
- Use curricular resources to develop a scope and sequence to infuse lessons into all instructional areas; and
- Collect and submit research data to inform an external assessment of the pilot program, as required by [Article XVII-D](#).

Funding

Funding will be granted to successful applicants for a three-year period from the date of the award through June 30, 2026.

A maximum of \$10,000 per year is available to each school entity or non-public school entity.

- Year 1: Date of award to June 30, 2024
- Year 2: July 1, 2024 to June 30, 2025
- Year 3: July 1, 2025 to June 30, 2026

Applications must be submitted by 3:00 PM on Monday, May 15, 2023.

Note: Using the Google Chrome browser will allow for easiest navigation. Applicants have the ability to save and return to the application as needed. The online application platform will also enable applicants to provide electronic signatures.

Please email Nichole Kopco at nkopco@pattan.net or Susan Fariss at sfariss@pattanpgh.net if you experience any technical issues with the application.

Click "Next" to begin the application.

	Name	Position	Email Address
Lead Administrator	<input type="text"/>	<input type="text"/>	<input type="text"/>
Communication Lead	<input type="text"/>	<input type="text"/>	<input type="text"/>
Curriculum Representative	<input type="text"/>	<input type="text"/>	<input type="text"/>
General Educator	<input type="text"/>	<input type="text"/>	<input type="text"/>
Student with a disability	<input type="text"/>	<input type="text"/>	<input type="text"/>
Other team member	<input type="text"/>	<input type="text"/>	<input type="text"/>
Other team member	<input type="text"/>	<input type="text"/>	<input type="text"/>
Other team member	<input type="text"/>	<input type="text"/>	<input type="text"/>

Budget

The funding available to each successful grant applicant is as follows:

- A maximum of \$10,000 per year is available to each school entity or non-public school entity.
 - Year 1: Date of award to June 30, 2024
 - Year 2: July 1, 2024 to June 30, 2025
 - Year 3: July 1, 2025 to June 30, 2026

The following terms will apply:

- Equipment costs, clothing, gift cards, food and entertainment are not allowable expenses.
- General supplies must be purchased prior to May 31st each grant year (2024, 2025, and 2026).

Describe how the funds will be utilized for Year 1 activities. *

Describe how the funds will be utilized for Year 2 activities. *

Describe how the funds will be utilized for Year 3 activities. *

Additional Grant Requirements: Assurance Statements and Administrative Signature

BY CHECKING AND SIGNING THE ASSURANCE STATEMENTS (see below), THE GRANT RECIPIENTS AGREE TO ADDRESS ALL COMPONENTS OF THE DISABILITY INCLUSIVE CURRICULUM PILOT GRANT.

Assurance Statements

The District Superintendent, Charter School Executive Director, Approved Private School Executive Director, or Non-Public School Administrator is required to *check each statement and sign below* providing assurances of conformance with the specific provisions listed below.

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- All activities and expenditures of funds conducted in association with the grant are in direct compliance with the provisions of the funding authorities.
- All required financial and program data is reported/shared in a timely manner on a schedule established by the grantor.
- All program staff will participate in all required PaTTAN/PDE training and technical assistance activities.
- Collaboration with appropriate partners to strengthen and extend impact will be a priority of the grant project.
- All aspects of Pennsylvania's Disability Inclusive Curriculum Pilot Grant - including records, communication, space for delivery of service, etc. will comply with regulations regarding student privacy and confidentiality.

Signature: *

[clear](#)

Name: *

Title/Position: *

Date: *

