



Agenda of Curriculum Committee Meeting

The Board of Trustees Pennridge School District

A Curriculum Committee Meeting of the Board of Trustees of Pennridge School District will be held Wednesday, August 19, 2026, beginning at 6:30 PM Pennridge School District Board Room, 1200 North 5th St, Perkasie, PA 18944.

1. Public Comment on Agenda Items

1.A. Public Comment According to Policy #903

Description: According to Policy #903, public comment on matters of concern, official action or deliberation is limited to three minutes should be directed to the entire School Board following the announcement of your name and municipality. Under this policy, the presiding officer has the authority to warn or stop a public commenter when violation of this policy occurs.

2. Curriculum Review

2.A. Curriculum Review

Speaker(s): Dr. Jennifer Bloom, Mrs. Kelsey Alexander, Mrs. Karen Feher, & Dr. Tara Collice

3. Public Comment

4. Next Meeting

4.A. The next Curriculum Committee Meeting is scheduled for Wednesday, September 9, 2026.



Curriculum Committee Meeting

Pennridge School District

August 19, 2026

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Dr. Jennifer Bloom
Director of Teaching and Learning

Agenda

- Positive Behavior Interventions and Support (PBIS) Brain-Based Learning (***No Actionable Item***)
- Pennridge Cyber Academy Update (***No Actionable Item***)
- Science: Bucks County IU Chief Science Officer Program (***Actionable Item***)
- Get Ready, Soar! (***Actionable Item***)
 - Approval for Vista Higher Learning's Get Ready Soar (Grades 1–6), a comprehensive English language development program designed specifically for newcomer English Learners.
- North Middle School: Targeted School Improvement (TSI) Plan (***Actionable Item***)



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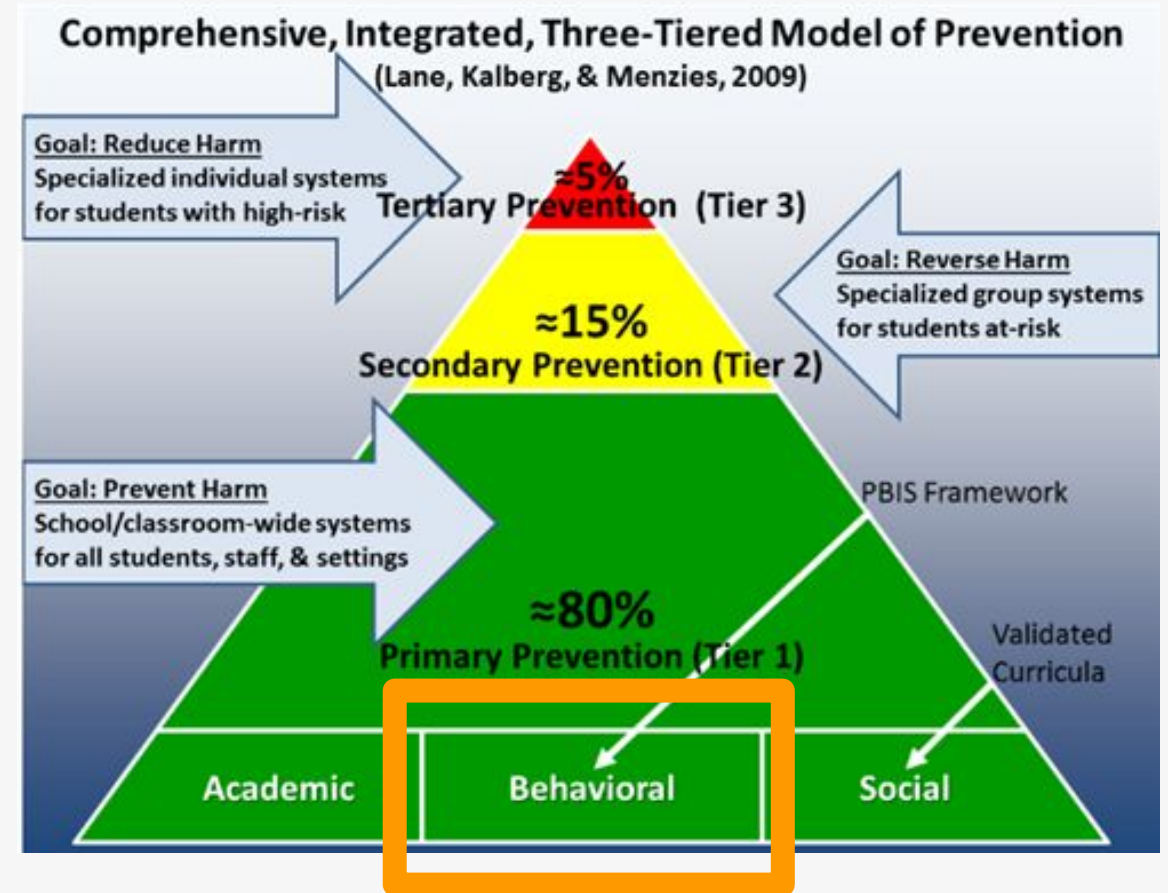
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MTSS: Behavior - Elementary

- MTSS: Behavior
- PBIS
- SWIS



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Brain Based Approach to Regulation (Tier 1): The Why

- **Purpose**: Increase in student's ability to self-regulate and understand what is happening to the body, which will in turn balance classroom behaviors, increase instructional time, and students' ability to be available to learning.
- **Need**: Through behavioral data, we have seen an increase in behaviors associated with dysregulation. The needs of our students have changed over time. It is imperative that students and staff understand what is happening in the body and normalize the need for a safe space to regulate. Building PBIS teams and the MTSS Framework determined the need for a Tier 1 support for all students.
- **Cost**: \$2,400 (already budgeted, no new money at this time)
 - Amygdala Reset Stations and materials



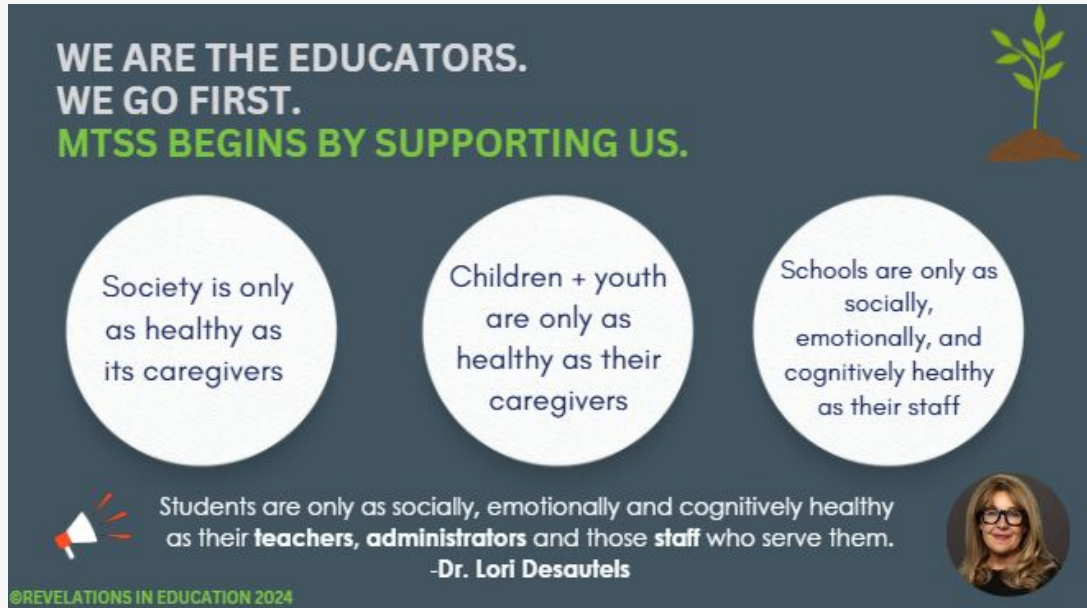
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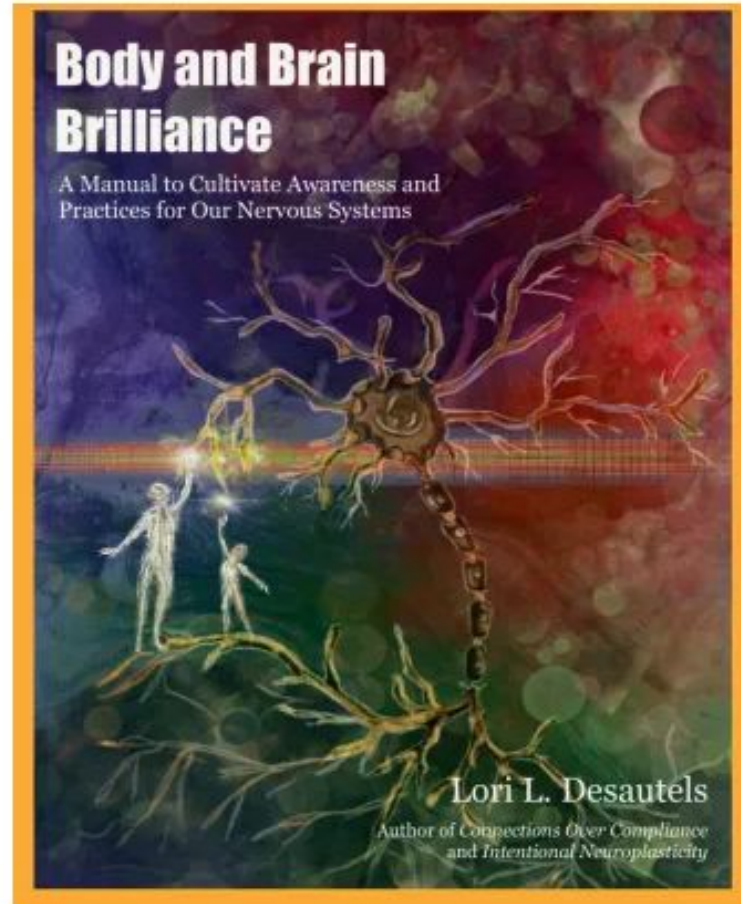
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Applied Educational Neuroscience© Framework



- The Applied Educational Neuroscience© (AEN) framework was developed by Dr. Lori Desautels at Butler University. The AEN© framework is trauma-responsive and incorporates current relational and brain science.
- The AEN© framework is innovative in many ways, but especially in the way that it incorporates nervous system regulation of both teachers and students. Emotions are **contagious**, so if we want our children to feel regulated and safe, we must first focus on supporting their teachers and staff.

AEN Framework



“Maybe this manual is a roadmap for piecing together not only insight, but also perhaps the unbreakable wisdom that can only arise through coming undone.”

-Dr. Lori Desautels



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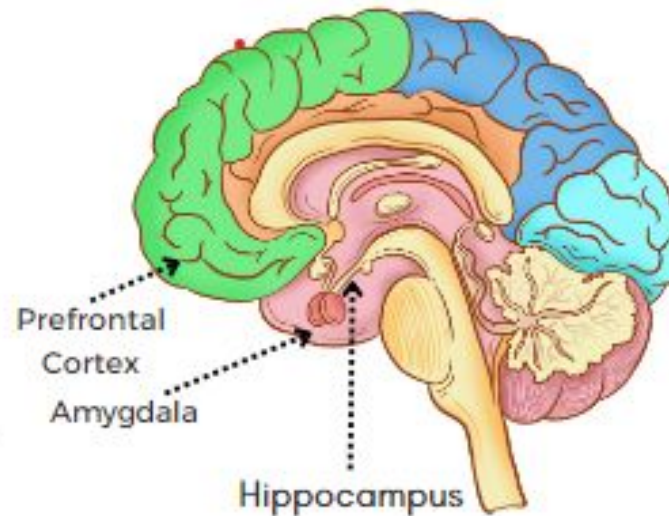
Brain-Based Lessons

The different parts of the brain

Our brain is like a busy team,
and each part has its special
job.

Some parts help us think, while
others help us move, or feel
happy or sad.

We also have parts that make
sure we keep breathing and our
heart keeps beating!



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Amygdala Reset Stations

What is it?

- Tier 1 behavioral instructional focus
- **Brain-based approach to regulation**
- Complements the refinement of School-Wide Positive Behavioral Supports (PBIS) across the 7 elementary schools

- Helps individuals transition from a stress response (amygdala-driven) to a regulated, learning-ready state
- Achieved through the integration of relational and sensory strategies designed to support emotional and physiological regulation

- Rooted in the Applied Educational Neuroscience © (AEN) framework
- Trauma-responsive and informed by current research in relational and brain science

Why is it important?

- Strengthens Tier 1
- Proactively builds self-regulation skills for all students
- Supports consistency across classrooms and schools
- Ensures all students have access to strategies that foster emotional safety and engagement

- Reduces the need for intensive interventions over time
- For elementary students, developing regulation skills early is critical
- Lays the foundation for academic learning, positive peer interactions, and long-term behavioral success

- Embeds these supports into daily practice
- Create environments where students are better equipped to manage stress, remain engaged, and thrive



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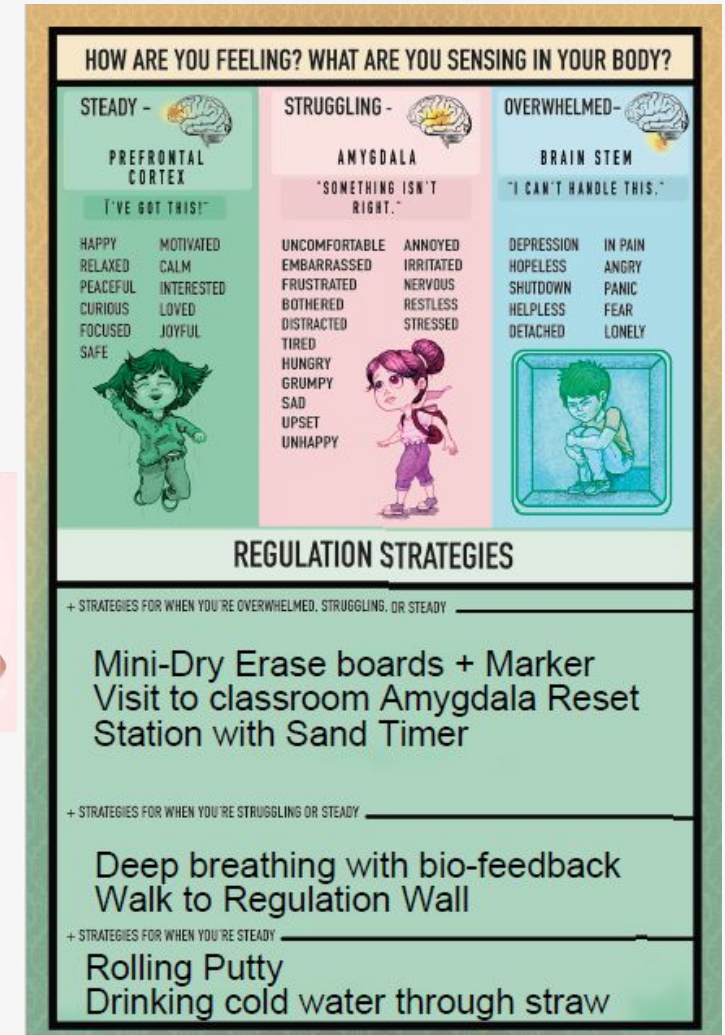
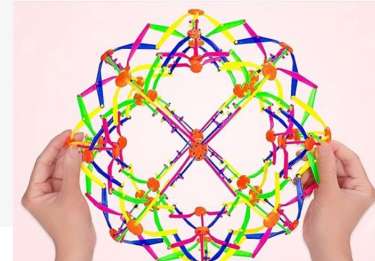
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Amygdala Reset Stations Cont.

- Elementary Schools will be equipped with 1 station per school (to start), with mini stations in classrooms as applicable.



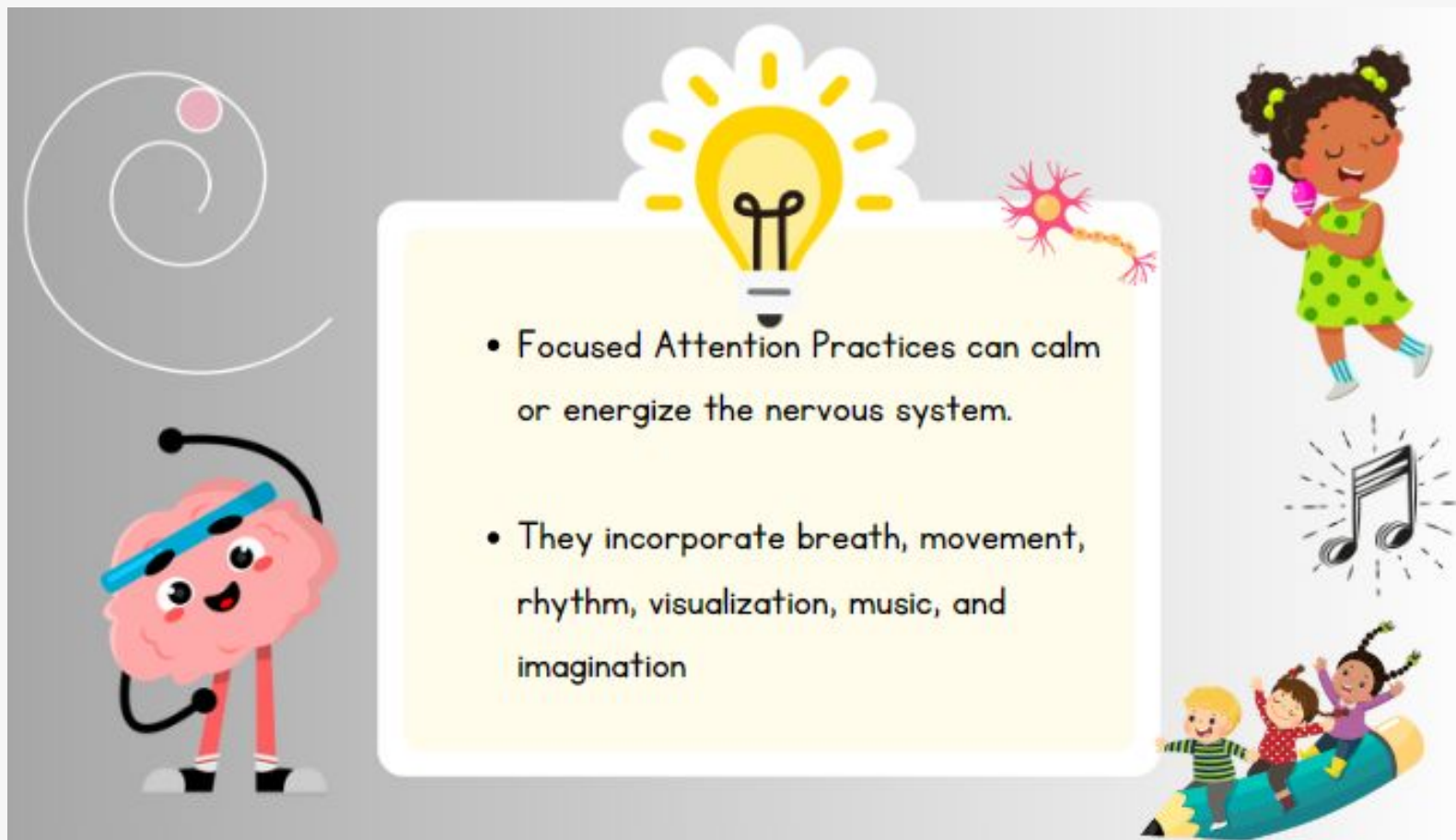
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Focus and Attention Strategies



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Plan and Timeline 2026-27

- August 10th & 17th: Brain Based Approach to Regulation/PBIS and Tier 1 Audit/ Lesson Creation with SWIS full day training for Elementary MTSS Specialists, Guidance Counselors, Principals, MTSS Behavior team.
- August 19th: Student Services/Curriculum Committee Meeting
- August-November - Building teams will finish creating 10-12 lessons about the Brain Based Approach to Regulation/PBIS
- November 3rd: Brain-Based Approach to Regulation Training to all elementary staff
- December - Set up 1 Amygdala Reset Station at each of the elementary schools
- January - Guidance Counselors/MTSS Specialists will present the created lessons to students
- 10-12 lesson, 1 to 2 per month with reinforcement from Health Teachers, all teachers
- End of the Year: Build capacity by reflecting and planning for 2027-28



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Cultivating Emotional Regulation in K-2: Brain-Based Strategies for Early Learners Article

- [PA Administrators Article Fall 2025](#)



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Cultivating Emotional Regulation in K-2: Brain-Based Strategies for Early Learners

By Jennifer Bloom, Ed.D., and Michelle Reynolds



At the Lower Elementary School (LES) in the New Hope-Solebury School District, with approximately 250 students in grades K-2, the focus on emotional regulation has become a cornerstone of the educational experience. This initiative, grounded in the research of Dr. Lori Desautels and the Applied Educational Neuroscience Framework, aims to equip young learners with the skills they need to manage their emotions effectively. Principal Dr. Jennifer Bloom, along with her dedicated team consisting of Michelle Reynolds (special education teacher), Michelle Nord (school social worker) and Keri Williams (school counselor), has spearheaded this effort as a Tier 1 social/emotional intervention for all students.

The Importance of Emotional Regulation

Emotional regulation is the ability to manage and respond to emotional experiences in a healthy way (Guy-Evans, 2023). For young children, developing these skills is crucial for their academic success, social interactions and overall well-being. Research shows that children who can regulate their emotions are better able to focus, learn and interact positively with others, an especially important consideration in the early years of education when foundational skills are being developed (MacCann et al., 2020).

At LES, this focus on emotional regulation is deeply rooted in brain-based learning. This approach involves teaching students about different parts of the brain — such as the prefrontal cortex, amygdala, hippocampus and brainstem — and how these structures influence emotions and behaviors. By understanding how their brains work, students can better recognize their emotional states and develop effective strategies to manage them. Dr. Desautels emphasizes that educators should first help students regulate their emotions, then build strong relationships, and only then engage in reasoning. This sequence highlights the importance of addressing emotional regulation as a prerequisite for meaningful learning and problem-solving (Desautels & McKnight, 2019).

Amygdala Reset Stations

One of the key components of this initiative is the building's Amygdala Reset Stations. Strategically placed throughout the school, these stations are equipped

with tools and activities to help students identify their brain state and apply self-regulation strategies they have learned, with the support of a trusted adult to co-regulate alongside them. Co-regulation involves an adult mirroring the tone, body language and demeanor of a regulated state to help reduce a student's stress response. By using brain-based strategies such as mindful breathing, repetitive rhythmic activities and sensory tools, students learn to reset their amygdala — the part of the brain responsible for processing emotions like fear and stress (Desautels, 2020). Tools like magnetic tiles or blocks, sensory gel pads and scented markers can help students access their pre-frontal cortex, enhancing their ability to learn, communicate and work toward self-regulation.

From Extrinsic to Intrinsic Interventions

Initially, the LES relied on extrinsic interventions as solutions to student behavior concerns. Assemblies, motivational rewards and outside presenters were brought in to try and mitigate the rise in behavioral concerns. However, data showed that physical aggression remained high, particularly in the aftermath of the pandemic. Recognizing the need for a different approach, the school shifted its focus to intrinsic interventions. This involved helping students understand how their brain states and bodily



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Pennridge Cyber Academy: Updates

- Continuing to work to bring students back from Cyber Charter Schools to Pennridge
- Recruitment process- plan for Summer 2026
- Virtual Open House



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Pennridge Cyber Academy: Summer 2026

Called 97 Cyber Charter Students

- Total # of students who moved out of the district= **1 student**
- Total # of students returning to PSD in-person= **2 students**
- Total # of students Pennridge cyber= **3 students**

**Total Savings:
\$104,323.17**

Total # of students leaving Cyber Charter= 6 students (6.2%)



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Pennridge Cyber Academy: Summer 2025

- Called 126 Cyber Charter Students
 - Total # of Students Moved out of District= 3 students
 - Total # of Students Returning to PSD In-Person= 12
 - Total # of Students Pennridge Cyber= 4
 - Total # of Students Not Cyber Charter= 2
 - Total # of Students Homeschool= 3
 - **Total # of Students Leaving Cyber Charter= 24 students (19%)**
- **Total Savings= \$411,034.77**
 - **Total Savings over 2 years: \$515,357.94**



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Next Steps

- Fall 2026 Open House
- Change when students leave- notify Karen Feher to discuss our program
- Continue to survey students/parents and build our program



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Chief Science Officers (CSO) International Program

The Chief Science Officers (CSO) International Program is a global leadership initiative for students in grades 6–12 who are passionate about science, technology, engineering, and math (STEM).

The program empowers students to become leaders and advocates for STEM in their schools and communities. CSOs serve as the voice for their peers, helping to create a culture of innovation and STEM awareness.

We would like to participate in the CSO program in partnership with the Bucks County Cabinet, which will be supported by a \$90,000 Job Training and Education Programs Grant.

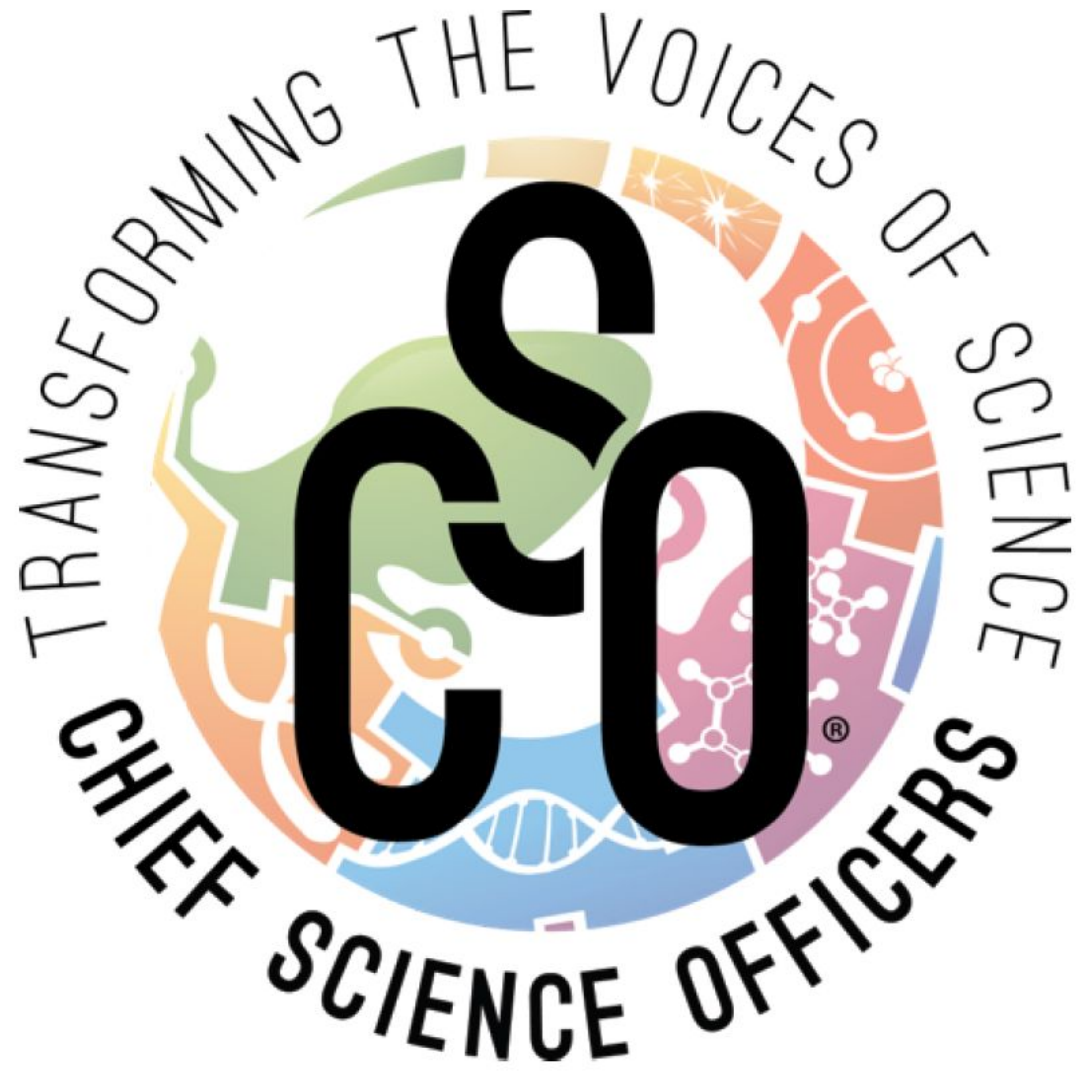


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Chief Science Officers (CSO) International Program

CSO Program Goals



Cultivate a network of
diverse STEM leaders



Foster communication &
collaboration among CSOs



Enrich school STEM
culture and career
awareness



Amplify student voice in
STEM conversations in the
community



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Chief Science Officers (CSO) International Program

What Students Do

- All Chief Science Officers (CSOs) attend a Leadership Training Institute (LTI) to build leadership, communication, and project management skills.
- Each CSO designs and implements at least one STEM-based project (Action Plan) each year to solve a problem or enrich STEM culture at their school or in the community.
- Students work together in regional Cabinets, attend meetings, and connect with STEM professionals through events, field trips, and guest speakers.
- CSOs develop important workplace and life skills, including teamwork, public speaking, and networking.



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Chief Science Officers (CSO) International Program



Action Item:

The Memorandum of Understanding (MOU) for Pennridge School District's participation in the Chief Science Officers program will be presented for approval at the Finance Committee meeting on August 24, 2026.



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Get Ready, Soar!

- **Purpose:** Provides newly arrived multilingual learners in elementary grades with foundational English language instruction focused on listening, speaking, reading, and writing skills while building the academic vocabulary needed to access grade-level instruction. The program accelerates English language acquisition through targeted, scaffolded lessons developed specifically for newcomer students.
- **Need:** Through our annual LIEP review of student needs and existing resources, we identified the need for a comprehensive, standards-aligned, research-based English language development curriculum designed for newcomer English Learners.
- **Cost:** \$2,861.45 (already budgeted for; no new money)
 - Teacher Materials, Online Teacher & Student Platform, Student Workbooks



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PDE Targeted Support & Improvement (TSI) Plan – Pennridge North Middle School

Pennridge North Middle School received a **Targeted Support & Improvement (TSI)** designation from the Pennsylvania Department of Education based on the performance of the **English Learner (EL) subgroup**.

A PDE-required building improvement plan was developed and reviewed with a stakeholder steering committee.

The [TSI School Plan](#) aligns with district priorities by strengthening:

- Tier 1 instruction
- MTSS and targeted interventions
- Universal screening and progress monitoring
- Supports for English Learners

Action Requested: Approve the Pennridge North Middle School TSI Plan for public posting and submission to PDE.