Agenda of Regular Board Meeting

The Board of School Directors
Forest Hills School District

A Regular Board Meeting of the Board of School Directors of Forest Hills School District will be held Thursday, August 13, 2026, beginning at Regular Board Meeting Forest Hills District Office Board Room, 549 Locust Street, Sidman, PA 15955.

1. **Executive Session will be held from 5:30 p.m. until 6:00 p.m. to discuss personnel and legal matters.**
2. **Call to Order and Roll Call**

Board Member	Present	Absent
Mr. Todd Allison		
Mr. Daryl Bodenschatz		
Dr. Brady Hamady		
Dr. Richard Knavel		
Dr. Timothy Ondrejik		
Dr. Brandi Penatzer		
Mrs. Deborah Petrunak		
Mrs. Colleen Wolfhope		
Mr. Galen George, President		

3. **Consent Meeting Agenda**

Motion to approve the Board Agenda as presented

Motion by _____
Seconded by _____

4. **Public Comments (if applicable)**

Recognition of visitors regarding agenda items/public comment in accordance with applicable board policies:

- Any topic
- For residents of the District
- Individual speakers are limited to 3 minutes
- The Board will take public comment, but will not respond
- Entire public comment period may not exceed 60 minutes

5. **Operational Reports**

Approval of the minutes of previous Board Meetings for June 24, 2026 and July 20, 2026.

Treasurer's Report
Tax Collector's Reports
Approval of payrolls and invoices

- School District payrolls
- General Fund invoices
- Cafeteria invoices
- Junior-Senior High School Activity/Athletic Fund Invoices

Accept for filing and audit

- Comparative Budget Summary of Expenditures
- Comparative Budget Summary of Revenue
- Investment Portfolio Report
- Cafeteria Reports

Motion by _____
Seconded by _____

6. Personnel Recommendations

Professional Staff:

- Retirement of Junior-Senior High School Art Teacher, Carol Cecere, after 36 years, effective August 1, 2026.
- Recommendation of Elementary School Art Teacher - _____.
- Recommendation of Long-term Junior-Senior High School Building substitute teacher - Michelle Vitez.
- Recommendation of Long-term Elementary School Building substitute teachers - Jackie Carpenter (through Ignite) and _____.

Support Staff:

- Resignation of Custodian, James Webb, effective August 1, 2026.
- Retirement of Jr-Sr High School Cafeteria employee, Cynthia Vizzini, effective July 31, 2026.
- Intermittent unpaid FMLA request by employee #69464 for the 2026-2027 school year.
- Intermittent FMLA request by employee #69185 for the 2026-2027 school year.

Extra-Curricular Staff:

- Resignation of Spirit Club Co-Advisor and Department Chairperson, Carol Cecere.
- Resignation of Junior High Drama Advisor, Gina Satkovich.
- Recommendation of Junior High Drama Advisor - _____.
- Recommendation of MS Developmental Hockey Assistant Coach - _____.

Roll Call Vote	Yes	No	Absent	Abstain
Mr. Todd Allison				
Mr. Daryl Bodenschatz				
Dr. Brady Hamady				
Dr. Richard Knavel				
Dr. Timothy Ondrejik				
Dr. Brandi Penatzer				
Mrs. Deborah Petrunak				
Mrs. Colleen Wolfhope				
Mr. Galen George, President				

7. Agreements, Proposals, Requests

- Motion to authorize the Assistant Superintendent to sign and certify documents as the Chief School Administrator on behalf of the Forest Hills School District when the Superintendent is unavailable or otherwise unable to do so, as permitted by the Pennsylvania Department of Education and other applicable governmental or regulatory authorities. This authorization shall remain in effect until modified or rescinded by the Board of School Directors.

- Motion to approve School-to-Work Transition Program at the Cambria County Association for the Blind and Handicapped for the 2026-2027 school year.
- Motion to approve the 2026-2027 Student Assistant Program Letter of Agreement between the Forest Hills School District and the Cambria County Drug & Alcohol Program and Cambria County Behavioral Health and Developmental Supports Program.
- Motion to approve the Ignite Letter of Agreement for Title I Services for the Johnstown Christian School for the 2026-2027 school year.
- Motion to approve the Ignite Letter of Agreement for Title I Services for Divine Mercy Catholic Academy East Campus/Bishop McCort Catholic Academy East Campus for the 2026-2027 school year.
- Motion to approve the following staff to serve as representatives of the local educational agency (LEA) in IEP meetings:
  Mrs. Rebecca Roberts - Coordinator of Student Services
  Mrs. Olivia Kudlawiec - School Psychologist
  Mr. Lucas Jacobs - Director of Federal Programs and Elementary Principal
  Mrs. Elissa Boyd - Elementary Assistant Principal
  Mrs. Kristin Wilson - Junior-Senior High School Principal
  Mr. Chris Evans - Junior-Senior High School Assistant Principal
  Mr. Dillion Charlton - Elementary School Dean
  Mrs. Cassandra Layman - Special Education Dean
  Ms. Tammy Ohler - Junior-Senior High School Dean
- Motion to approve the 2026-2027 Junior-Senior High School Teacher Handbook.
- Motion to approve the 2026-2027 Junior-Senior High School Student Handbook.
- Motion to approve the 2026-2027 FH Academy of Digital Learning Teacher Handbook.
- Motion to approve the 2026-2027 Elementary School Teacher Handbook.
- Motion to approve the 2026-2027 Elementary School Student Handbook.
- Motion to approve the 2026-2027 Paraprofessional Handbook.
- Motion to approve the 2026-2027 Athletic & Extra-Curricular Handbook.
- Motion to approve the 2026-2027 Athletics Emergency Action Plan & Standard Operating Procedures Handbook.
- Motion to approve the 2026-2027 Booster/Parent Organization Handbook.
- Motion to approve the Bus Driver Lists for the 2026-2027 school year.
- Motion to approve Navigate360, a Compass Behavior Intervention for students, at a cost of $3,858.75 for the Elementary School and $2,000.00 for the Junior-Senior High School for the 2026-2027 school year.
- Motion to approve the Proposal for Disposal/Donation of old cheer mats.
- Motion to approve the Proposal of Old Weight Room Equipment.
- Motion to approve the dishwasher purchase for the Elementary School Cafeteria at a cost of $89,700.00.
- Motion to approve the request to facilitate a blanket facilities request for the following youth sports for the 2026-2027 school year: Cheer, Basketball, Wrestling, Football and Majorettes. This is pending receipt of insurance certificate, designation of responsible officers for each facility booking, and approval of use by athletic director and facility director.
- Motion to approve the request by the PTO to install a storage shed at the Elementary School. The PTO will work with Mr. Christ to finalize the placement and delivery.
- Motion to approve the Gaga pit turf bids.
- Motion to approve the recommendation to charge the following fees for athletic event livestreaming: $5 for an individual event, $20 for a monthly subscription, and $120 for an annual subscription.
- Motion to approve a new classification of coach - Volunteer Clinician.
- Discussion to review the weight lifting program and to authorize the Athletic Director to begin discussions.
- Discussion of Virtual Instruction Day (VID) protocols.

Motion by _____
Seconded by _____

8. **Approve Board Policy Revisions/Adoptions and Substitute applications as presented:**

Policy Revisions - first of two readings	
Policy Number	Policy Name/Description
249	Bullying/Cyberbullying

Substitutes:
Forest Hills Substitute Teachers
IU8 Substitute Teachers
Substitute Student Teachers

Substitute Paraprofessionals/Secretaries
Substitute Cafeteria Employees

Future Meeting: September 10, 2026

Motion by _____
Seconded by _____

9. **Adjournment**
Motion by _____
Seconded by _____

Minutes of Special Board Meeting

The Board of School Directors
Forest Hills School District

A Special Board Meeting of the Board of School Directors of Forest Hills School District was held on Monday, July 20, 2026, beginning at 6:15 PM in the District Office Board Room, 549 Locust Street, Sidman, PA 15955.

1. The Executive Session was held from 5:30 p.m. until 6:14 p.m. to discuss personnel and legal matters.

2. The meeting was called to order by Mr. Galen George at 6:15 p.m.

   Present…Mr. Todd Allison (virtual), Mr. Daryl Bodenschatz, Mr. Galen George, Dr. Brady Hamady, Dr. Richard Knavel, Dr. Timothy Ondrejik, Dr. Brandi Penatzer, Mrs. Deborah Petrunak, and Mrs. Colleen Wolfhope

   Others in Attandance…Dr. David Lehman, Superintendent; Dr. Rob Dill, Assistant Superintendent; Mr. Chris Evans, Junior-Senior High School Assistant Principal; Mrs. Rebecca Roberts, Coordinator of Student Services; and Mr. Pat Nelen, FHEA Representative

3. **Consent Meeting Agenda**
   On a motion by Dr. Hamady, seconded by Dr. Ondrejik, and carried by unanimous voice vote, the Board approved the agenda as presented.

4. **Public Comments and Recognitions if applicable: N/A**
   Recognition of visitors regarding agenda items/public comment in accordance with applicable board policies:
   - Any topic
   - For residents of the District
   - Individual speakers are limited to 3 minutes
   - The Board will take public comment, but will not respond
   - Entire public comment period may not exceed 60 minutes

5. **Personnel Recommendations**
   On a motion by Mr. Bodenschatz, seconded by Dr. Penatzer, and carried by a roll call vote, the Board approved Professional, Support & Extracurricular Staff as presented:

   Professional Staff:
   1. Recommendation of Junior-Senior High School ELA teacher – Michael Hribar.
   2. Request by employee #9827989 to extend maternity leave request until September 14, 2026.
   3. Recommendation for Corinne Proitte to be a long-term substitute teacher at the elementary school.

   Support Staff:
   1. Request for intermittent FMLA by employee #69322 for the 2026-2027 school year.

   Extra-Curricular Staff:
   1. Resignation of MathCounts Advisor, Eric Stone.
   2. Recommendation of Middle School Developmental Head Hockey Coach – Chad Grattan.
   3. Recommendation of ESports Advisor – Richard Shook.

6. **Agreements, Proposals, Requests**
   On a motion by Dr. Knavel, seconded by Mr. Bodenschatz, and carried by a unanimous voice vote, the Board approved new business items 1 through 10 as presented:

1. Motion to approve Intermediate Unit 1 Consortium License Purchase 3-Year Agreement (July 1, 2026 through June 30, 2029) at a cost of $32,904.00.

2. Motion to approve the CAMCO Physical and Occupation Therapy Agreement for the 2026-2027 school year.

3. Motion to approve the request for an internship for Giavona Mondi from August 24 to December 11, 2026, in Speech and Language pathology from IUP, with Cassandra Layman as her mentor teacher.

4. Motion to approve the request for school psychological services, provided by Micalla Mikus, LLC, to be provided for the 2026-2027 school year at a cost not to exceed $10,000.00.

5. Motion to approve the Memorandum of Understanding for School-Age Child Care Services Partnership with the Learning Lamp for the 2026-2027 school year.

6. Motion to approve the 2026-2027 Non-Title I Targeted Support and Improvement (TSI) Plan for Forest Hills Junior-Senior High School.

7. Motion to approve the Letter of Agreement between the Forest Hills School District and Sign Language Specialists of Western Pennsylvania, Inc., for educational interpreting services from August 2026 through June 2027, at the rates and under the terms and conditions outlined in the agreement.

8. Motion to approve the Impact Statement to add some fencing and an access gate in the primary playground to reduce potential elopement concerns and to provide a physical boundary between the playground areas.

9. Motion to approve the attached addendum to the Superintendent's employment agreement regarding the District's contribution to the Superintendent's 403(b) retirement plan, consistent with the terms of the agreement and the Superintendent's satisfactory performance evaluation.

10. Motion to approve the attached addendum to the Assistant Superintendent's employment agreement regarding compensation, consistent with the terms of the agreement and the Assistant Superintendent's satisfactory performance evaluation.

7. **Approve Board Policy Revisions/Adoptions; Overnight or Out-of-State Travel as presented:**
On a motion by Dr. Penatzer, seconded by Mr. Bodenschatz, and carried by a unanimous voice vote, the Board approved the Policy Revisions and Overnight travel as presented:

Policy Revisions - first of two readings	
Policy Number	Policy Name/Description
#236.1	Threat Assessment
#716	Integrated Pest Management

Requests for Approved Travel (Overnight or Out of State)			
Lucas Jacobs	PAFPC Grant Compliance Summit	7/28-7/31/2026	$1,118.22

Future Meeting: Thursday, August 13, 2026

8. **Adjournment**
On a motion by Dr. Penatzer, seconded by Mr. Bodenschatz, and carried by a unanimous voice vote, the July Board Meeting adjourned at 6:20 p.m.

Respectfully submitted,

_____
Dr. Timothy Ondrejik, Board Secretary

Forest Hills School District
Board of School Directors
Board Meeting Minutes
Thursday, June 24, 2026

Executive Session...was held from 5:30 p.m. - 6:00 p.m. for legal and personnel matters on Thursday, June 24, 2026.

Recognitions...

- Noah Eash of Boy Scout Troop #2025 for obtaining the rank of Eagle Scout.
- ESports PIEA Division 2 - Valorant - State Champions: Alex Balderas, Layne Bolvin, Levi Eash, Noah Eash, Ben Layton, Ben Penrod, and Alayna Smith. Coached by Ben Grove.

Informational Items...

- Dr. Robert Dill, School Safety and Security Coordinator, delivered the coordinator's report in Executive Session on June 24, 2026, in compliance with Section 1309-B of the School Code.
- In compliance with 1073.1 of the PA School Code, the board of school directors held the annual performance assessment for the 2025-2026 School Term, and at that time the board found that the Superintendent had met the agreed-to objective performance standards and was rated satisfactory per the evaluation standards.
- In compliance with 1073.1 of the PA School Code, the board of school directors held the annual performance assessment for the 2025-2026 School Term, and at that time the board found that the Assistant Superintendent had met the agreed-to objective performance standards and was rated satisfactory per the evaluation standards.

Second Executive Session...was held from 6:21 p.m. - 7:01 p.m. for legal and personnel matters on Thursday, June 24, 2026.

The meeting was called to order by Mr. Galen George at 7:04 p.m.

Present...Mr. Todd Allison, Mr. Daryl Bodenschatz, Mr. Galen George, Dr. Brady Hamady, Dr. Richard Knavel, Dr. Timothy Ondrejik, Dr. Brandi Penatzer, Mrs. Deborah Petrunak, and Mrs. Colleen Wolfhope

Others in Attendance...Dr. David Lehman, Superintendent; Dr. Rob Dill, Assistant Superintendent; Mrs. Stacey Thomas, Business Manager; Attorney Ronald Repak, Solicitor; Mrs. Kristin Wilson, Jr-Sr High School Principal; Mr. Chris Evans, Jr-Sr HS Assistant Principal; Mrs. Rebecca Roberts, Coordinator of Student Services; Mr. Ray Clawson, Mainline Newspaper; Mr. Pat Nelen, FHEA Representative, Miss Janet Krug, Superintendent's Secretary.

Approval of the Agenda...On a Motion by Dr. Ondrejik, seconded by Mr. Bodenschatz, and carried by unanimous voice vote, the Board approved the agenda as presented.

Operational Reports - Recommended Action...On a Motion by Dr. Penatzer, seconded Dr. Hamady, and carried by unanimous voice vote, the Board approved the Operational Reports - Recommended Actions.

A. Approval of the minutes of previous Board Meeting - May 14, 2026
B. Treasurer's Report
C. Tax Collector's Reports
D. Approval of payrolls and invoices
    1. School District payrolls
    2. General Fund invoices
    3. Cafeteria invoices
    4. Junior-Senior High School Activity/Athletic Fund Invoices
E. Accept for filing and audit
    1. Comparative Budget Summary of Expenditures
    2. Comparative Budget Summary of Revenue
    3. Investment Portfolio Report
    4. Federal Programs Report
    5. Cafeteria Reports

New Business - Personnel...On a Motion by Dr. Knavel, seconded by Dr. Ondrejik, and carried by a roll call vote, the Board approved #1 and 2 of the Professional as presented:

Professional Staff:

1. Motion to approve the renewal of the Memorandum of Understanding between the Forest Hills School District and FHEA for renewing

Denon Carpenter for the position of Athletic Director for the 2026-2027, 2027-2028 and 2028-2029 school years.

2. Motion to approve the Salaries and Wages for the 2026-2027 school year for non-Act 93 employees.

New Business - Personnel... On a Motion by Mr. Bodenschatz, seconded by Dr. Penatzer, and carried by a roll call vote, the Board approved Professional, Support & Extracurricular Staff as presented:

Professional Staff:

3. Resignation of Elementary Teacher, Justin Myers, effective the end of the 2025-2026 school year.
4. Resignation of Junior-Senior High School Teacher, Aspen Mock, effective June 26, 2026.
5. Recommendation of Junior-Senior High School Special Education Teacher - Amanda Blanchetti.
6. Recommendation of Junior-Senior High School Math Teacher - Madelyn Burda.
7. Recommendation of Junior-Senior High School Math Teacher - Thomas Blanchetti.
8. Recommendation of Junior-Senior High School Science Teacher - Loren Donatelli.
9. Request for maternity leave by employee #4285078, beginning approximately September 1 and continuing through December 18, with a scheduled return date of December 21, 2026.
10. Recommendation to transfer Mike Pasierb to the Elementary School from the Junior-Senior High School.
11. Recommendation to transfer Eric Stone to the Elementary School from the Junior-Senior High School.
12. Recommendation to transfer Nancy Fagan to the Elementary School from the Junior-Senior High School.
13. Recommendation to transfer Melanie Trybus to the Elementary School from the Junior-Senior High School.
14. Recommendation to transfer Amanda Herter to the Junior-Senior High School from the Elementary School.

Support Staff:

1. Resignation of Debbie Gully, Elementary Paraprofessional, effective May 29, 2026.

Extra-Curricular Staff:

1. Resignation of Varsity Assistant Softball Coach, Melissa Mackel.
2. Resignation of Prom Advisor, Aspen Mock.
3. Resignation of ESports Advisor, Benjamin Grove.
4. Resignation of FIRST Lego League Co-Advisor, Becky Wehner.
5. Resignation of Field House Monitor, Payton McGough.
6. Recommendation of Elementary School Yearbook Co-Advisors - Kelsey Colosimo and Alayna Elliott.
7. Recommendation for Varsity Boys' Soccer Assistant Coach - Nate Valko.
8. Recommendation for Varsity Softball Assistant Coach - Megan Shaffer.
9. Recommendation for Junior High Girls' Soccer Volunteer Coach - Andie Hunsberger.
10. Recommendation for Varsity Hockey Volunteer Coach - Matthew Smiach.
11. Recommendation for Football Volunteer Coaches (3) - Cory Shaw, Blaine Harteis and Seth Georg.

New Business - Agreements, Proposals and Requests as presented... On a Motion by Dr. Hamady, seconded by Dr. Penatzer, and carried by a roll call vote, the Board approved New Business item #1 as presented below:

1. Motion to approve the adoption of the 2026-2027 final General Fund Budget in the amount of $33,332,965.

New Business - Agreements, Proposals and Requests as presented... On a Motion by Dr. Hamady, seconded by Mr. Allison, and carried by a unanimous voice vote, the Board approved New Business items #2 through #29 as presented below:

2. Discussion of Tax Levies for 2026-2027:

   - Real Estate Taxes..... 63.2264 mills
   - Per Capita Tax, Section 679..... $5.00
   - Per Capita Tax, Act 511..... $5.00
   - Occupation Tax, Act 511..... $10.00
   - Earned Income Tax, Act 511..... 1% (effective rate .5%)
   - Realty Transfer Tax, Act 511..... 1% (effective rate .5%)

3. Motion to approve the Resolution for 2026-2027 Homestead/Farmstead tax relief.
4. Motion to approve the Forest Hills School District insurance coverage for 2026-2027 school year in the amount of $241,333 (7% increase).
5. Motion to cancel the July 9, 2026 board meeting.
6. Motion to authorize the Superintendent and/or Assistant Superintendent to tentatively accept resignations over the summer months and post necessary positions as needed.
7. Motion to approve and authorize the Superintendent, Assistant Superintendent and Business Manager to pay bills for July 2026. A listing of all bills paid will be presented to the Board at its next regularly scheduled meeting.
8. Motion to approve and authorize the Superintendent, Assistant Superintendent and Business Manager to complete all necessary budgetary transfers to close out the 2025-2026 school year account. A listing of all transfers made will be presented to the Board at its next regularly scheduled meeting.
9. Motion to approve the Cooperative School Nurse Practicum Affiliation Agreement between the Forest Hills School District and Eastern School of Nursing for the 2026-2027 school year.
10. Motion to approve the IU8 School-Age Education Services Agreement for the 2026-2027 school year.
11. Motion to approve the Impact Statement for Cooperative Education (Co-Op) Site for the Greater Johnstown Career and Technology Center

(GJCTC) Pre-Teaching Program.

12. Motion to approve the updated Memorandums of Understanding between the State Police and the local police departments with the Elementary and Junior-Senior High Schools as required by the state.
13. Motion to approve Addendum #9 to the Contractual Agreement between Pressley Ridge and the Forest Hills School District for the 2026-2027 school year.
14. Motion to approve the Memorandum of Understanding for the Collective Bargaining Agreement with the Forest Hills Education Association for supplemental support opportunities for no more than 5 hours at a rate of $150.00 daily for the 2026-2027, 2027-2028 and 2028-2029 school years.
15. Motion to approve the Memorandum of Understanding between Forest Hills and the Community Action Partnership of Cambria County (CAPCC) Early Childhood Programs for the 2026-2027 school year.
16. Motion to approve the Ignite Agreement to provide Long-Term, Contracted, and Substitute Staff on an as-needed basis for the 2026-2027 school year.
17. Motion to approve the Ignite Cyber Instructor agreement at a rate of $30 per hour for the 2026-2027 school year.
18. Motion to approve the Ignite Substitute RN/CSN agreement at a rate of $175.00 per day for the 2026-2027 school year.
19. Motion to approve the Ignite Licensed Social Working agreement at a rate of $60.00 per hour for the 2026-2027 school year.
20. Motion to approve the Pyramid Healthcare, Inc./Soaring Heights School Education Services Agreement for the 2026-2027 school year.
21. Motion to approve the Inter-district Student Reunification Memorandum of Understanding, between the Conemaugh Township, Windber, and Forest Hills School Districts.
22. Motion to approve the cafeteria milk contract for the 2026-2027 school year.
23. Motion to approve the cafeteria bread contract for the 2026-2027 school year.
24. Motion to approve the increase in the 2026-2027 adult lunch prices from $4.85 to $5.05. This is a federal increase of the required minimum adult price meal. There will continue to be no charge for student breakfast and lunch meals for the 2026-2027 school year.
25. Motion to approve the Sub-Registrar contract renewal agreement with Jen Stombaugh for the 2026-2027 school year.
26. Motion to approve the Sign Language Interpreter Agreement for the 2026-2027 school year.
27. Motion to approve a five (5) year contact with McIlwain Transportation and with Mlaker Transportation Contractors at the terms and conditions per contact.
28. Tabled the Impact Statement for the Potable Water Service in the Baseball Concession Stand.
29. Motion to approve the Superintendent to execute the Proposal for Landscape Architectural Services Agreement for the Forest Hills School District Community Tennis and Pickleball Courts.

New Business - Travel Requests as presented... On a Motion by Mr. Bodenschatz seconded by Dr. Penatzer, and carried by unanimous voice vote, the Board approved New Business items as presented below:

Requests for Approved Travel (Overnight)			
Requester	**Destination**	**Date(s)**	**Estimate of Cost**
Jesslyn Anslinger	PRFSD Board of Directors Retreat, Warren, OH	6/24 - 6/25/2026	$0.00 (Paid by PRFSD)
Jesslyn Anslinger	ANC Annual Conference, Charlotte, NC	7/11 - 7/15/2026	$0.00 (Paid by PRFSD)
Jesslyn Anslinger	SNAPA Annual Conference, Lancaster	7/29 - 7/31/2026	$0.00 (Paid by PRFSD)

Future Meeting... Monthly Board Meeting - **Thursday, August 13, 2026 - No action taken.**

Adjournment... On a Motion by Dr. Penatzer, seconded by Mr. Bodenschatz, and carried by unanimous voice vote, the June Board Meeting adjourned at 7:13 p.m.

Third Executive Session...was held from 7:13 p.m. until 8:05 p.m. for legal and personnel matters on Thursday, June 24, 2026.

Respectfully submitted,

_____

Dr. Timothy Ondrejik, Board Secretary

FOREST HILLS SCHOOL DISTRICT
TREASURER'S REPORT - JULY 2026

Ledger Balance as of June 30, 2026			**$6,850,866.18**
RECEIPTS:			
Revenue From Local Sources - 6000 Series			
6111	Current Real Estate Tax	332,739.97	
6151	Current Act 511 Earned Income Taxes	80,917.76	
6153	Current Act 511 Real Estate Transfer	6,508.01	
6411	Delinquent Real Estate Tax		
6420	Delinquent Per Capita Tax, Sec. 679	21.60	
6441	Delinquent Act 511 Per Capita Taxes	199.80	
6442	Delinquent Act 511 Occupation Taxes	206.80	
6451	Delinquent Act 511 Earned Income Tax	582.10	
6510	Interest on Investments	19,426.75	
6999	All Other Local Revenues	597.87	
Revenue From State Subsidy - 7000 Series			
7271	Special Education Subsidy	248,584.00	
7362	Safe Schools - PCCD Mental Health/Security	132,097.00	
Revenue From Federal Sources - 8000 Series			
Miscellaneous Receipts - Offset Against Expenditures		3,074.00	
Reimbursement of Health Insurance Premiums		7,865.98	
Food Service Subsidy		68,779.36	
Food Service Payroll and Taxes		25,572.04	
	Total Receipts		**$927,173.04**
EXPENDITURES:			
Net Payroll	July 10, 2026	267,384.14	
Net Payroll	July 24, 2026	268,233.38	
Vouchers Paid		1,175,069.52	
	Total Expenditures		**$1,710,687.04**
	Ledger Balance as of July 31, 2026		**$6,067,352.18**
Treasurer's Balance:			
Treasurer's Cash Balance		6,067,352.18	
Less Outstanding Deposits		-6,970.08	
Plus Outstanding Checks		200,245.47	
Bank Balance		6,260,627.57	

Treasurer Signature

August 13, 2026
Date

FOREST HILLS SCHOOL DISTRICT

PAYROLL ACCOUNT REPORT

July 2026

LEDGER BALANCE	**June 30, 2026**	**$0.25**
TOTAL RECEIPTS	July	$535,617.52
INTEREST	July	$0.00
TOTAL EXPENDITURES	July	($535,617.52)
BALANCE	**July 31, 2026**	**$0.25**

BANK BALANCE	$0.25
OUTSTANDING CHECKS	
TOTAL	**$0.25**

August 13, 2026
DATE

TREASURER

FOREST HILLS SCHOOL DISTRICT
TREASURER'S REPORT - JUNE 2026

	Ledger Balance as of May 31, 2026		**$4,767,240.97**
RECEIPTS:			
Revenue From Local Sources - 6000 Series			
6120	Current Per Capita Tax, Sec. 679	21.60	
6151	Current Act 511 Earned Income Taxes	77,697.43	
6153	Current Act 511 Real Estate Transfer	8,680.38	
6411	Delinquent Real Estate Tax	65,609.47	
6420	Delinquent Per Capita Tax, Sec. 679	145.00	
6441	Delinquent Act 511 Per Capita Taxes	27.00	
6442	Delinquent Act 511 Occupation Taxes	27.00	
6451	Delinquent Act 511 Earned Income Tax	880.72	
6510	Interest on Investments	22,208.66	
6910	Rentals	600.00	
6991	Refund of Prior Year Expenditure	425.00	
6999	All Other Local Revenues	532.34	
Revenue From State Subsidy - 7000 Series			
7111	Basic Instructional Subsidy	3,476,646.50	
7160	Section 1305 & 1306	9,030.62	
7271	Special Education Subsidy	404,733.54	
7311	Transportation	397,101.11	
7312	Transportation NP	15,015.00	
7362	Safe Schools - PCCD BOOST Grant	21,213.40	
7820	Retirement Subsidy	672,489.66	
Revenue From Federal Sources - 8000 Series			
Miscellaneous Receipts - Offset Against Expenditures		29,177.91	
Reimbursement of Health Insurance Premiums		13,319.13	
Food Service Subsidy		125,799.87	
Food Service Payroll and Taxes		89,947.46	
	Total Receipts		**$5,431,328.80**
EXPENDITURES:			
Net Payroll	June 12, 2026	269,128.10	
Net Payroll	June 26, 2026	367,117.24	
Vouchers Paid		2,711,458.25	
	Total Expenditures		**$3,347,703.59**
	Ledger Balance as of June 30, 2026		**$6,850,866.18**
Treasurer's Balance:			
Treasurer's Cash Balance		6,850,866.18	
Less Outstanding Deposits		-6,648.07	
Plus Outstanding Checks		738,415.14	
Bank Balance		7,582,633.25	

Treasurer Signature

August 13, 2026
Date

FOREST HILLS SCHOOL DISTRICT

PAYROLL ACCOUNT REPORT

June 2026

LEDGER BALANCE	**May 31, 2026**	**$0.25**
TOTAL RECEIPTS	June	$639,681.74
INTEREST	June	$0.00
TOTAL EXPENDITURES	June	($639,681.74)
BALANCE	**June 30, 2026**	**$0.25**

BANK BALANCE	$0.25
OUTSTANDING CHECKS	
TOTAL	**$0.25**

August 13, 2026
DATE

TREASURER

FOREST HILLS SCHOOL DISTRICT
CURRENT & DELINQUENT TAX COLLECTION
JULY 2026

CURRENT TAXES	Adams Township	Croyle Township	Ehrenfeld Borough	South Fork Borough	Summerhill Borough	Summerhill Township	Wilmore Borough	Berkheimer Tax Administrator	PA Municipal Service	MONTHLY TOTAL
Real Estate Taxes	$626,369.19	$277,815.80	$3,452.61	$25,763.83	$37,359.74	$224,680.59	$18,436.31			***$1,213,878.07***
Public Utility Realty										***$0.00***
Per Capita Taxes Sec 679	$2,778.30	$940.80	$176.40	$308.70	$225.40	$1,254.40	$98.00			***$5,782.00***
Per Capita Taxes 511									$1,172.40	***$1,172.40***
Occupation Taxes 511									$1,463.20	***$1,463.20***
Earned Income Taxes								$83,833.90		***$83,833.90***
Realty Transfer Taxes	$7,625.04	$6,860.00	$0.00	$527.62	$0.00	$42.00	$0.00			***$15,054.66***

DELINQUENT TAXES	Adams Township	Croyle Township	Ehrenfeld Borough	South Fork Borough	Summerhill Borough	Summerhill Township	Wilmore Borough	Berkheimer Tax Administrator	PA Municipal Service	MONTHLY TOTAL
Real Estate Taxes	$7,165.46	$3,991.36	$0.00	$379.66	$918.88	$6,745.09	$0.00			***$19,200.45***
Per Capita Taxes									$437.00	***$437.00***
Occupation Taxes									$189.00	***$189.00***
Earned Income Taxes								$410.14	$1,352.54	***$1,762.68***

Total Taxes Collected in July 2026 ***$1,342,773.36***

FOREST HILLS SCHOOL DISTRICT
TAX COLLECTION REPORT
MONTH OF JULY 2026

DESCRIPTION OF TAX	2026-2027 BUDGET AMOUNT	2026-2027 Y-T-D COLLECTIONS	2026-2027 PERCENT COLLECT	2025-2026 Y-T-D COLLECTIONS	2025-2026 PERCENT COLLECT	Over (Under) PREVIOUS YR COLLECTIONS
Real Estate Taxes	*$4,870,101.00*	*$1,213,878.07*	*24.9%*	*$1,238,966.19*	*26.6%*	*-$25,088.12*
Public Utility Realty	*$5,800.00*	*$0.00*	*0.0%*	*$0.00*	*0.0%*	*$0.00*
Per Capita Taxes Sec 679	*$16,700.00*	*$5,782.00*	*34.6%*	*$5,796.70*	*34.7%*	*-$14.70*
Per Capita Taxes Act 511	*$15,973.00*	*$1,172.40*	*7.3%*	*$3,269.30*	*21.0%*	*-$2,096.90*
Occupation Taxes Act 511	*$15,843.00*	*$1,463.20*	*9.2%*	*$3,147.80*	*20.4%*	*-$1,684.60*
Earned Income Taxes	*$1,588,143.00*	*$83,833.90*	*5.3%*	*$80,604.98*	*5.2%*	*$3,228.92*
Realty Transfer Taxes	*$90,610.00*	*$15,054.66*	*16.6%*	*$5,686.90*	*7.1%*	*$9,367.76*
Delinquent Real Estate	*$187,465.00*	*$19,200.45*	*10.2%*	*$0.00*	*0.0%*	*$19,200.45*
Delinquent Per Capita	*$7,990.00*	*$437.00*	*5.5%*	*$387.20*	*7.1%*	*$49.80*
Delinquent Occupation	*$3,395.00*	*$189.00*	*5.6%*	*$37.40*	*0.8%*	*$151.60*
Delinquent Earned Income	*$47,069.00*	*$1,762.68*	*3.7%*	*$3,250.10*	*7.4%*	*-$1,487.42*
TOTALS	**$6,849,089.00**	**$1,342,773.36**	*19.6%*	**$1,341,146.57**	*20.5%*	**$1,626.79**

berkheimer
1883 Jory Road
Pen Argyl, PA 18072
610-588-0965, extension 2394

ACT 32 Earned Income Tax Monthly Report
Forest Hills SD - 00 11 220 000
Month/Year: July, 2026

Schedule A: Earned Income Tax (EIT) Collections, Receipts, and Distributions for PSD

Collections and Receipts:	Monthy Total
Collections:	
Resident EIT from Employers/Taxpayers within the TCD	54,297.76
Resident EIT from other TCDs	29,883.23
Non-Resident EIT for Political Subdivisions within TCD	0.00
Delinquent Earned Income Taxes Collected	410.14
Total Collections	**84,591.13**
Receipts:	
Investment Income	44.05
Cost Collected by Tax Officer	420.00
Total Receipts	**464.05**
Total Collections and Receipts	**85,055.18**
Distributions and Disbursements:	
Distributions:	
Distributions to PSD	82,793.24
Total Distributions	**82,793.24**
Disbursements:	
Taxpayer Refunds	347.09
Tax Officer Commissions on Collections	1,263.66
Investment Income Retained by Tax Officer	44.05
Postage Fees	187.14
Cost Retained by Tax Officer	420.00
Total Disbursements	**2,261.94**
Total Distributions and Disbursements	**85,055.18**

FOREST HILLS SCHOOL DISTRICT
Tax Collector's Monthly Report
Fiscal Year 2026-2027
For the Month of July
Adams Township

A. Collections	Real Estate Taxes	Interim Real Estate Taxes	Per Capita 679 Taxes
1. Balance Collectable-Beginning of Month	2,829,593.24		9,975.00
2a. Additions: During the Month	5,308.72		5.00
2b. Deductions: Credits During the month (from line 17)			
3. Total Collectable	2,834,901.96	0.00	9,980.00
4. Less: Face Collections for the Month	642,537.06		2,835.00
5. Less: Deletions from the List			
6. Less: Exonerations	3,603.58		100.00
7. Less: Liens/Non-Lienable Installments			
8. Balance Collectable-End of Month	2,188,761.32	0.00	7,045.00
B. Reconciliation of Cash Collected			
9. Face Amount of Collections (must agree with line 4)	642,537.06	0.00	2,835.00
10. Plus: Penalties			
11. Less: Discounts	16,167.87		56.70
12. Total Cash Collected per Column	626,369.19	0.00	2,778.30
13. Total Cash Collected (12A+12B+12C)			629,147.49
C. Payment of Taxes			**TOTAL ALL TAXES**

14. Amount remitted During the Month

Date	Check#	Amount
		Total

15. Amount Paid with this Report Applicable to this Reporting Month	**Check #489**	629,147.49
16. Total Remitted this Month		**629,147.49**

17. List, Other Credit Adjustments

Name	Parcel #	Amount

18. Interest Earnings $

SCHOOL DISTRICT USE ONLY

I verify this is a complete and accurate reporting of the balance collectable, taxes collected and remitted for the month.

Received by: 8/5/26

Business Manager Signature & Date

Wendy Sadika 8/4/26

Tax Collector Signature & Date

Commission Payable:

898	Number of Real Estate Duplicates @$4.25	$3,816.50
567	Number of Per Capita Duplicates @$0.50	$283.50
	Number of Uncollected Real Estate Duplicates @ $1.00	$0.00
	Total Commission Payable	$4,100.00
	Total Expenses (Attach Receipts)	$4,226.07

To Be Complete with Final Real Estate Collection

Should you not have an amount to enter on a line please enter -0-, DO NOT LEAVE BLANK

FOREST HILLS SCHOOL DISTRICT
Tax Collector's Monthly Report
Fiscal Year 2026-2027
Month of July 2026

Croyle Township

A. Collections	Real Estate Taxes	Interim Real Estate Taxes	Per Capita 679 Taxes
1. Balance Collectable-Beginning of Month	1,097,706.96		3,455.00
2a. Additions: During the Month (Interims)	9,600.63		5.00
2b. Deductions: Credits During the month (from line 17)			
3. Total Collectable	1,107,307.59	0.00	3,460.00
4. Less: Face Collections for the Month	284,924.64		960.00
5. Less: Deletions from the List			
6. Less: Exonerations	1,377.39		35.00
7. Less: Liens/Non-Lienable Installments			
8. Balance Collectable-End of Month	821,005.56	0.00	2,465.00
B. Reconciliation of Cash Collected			
9. Face Amount of Collections (must agree with line 4)	284,924.64		960.00
10. Plus: Penalties			
11. Less: Discounts	7,108.84		19.20
12. Total Cash Collected per Column	277,815.80	0.00	940.80
13. Total Cash Collected (12A+12B+12C)			278,756.60
C. Payment of Taxes			**TOTAL ALL TAXES**

14. Amount remitted During the Month

Date	Check#	Amount
July 16, 2026	#1292	100,000.00
July 23, 2026	#1294	100,000.00
	Total	200,000.00

15. Amount Paid with this Report Applicable to this Reporting Month — **Check #1296** — 278,756.60

16. Total Remitted this Month — **478,756.60**

17. List, Other Credit Adjustments

Name	Parcel #	Amount

18. Interest Earnings $

SCHOOL DISTRICT USE ONLY

I verify this is a complete and accurate reporting of the balance collectable, taxes collected and remitted for the month.

Received by: 8/5/26

Business Manager Signature & Date

Kathy S. Lee 8-3-26

Tax Collector Signature & Date

Commission Payable:

Exhonorated 1 +	397	Number of Real Estate Duplicates @$4.25	$1,692.00
Exhonorated 7 +	192	Number of Per Capita Duplicates @$0.50	$99.50
To Be Complete with Final Real Estate Collection		Number of Uncollected Real Estate Duplicates @ $1.00	$0.00
Should you not have an amount to enter on a line please enter -0-, DO NOT LEAVE BLANK		**Total Commission Payable**	$1,791.50
		Total Expenses (Attach Receipts)	$0.00

FOREST HILLS SCHOOL DISTRICT
Tax Collector's Monthly Report
Fiscal Year 2026-2027
For the Month of __July_____
Ehrenfeld Borough

A. Collections	Real Estate Taxes	Interim Real Estate Taxes	Per Capita 679 Taxes
1. Balance Collectable-Beginning of Month	15,307.64		525.00
2a. Additions: During the Month			
2b. Deductions: Credits During the month (from line 17)			
3. Total Collectable	15,307.64	0.00	525.00
4. Less: Face Collections for the Month	3,645.60		180.00
5. Less: Deletions from the List			
6. Less: Exonerations			20.00
7. Less: Liens/Non-Lienable Installments			
8. Balance Collectable-End of Month	11,662.04	0.00	325.00
B. Reconciliation of Cash Collected			
9. Face Amount of Collections (must agree with line 4)	3,645.60		180.00
10. Plus: Penalties			
11. Less: Discounts	192.99		3.60
12. Total Cash Collected per Column	3,452.61	0.00	176.40
13. Total Cash Collected (12A+12B+12C)			3,629.01
C. Payment of Taxes			**TOTAL ALL TAXES**

14. Amount remitted During the Month

Date	Check#	Amount
	Total	0.00

15. Amount Paid with this Report Applicable to this Reporting Month	**Check # 106**	3,629.01
16. Total Remitted this Month		**3,629.01**

17. List, Other Credit Adjustments

Name	Parcel #	Amount

18. Interest Earnings $

SCHOOL DISTRICT USE ONLY

I verify this is a complete and accurate reporting of the balance collectable, taxes collected and remitted for the month.

Received by: 8/3/26
Business Manager Signature & Date

Kathy S. Lee 8-3-26
Tax Collector Signature & Date

Commission Payable:

	22	Number of Real Estate Duplicates @$4.25	$93.50
Exhonorations 4 +	36	Number of Per Capita Duplicates @$0.50	$20.00
To Be Complete with Final Real Estate Collection		Number of Uncollected Real Estate Duplicates @ $1.00	$0.00
Should you not have an amount to enter on a line		**Total Commission Payable**	$113.50
please enter -0-, DO NOT LEAVE BLANK		Total Expenses (Attach Receipts)	$0.00

FOREST HILLS SCHOOL DISTRICT

Tax Collector's Monthly Report

Fiscal Year 2026-2027

For the Month of July, 2026

South Fork Borough

A. Collections	Real Estate Taxes	Interim Real Estate Taxes	Per Capita 679 Taxes
1. Balance Collectable-Beginning of Month	144,787.35		1,295.00
2a. Additions: During the Month			
2b. Deductions: Credits During the month (from line 17)			
3. Total Collectable	144,787.35	0.00	1,295.00
4. Less: Face Collections for the Month	26,546.87		315.00
5. Less: Deletions from the List			
6. Less: Exonerations			
7. Less: Liens/Non-Lienable Installments			
8. Balance Collectable-End of Month	118,240.48	0.00	980.00
B. Reconciliation of Cash Collected			
9. Face Amount of Collections (must agree with line 4)	26,546.87		315.00
10. Plus: Penalties			
11. Less: Discounts	783.04		6.30
12. Total Cash Collected per Column	25,763.83	0.00	308.70
13. Total Cash Collected (12A+12B+12C)			26,072.53
C. Payment of Taxes			TOTAL ALL TAXES

14. Amount remitted During the Month

Date	Check#	Amount
	Total	0.00

15. Amount Paid with this Report Applicable to this Reporting Month	Check # 1370	26,072.53
16. Total Remitted this Month		26,072.53

17. List, Other Credit Adjustments

Name	Parcel #	Amount

18. Interest Earnings $

SCHOOL DISTRICT USE ONLY

I verify this is a complete and accurate reporting of the balance collectable, taxes collected and remitted for the month.

Received by: 8/12/26

Business Manager Signature & Date

Carri Mathieson 8/9/26

Tax Collector Signature & Date

Commission Payable:

To Be Complete with Final Real Estate Collection

110	Number of Real Estate Duplicates @$4.25	$467.50
63	Number of Per Capita Duplicates @$0.50	$31.50
	Number of Uncollected Real Estate Duplicates @ $1.00	$0.00
	Total Commission Payable	$499.00
	Total Expenses (Attach Receipts)	$444.50

Should you not have an amount to enter on a line please enter -0-, DO NOT LEAVE BLANK

FOREST HILLS SCHOOL DISTRICT
Tax Collector's Monthly Report
Fiscal Year 2026-2027
For the Month of July

Summerhill Borough

A. Collections	Real Estate Taxes	Interim Real Estate Taxes	Per Capita 679 Taxes
1. Balance Collectable-Beginning of Month	174,069.30		1,040.00
2a. Additions: During the Month	498.36		
2b. Deductions: Credits During the month (from line 17)			
3. Total Collectable	174,567.66	0.00	1,040.00
4. Less: Face Collections for the Month	38,404.09		230.00
5. Less: Deletions from the List			
6. Less: Exonerations	527.62		
7. Less: Liens/Non-Lienable Installments			
8. Balance Collectable-End of Month	135,635.95	0.00	810.00
B. Reconciliation of Cash Collected			
9. Face Amount of Collections (must agree with line 4)	38,404.09		230.00
10. Plus: Penalties			4.60
11. Less: Discounts	1,044.35		
12. Total Cash Collected per Column	37,359.74	0.00	225.40
13. Total Cash Collected (12A+12B+12C)			37,585.14
C. Payment of Taxes			TOTAL ALL TAXES

14. Amount remitted During the Month

Date	Check#	Amount
		Total

15. Amount Paid with this Report Applicable to this Reporting Month	Check # 1310	37,585.14
16. Total Remitted this Month		37,585.14

17. List Other Credit Adjustments

Name	Parcel #	Amount

18. Interest Earnings $

SCHOOL DISTRICT USE ONLY

I verify this is a complete and accurate reporting of the balance collectable, taxes collected and remitted for the month

Received by: 8/6/26 — 8/1/26

Business Manager Signature & Date — *Tax Collector Signature & Date*

Commission Payable:

78	Number of Real Estate Duplicates @$4.25	$331.50
46	Number of Per Capita Duplicates @$0.50	$23.00
	Number of Uncollected Real Estate Duplicates @ $1.00	$0.00
To Be Complete with Final Real Estate Collection	Total Commission Payable	$354.50
Should you not have an amount to enter on a line please enter -0-, DO NOT LEAVE BLANK	Total Expenses (Attach Receipts)	$350.67

FOREST HILLS SCHOOL DISTRICT
Tax Collector's Monthly Report
Fiscal Year 2026-2027
For the Month of July

Summerhill Township

A. Collections	Real Estate Taxes	Interim Real Estate Taxes	Per Capita 679 Taxes
1. Balance Collectable-Beginning of Month	903,449.24		4,945.00
2a. Additions: During the Month	1,793.64		—
2b. Deductions: Credits During the month (from line 17)	—		—
3. Total Collectable	905,242.88		4,945.00
4. Less: Face Collections for the Month	230,696.38		1,280.00
5. Less: Deletions from the List	2.84		—
6. Less: Exonerations	46.15		115.00
7. Less: Liens/Non-Lienable Installments	—		—
8. Balance Collectable-End of Month	674,497.51		3,550.00
B. Reconciliation of Cash Collected			
9. Face Amount of Collections (must agree with line 4)	230,696.38		1,280.00
10. Plus: Penalties	—		—
11. Less: Discounts	6,015.79		25.60
12. Total Cash Collected per Column	224,680.59		1,254.40
13. Total Cash Collected (12A+12B+12C)			225,934.99
C. Payment of Taxes			**TOTAL ALL TAXES**

14. Amount remitted During the Month

Date	Check#	Amount
7-20-26	525	129,265.69
	Total	129,265.69

15. Amount Paid with this Report Applicable to this Reporting Month	**Check #** 527	96,669.30
16. Total Remitted this Month		225,934.99

17. List, Other Credit Adjustments

Name	Parcel #	Amount

18. Interest Earnings $

SCHOOL DISTRICT USE ONLY

I verify this is a complete and accurate reporting of the balance collectable, taxes collected and remitted for the month.

Received by: [signature] 8/5/26
Business Manager Signature & Date

Corrie Smith 8-3-26
Tax Collector Signature & Date

Commission Payable:

To Be Complete with Final Real Estate Collection	486	Number of Real Estate Duplicates @$4.25	2,065.50
	256	Number of Per Capita Duplicates @$0.50	128.00
		Number of Uncollected Real Estate Duplicates @ $1.00	2193.50
Should you not have an amount to enter on a line please enter -0-, DO NOT LEAVE BLANK		**Total Commission Payable**	
		Total Expenses (Attach Receipts)	68.92

FOREST HILLS SCHOOL DISTRICT
Tax Collector's Monthly Report
Fiscal Year 2026-2027
For the Month of July
Wilmore Borough

A. Collections	Real Estate Taxes	Interim Real Estate Taxes	Per Capita 679 Taxes
1. Balance Collectable-Beginning of Month	78,094.28		505.00
2a. Additions: During the Month	—		—
2b. Deductions: Credits During the month (from line 17)	—		—
3. Total Collectable	78,094.28		505.00
4. Less: Face Collections for the Month	18,958.08		100.00
5. Less: Deletions from the List	—		—
6. Less: Exonerations	—		—
7. Less: Liens/Non-Lienable Installments	—		—
8. Balance Collectable-End of Month	59,136.20		405.00
B. Reconciliation of Cash Collected			
9. Face Amount of Collections (must agree with line 4)	18,958.08		100.00
10. Plus: Penalties	—		—
11. Less: Discounts	521.77		2.00
12. Total Cash Collected per Column	18,436.31		98.00
13. Total Cash Collected (12A+12B+12C)			18,534.31
C. Payment of Taxes			TOTAL ALL TAXES

14. Amount remitted During the Month

Date	Check#	Amount
7-20-26	160	3,474.28
		3474.28 Total

15. Amount Paid with this Report Applicable to this Reporting Month	Check # 162	15,060.03
16. Total Remitted this Month		

17. List, Other Credit Adjustments

Name	Parcel #	Amount

18. Interest Earnings $

SCHOOL DISTRICT USE ONLY

Received by: 8/5/26

Business Manager Signature & Date

I verify this is a complete and accurate reporting of the balance collectable, taxes collected and remitted for the month.

Corrie Smith 8-2-26

Tax Collector Signature & Date

Commission Payable:

41	Number of Real Estate Duplicates @$4.25	174.25
20	Number of Per Capita Duplicates @$0.50	10.00
	Number of Uncollected Real Estate Duplicates @ $1.00	
To Be Complete with Final Real Estate Collection	**Total Commission Payable**	184.25
Should you not have an amount to enter on a line please enter -0-, DO NOT LEAVE BLANK	Total Expenses (Attach Receipts)	3.50

FOREST HILLS SCHOOL DISTRICT
CURRENT & DELINQUENT TAX COLLECTION
JUNE 2026

CURRENT TAXES	Adams Township	Croyle Township	Ehrenfeld Borough	South Fork Borough	Summerhill Borough	Summerhill Township	Wilmore Borough	Berkheimer Tax Administrator	PA Municipal Service	MONTHLY TOTAL
Real Estate Taxes	$9,297.97	No Report	No Report	No Report	No Report	No Report	No Report			***$9,297.97***
Public Utility Realty										***$0.00***
Per Capita Taxes Sec 679	No Report	No Report	No Report	No Report	No Report	No Report	No Report			***$0.00***
Per Capita Taxes 511									$0.00	***$0.00***
Occupation Taxes 511									$0.00	***$0.00***
Earned Income Taxes								$77,397.25		***$77,397.25***
Realty Transfer Taxes	$5,303.75	$76.77	$0.00	$249.50	$60.81	$625.00	$325.00			***$6,640.83***

DELINQUENT TAXES	Adams Township	Croyle Township	Ehrenfeld Borough	South Fork Borough	Summerhill Borough	Summerhill Township	Wilmore Borough	Berkheimer Tax Administrator	PA Municipal Service	MONTHLY TOTAL
Real Estate Taxes	$10,369.62	$7,248.67	$913.87	$4,636.97	$109.55	$3,221.81	$4,246.57			***$30,747.06***
Per Capita Taxes									$221.40	***$221.40***
Occupation Taxes									$206.80	***$206.80***
Earned Income Taxes								$1,581.29	$582.10	***$2,163.39***

Total Taxes Collected in June 2026 ***$126,674.70***

FOREST HILLS SCHOOL DISTRICT
TAX COLLECTION REPORT
MONTH OF JUNE 2026

DESCRIPTION OF TAX	2025-2026 BUDGET AMOUNT	2025-2026 Y-T-D COLLECTIONS	2025-2026 PERCENT COLLECT	2024-2025 Y-T-D COLLECTIONS	2024-2025 PERCENT COLLECT	Over (Under) PREVIOUS YR COLLECTIONS
Real Estate Taxes	*$4,661,986.00*	*$4,669,699.72*	*100.2%*	*$4,481,962.25*	*98.1%*	*$187,737.47*
Public Utility Realty	*$5,600.00*	*$5,823.41*	*104.0%*	*$5,600.43*	*100.0%*	*$222.98*
Per Capita Taxes Sec 679	*$16,700.00*	*$16,288.90*	*97.5%*	*$16,752.50*	*88.2%*	*-$463.60*
Per Capita Taxes Act 511	*$15,600.00*	*$16,000.60*	*102.6%*	*$15,855.50*	*88.1%*	*$145.10*
Occupation Taxes Act 511	*$15,410.00*	*$16,258.18*	*105.5%*	*$16,173.01*	*89.9%*	*$85.17*
Earned Income Taxes	*$1,545,207.00*	*$1,620,716.00*	*104.9%*	*$1,694,232.75*	*107.9%*	*-$73,516.75*
Realty Transfer Taxes	*$79,860.00*	*$106,191.45*	*133.0%*	*$97,508.88*	*130.0%*	*$8,682.57*
Delinquent Real Estate	*$135,700.00*	*$196,866.56*	*145.1%*	*$182,787.07*	*130.6%*	*$14,079.49*
Delinquent Per Capita	*$5,441.00*	*$7,275.74*	*133.7%*	*$6,043.14*	*151.1%*	*$1,232.60*
Delinquent Occupation	*$4,899.00*	*$3,286.20*	*67.1%*	*$5,069.70*	*253.5%*	*-$1,783.50*
Delinquent Earned Income	*$43,890.00*	*$41,468.29*	*94.5%*	*$48,539.99*	*121.3%*	*-$7,071.70*
TOTALS	$6,530,293.00	$6,699,875.05	*102.6%*	$6,570,525.22	*101.7%*	$129,349.83

berkheimer
1883 Jory Road
Pen Argyl, PA 18072
610-588-0965, extension 2394

ACT 32 Earned Income Tax Monthly Report
Forest Hills SD - 00 11 220 000
Month/Year: June, 2026

Schedule A: Earned Income Tax (EIT) Collections, Receipts, and Distributions for PSD

Collections and Receipts:	Monthy Total
Collections:	
Resident EIT from Employers/Taxpayers within the TCD	21,500.38
Resident EIT from other TCDs	60,210.76
Non-Resident EIT for Political Subdivisions within TCD	0.00
Delinquent Earned Income Taxes Collected	1,581.29
Total Collections	**83,292.43**
Receipts:	
Investment Income	173.90
Cost Collected by Tax Officer	571.75
Total Receipts	**745.65**
Total Collections and Receipts	**84,038.08**
Distributions and Disbursements:	
Distributions:	
Distributions to PSD	77,697.43
Total Distributions	**77,697.43**
Disbursements:	
Taxpayer Refunds	4,313.89
Tax Officer Commissions on Collections	1,184.68
Tax Officer Commissions on Sterling Credits	0.11
Investment Income Retained by Tax Officer	173.90
Postage Fees	96.32
Cost Retained by Tax Officer	571.75
Total Disbursements	**6,340.65**
Total Distributions and Disbursements	**84,038.08**

FOREST HILLS SCHOOL DISTRICT

FUNDS NEEDED

August 13, 2026

GENERAL FUND

Invoices Payable - May 2026	Payment Summary List 1 & List 2	June and July Extra Check Runs	$1,802,148.09
Payroll (Actual) and payroll taxes	Payment Summary List 2	July 10, 2026	$403,724.06
Payroll (Actual) and payroll taxes	Payment Summary List 2	July 24, 2026	$399,619.36
Payroll (Actual) and payroll taxes	Payment Summary List 2	August 07, 2026	$396,513.08
Payroll (Estimate)	Estimate	August 21, 2026	$500,000.00
Payroll (Estimate)	Estimate	September 04, 2026	$500,000.00
Employee Benefits	Estimate	Health, Life, Vision, Disability	$400,000.00
United Concordia	Estimate	Dental	$10,000.00
Invoices Payable - July 2026	Payment Summary List 3	August 13, 2026 Check Run	$1,897,522.03
		Total	$6,309,526.62
		Less: Bills Paid	$3,002,004.59
		Total Amount Needed	**$3,307,522.03**

List 1

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GF - GENERAL FUND **Payment Dates:** 06/27/2026 - 06/30/2026

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000078492	06/30/2026	HAB-LST BERKHEIMER	Purpose: EE LST Full Payroll Pay Date: 6/12/2026	Purpose: EE LST Full Payroll Pay Date: 5/29/2026	3,260.00
0000078522	06/30/2026	ALLEGHENY SUPPLY	MAINTENANCE-TOWEL DISPENSORS (5)-ELEM.-B. CHRIST	MAINTENANCE-FOAM WASH/FLOOR FINISH/STRIPPER-ELEM.-B. CHRIST	1,252.28
0000078523	06/30/2026	ALLISON SHRIFT	DRIVER'S ED-OLIVIA		100.00
0000078524	06/30/2026	ALTERNATIVE COMMUNITY RESOURCE	STUDENT SUPPORT SERVICES-AH-MAY 2026	STUDENT SUPPORT SERVICES-KV-MAY 2026	9,890.00
0000078525	06/30/2026	APPALACHIA INTERMEDIATE UNIT 8	NON-VIOLENT CRISIS INTERV. TRAIN.-EL/CR-B. ROBERTS		70.00
0000078526	06/30/2026	BLACKLICK VALLEY SCHOOL DISTRICT	TRANSPORTATION-KC-SHARED-R. DILL		2,048.50
0000078527	06/30/2026	CAMBRIA COUNTY ASSOC. FOR THE BLIND & HANDICAPPED	TRANSITION PROGRAM-JUNE 26-KG		55.00
0000078528	06/30/2026	DAVID L. LEHMAN JR.	MONTHLY TRAVEL-MAY/JUNE 26/MEETING REFRESHMENTS	MEETING REFRESHMENTS	447.52
0000078529	06/30/2026	Decker Inc.	MAINTENANCE- 1 1/4 IN. NORMA CAP-JSHS-B. CHRIST		267.69
0000078530	06/30/2026	DEGOL CARPET	MAINTENANCE-CARPETING-ELEM.-POD A-B. CHRIST	MAINTENANCE-CARPETING-CHANGE ORDER-ELEM.-POD A-B. CHRIST	47,101.00
0000078531	06/30/2026	DYNAMISM INC.	Classroom Supplies-WOOD SHOP-JSHS-J. BEYER		2,013.96
0000078532	06/30/2026	FILTECH INC.	MAINTENANCE-FILTERS-JSHS.-B. CHRIST	MAINTENANCE-FILTERS-ELEM.-B. CHRIST	3,025.50
0000078533	06/30/2026	FORCE TURF SOLUTIONS,INC.	MAINTENANCE/REPAIRS-TURF-SOFTBALL MOUND-B. CHRIST/D. CARPENTER		250.00
0000078534	06/30/2026	FOREST HILLS SCHOOL DISTRICT CAFETERIA	FOOD SERVICE SUBSIDY-MAY 2026	SUMMER FEEDING PROGRAM	125,799.87
0000078535	06/30/2026	FOREST HILLS SCHOOL DISTRICT DRAMA	DRAMA SUPPLIES-ELEM.-K. MYERS/TULLY/MAYES		204.63
0000078536	06/30/2026	GREATER JOHNSTOWN CAREER & TECHNOLOGY CENTER	JUNE 2026- OPERATIONAL EXPENSES		10,742.74

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenote D - Direct Deposit C - Credit Card ^ - Virtual Payment

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GF - GENERAL FUND **Payment Dates:** 06/27/2026 - 06/30/2026

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000078537	06/30/2026	HIGHLAND SEWER & WATER	MONTHLY BILL-MAINT. BLDG-30404-B. CHRIST		54.20
0000078538	06/30/2026	ISTE-ASCD	membership-L. JACOBS-5/1/26-4/30/2027		79.00
0000078539	06/30/2026	JILL A. BURKETT	MONTHLY TRAVEL-APRIL/MAY/JUNE 26		8.70
0000078540	06/30/2026	JORDAN MILLER	TUITION REIMBURSEMENT-6 CREDITS-SLIPPERY ROCK UNIV.		2,400.00
0000078541	06/30/2026	JOSTENS	GUIDANCE OFFICE-DIPLOMA-(1)-L. FESSLER		19.90
0000078542	06/30/2026	KAMZIK SEPTIC	RENTAL (2) UNITS-B. CHRIST		230.00
0000078543	06/30/2026	LEARNING LAMP INC.	SUBSTITUTE TEACHER PROGRAM-5/10-23/26-J. BARAN/K. MALESKY-NURSES	SUBSTITUTE TEACHER PROGRAM-5/10-23/26-JSHS-K. RUSSELL	5,455.23
0000078544	06/30/2026	LORI DIPAOLA	DRIVER'S ED-SICILIA	DRIVER'S ED-SANTINO	200.00
0000078545	06/30/2026	MCILWAIN SCHOOL BUS LINES INC	TRANSPORTATION-ELEM-R. FYOCK		11,591.70
0000078546	06/30/2026	MLAKER LLC	TRANSPORTATION-SPECIAL-K. WILSON	TRANSPORTATION-JSHS-KEKMETZ	14,173.29
0000078547	06/30/2026	NCS PEARSON INC.	Classroom Supplies-WIAT-4 ROCROD FORMS (25)-O. KUDLAWIEC		157.40
0000078548	06/30/2026	NULTON DIAGNOSTIC & TREATMENT CENTER, P.C.	STUDENT SUPPORT SERVICES-AH-MAY 26		975.00
0000078549	06/30/2026	PORTAGE AREA SCHOOL DISTRICT	HIGHWAY SUCCESS PROGRAM-GJCTC-FINAL PAYMENT-860 STUDENT DAYS USED-R. DILL		53,435.24
0000078550	06/30/2026	PRESSLEY RIDGE	SUMMER ESY-LM-B. ROBERTS		1,500.00
0000078551	06/30/2026	PYRAMID HEALTHCARE, INC.	STUDENT TUITION-SW./AW-B. ROBERTS		10,080.00
0000078552	06/30/2026	SIGN LANGUAGE SPECIALISTS OF WESTERN PA, INC	INTERPRETER-SA-5/26-28/26	INTERPRETER-MY-1/20-23/26	3,361.50
0000078553	06/30/2026	SOUTH FORK HISTORICAL SOCIETY	BOOST GRANT-SUPPLIES/SALARY EXPENSES		366.20

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenote D - Direct Deposit C - Credit Card ^ - Virtual Payment

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GF - GENERAL FUND **Payment Dates:** 06/27/2026 - 06/30/2026

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000078554	06/30/2026	SOUTH FORK PUBLIC LIBRARY	BOOST GRANT SALARY/SUPPLIES-R. DILL		3,814.06
0000078555	06/30/2026	SPORYS LOCKSMITH	MAINTENANCE-CODE/KEYS (14)-B. CHRIST		71.00
0000078556	06/30/2026	STACEY THOMAS	MONTHLY TRAVEL-MAY/JUNE 26		68.88
0000078557	06/30/2026	THE FATULA GROUP. LLC.	PCCD GRANT-SAFETY & SECURITY-FEB/MARCH/APRIL-26-R. DILL		2,500.00
0000078558	06/30/2026	THE LONG BARN INC. II	MAINTENANCE-GORILLA GLUE (8)-ELEM.-B. CHRIST	MAINTENANCE-OIL (5)-B. CHRIST	202.70
0000078559	06/30/2026	TRIBUNE DEMOCRAT AND JOHNSTOWN MAGAZINE	ADVERTISEMENT-SCHOOL BOARD MEETING-S. THOMAS		50.70
0000078560	06/30/2026	UNIVERSITY OF PITTSBURGH	CONFERENCE-VIRTUAL-SAM FRANCIS-6/18/26-B. ROBERTS		60.00
0000078561	06/30/2026	VOLKWEIN'S	Classroom Supplies-BAND-JSHS-M. CUSTER		2,626.75
* 0TSA063026	06/30/2026	TSA CONSULTING GROUP INC.	BAMBION 403B	BURDA 403B	65,445.60
* EIT0000630	06/30/2026	BERKHEIMER	Purpose: EE EIT Pay Date: 6/12/2026	Purpose: EE EIT Pay Date: 5/15/2026	34,992.42
* POS0000630	06/30/2026	PSERS	DED:[POS] Purchase of Service-PSERS - Pay Date: 6/26/2026	DED:[POS] Purchase of Service-PSERS - Pay Date: 6/12/2026	40.26
* PSER000630	06/30/2026	PUBLIC SCHOOL EMP.RETIRE.SYS.	Purpose: EE RETP Pay Date: 6/12/2026	Purpose: EE RETP Pay Date: 6/26/2026	70,901.36
* TSA0630261	06/30/2026	TSA CONSULTING GROUP INC.	LEHMAN 403B		4,000.00
* UC00000630	06/30/2026	PA UC FUND	Purpose: EE UNEM Pay Date: 6/12/2026	Purpose: EE UNEM Pay Date: 5/15/2026	2,426.70

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GF - GENERAL FUND **Payment Dates:** 06/27/2026 - 06/30/2026

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

10 - GENERAL FUND	**497,816.48**
Grand Total All Funds	**497,816.48**
Grand Total Credit Cards	**0.00**
Grand Total Direct Deposits	**0.00**
Grand Total Manual Checks	**0.00**
Grand Total Other Disbursement Non-negotiables	**177,806.34**
Grand Total Procurement Card Other Disbursement Non-negotiables	**0.00**
Grand Total Regular Checks	**320,010.14**
Grand Total Virtual Payments	**0.00**
Grand Total All Payments	**497,816.48**

List 2

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GF - GENERAL FUND **Payment Dates:** 07/01/2026 - 08/12/2026

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000078562	07/10/2026	HORACE MANN INSURANCE COMPANY	DED: HMANN AUTO - Full Payroll Pay Date: 7/10/2026		378.85
0000078563	07/13/2026	A/CAPA	MEMBERSHIP RENEWAL-1 YR-J. KRUG		90.00
0000078564	07/13/2026	ALLEGHENY SUPPLY	MAINTENANCE-DRAIN HOSE-ELEM.-B. CHRIST	MAINTENANCE-PROJECT BLUE-ELEM.-B. CHRIST	313.71
0000078565	07/13/2026	ALTERNATIVE COMMUNITY RESOURCE	STUDENT SUPPORT SERVICES-AH-JUNE 2026		1,260.00 #
0000078566	07/13/2026	AMAZON CAPITAL SERVICES	BOTTLE FILLING STATION-B. CHRIST	Classroom Supplies-WOOD SHOP-JSHS-J. BEYER	4,637.40 #
0000078567	07/13/2026	AMERICAN BANKERS INSURANCE	FLOOD INSURANCE RENEWAL-JSHS.-9904962973		13,953.00
0000078568	07/13/2026	APPALACHIA INTERMEDIATE UNIT 8	MEMBERSHIP FEE-STEM OUTREACH-26/27 SY		350.00
0000078569	07/13/2026	CAPITAL TECHNOLOGIES INC.	WATER TREATMENT SERVICE CONTRACT-B. CHRIST		210.00
0000078570	07/13/2026	COMCAST	MONTHLY BILL-B. CHRIST-900390266		1,300.00
0000078571	07/13/2026	Delta Math	Subscription/License-JSHS-S. KRISE		2,000.00
0000078572	07/13/2026	DILLON MCCANDLESS KING COULTER & GRAHAM LLP	LEGAL FEES-D. LEHMAN	LEGAL FEES-LABOR	3,762.50
0000078573	07/13/2026	DOMINIC R. VESCOVI	TUITION REIMBURSEMENT-12 CREDITS-FRESNO PACIFIC UNIV.		1,859.97
0000078574	07/13/2026	EASTERN ELEVATOR SERVICE/SALES	MONTHLY BILL-B. CHRIST-JSHS	MONTHLY BILL-B. CHRIST-FIELDHOUSE	438.77
0000078575	07/13/2026	EDMENTUM	credit recovery-PROGRAM/LICENSE-R. DILL		3,790.70
0000078576	07/13/2026	EHRLICH	MONTHLY BILL-PEST CONTROL-ELEM.-B. CHRIST	MONTHLY BILL-PEST CONTROL-JSHS.-B. CHRIST	262.40
0000078577	07/13/2026	FMX-FACILITIES MANAGEMENT EXPRESS, LLC	IT ASSET-SUBSCRIPTION/MANAGER-add on-B. CHRIST		9,894.24
0000078578	07/13/2026	FOLLETT SOFTWARE, LLC.	Destiny Library Database Renewal-ELEM.-N. MILLER	Destiny Library Database Renewal-JSHS-N. MILLER	2,837.04

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenote D - Direct Deposit C - Credit Card ^ - Virtual Payment

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GF - GENERAL FUND **Payment Dates:** 07/01/2026 - 08/12/2026

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000078579	07/13/2026	FOREST HILLS MUNICIPAL AUTH.	MONTHLY BILL-ELEM.-40001051620	MONTHLY BILL-FIELDHOUSE/JSHS-40001031081	1,947.00
0000078580	07/13/2026	GO TO COMMUNICATIONS, INC.	MONTHLY BILL-COMMUNICATIONS-B. CHRIST		3,409.54
0000078581	07/13/2026	GOVCONNECTION INC.	computer-THINK CENTERS-JSHS-TECH LAB-(12)B. CHRIST		9,588.00
0000078582	07/13/2026	GRACE NOTES LLC	Subscription-MUSIC-JSHS-P. PARLOCK		45.00
0000078583	07/13/2026	GRANITE TELECOMMUNICATIONS	MONTHLY BILL-TELECOMMUNICATIONS-B. CHRIST		1,424.83
0000078584	07/13/2026	HIGHLAND SEWER & WATER	MONTHLY BILL-ELEM.-529-0-B. CHRIST	MONTHLY BILL-JSHS-31047-0-B. CHRIST	348.35
0000078585	07/13/2026	HSLC	HSLC Access Database Fees-JSHS.-N. MILLER	SUBSCRIPTION-ACCESS PA/POWER LIBRARY-1 YR-ELEM.-N. MILLER	575.00
0000078586	07/13/2026	IN-SHORE TECHNOLOGIES, INC	MONTHLY IT SUPPORT-JULY 2026-B. CHRIST-ELEM.	MONTHLY IT SUPPORT-JULY 2026 -B. CHRIST-JSHS	7,020.83
0000078587	07/13/2026	INTERSTATE TAX SERVICE INC.	UNEMPLOYMENT COMPENSATION-JULY/AUGUST/SEPTEMBER 2026		336.00
0000078588	07/13/2026	ISTE-ASCD	MEMBERSHIP RENEWAL-1 YR-D. LEHMAN-8/1/26-7/31/27		316.94
0000078589	07/13/2026	IXL	Subscription-LICENSE-GR 4-6-MATH/SCIENCE/ELA/SOCIAL STUDIES-R. DILL		12,250.00
0000078590	07/13/2026	JAYME MARIE LONG	ATHLETICS-PERSONAL LIABILITY INSURANCE-TRAINOR-J. LONG		212.00
0000078591	07/13/2026	KRISTY GUILLARMOD	DRIVER'S ED-LANDAN		100.00
0000078592	07/13/2026	LEADER SERVICES	IEP WRITER/CHILD ACCT. LICENSE/SUBSCRIPTION 504 MODULE-B. ROBERTS		7,640.00
0000078593	07/13/2026	LIBERTY FIRE SOLUTIONS, LLC.	FIRE SYSTEM INSPECTION-EXTINGUISHERS-B. CHRIST-ELEM.	FIRE SYSTEM INSPECTION-EXTINGUISHERS-B. CHRIST-JSHS	2,701.50
0000078594	07/13/2026	LINK IT	Subscription -R. DILL-ELEM.	Subscription-R. DILL-JSHS	0.00

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenote D - Direct Deposit C - Credit Card ^ - Virtual Payment

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GF - GENERAL FUND **Payment Dates:** 07/01/2026 - 08/12/2026

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000078595	07/13/2026	MCILWAIN SCHOOL BUS LINES INC	FUEL CLAUSE ADJUSTMENT		1,430.82 #
0000078596	07/13/2026	NOTECOUNSELOR LLC	Note Counselor Online Subscription-JSHS-T. HIRSCH		237.00
0000078597	07/13/2026	OLIVIA KUDLAWIEC	MEMBERSHIPS-ASSOC. OF SCHOOL PSYCH/NATIONAL ASSOC. OF SCH. PSYCH.		340.00
0000078598	07/13/2026	PALYOCSIK TRUE VALUE	MAINTEANCE-HOSE HOOK-ELEM.-B. CHRIST	MAINTENANCE-CLR CLEANER-ELEM.-B. CHRIST	27.98
0000078599	07/13/2026	PARSS	SUBSCRIPTION RENEWAL-D. LEHMAN/J. KRUG/K. WILSON		975.00
0000078600	07/13/2026	PASA	MEMBERSHIP RENEWAL-PASA/AASA-1 YR-D. LEHMAN	MEMBERSHIP RENEWAL-1YR-R. DILL	3,070.00
0000078601	07/13/2026	PAYLESS CAR RENTAL	ATHLETICS-RENTAL-STATES/TRACK-TOLLS-S. KRISE	ATHLETICS-RENTAL-STATES/TRACK-TOLLS-K. VALKO	121.25 #
0000078602	07/13/2026	PENELEC	MONTHLY BILL-JSHS-100104674559	MONTHLY BILL-ELEM.-100000324994	25,030.28
0000078603	07/13/2026	PENNSYLVANIA SCHOOL BOARDS ASSOCIATION, INC	SUBSCRIPTION/MEMBERSHIP RENEWAL-S. THOMAS		11,404.12
0000078604	07/13/2026	PRO DISPOSAL INC.	MONTHLY BILL-TRASH DISPOSAL-B. CHRIST-JSHS	MONTHLY BILL-TRASH DISPOSAL-B. CHRIST-ELEM.	1,168.10
0000078605	07/13/2026	PYRAMID HEALTHCARE, INC.	STUDENT TUITION-SW./AW-B. ROBERTS		6,615.00 #
0000078606	07/13/2026	QUADIENT LEASING USA INC.	LEASE PAYMENT-AUG.2-NOV. 1, 2026-JSHS	LEASE PAYMENT-AUG.2-NOV. 1, 2026-ELEM.	404.97
0000078607	07/13/2026	R.E.A.C.H. INC	MASTER LEVEL CLINICAL THERAPIST-1ST QTR-26/27 SY-R. DILL		22,500.00
0000078608	07/13/2026	Read Naturally	Licenses Renewal- Read Live-BOOST GRANT-R. DILL		8,800.00
0000078609	07/13/2026	SMART FUTURES	Smart Futures District license -26/27 SY-K-12-T. HIRSCH	Smart Futures District license -26/27 SY-K-12-T. HIRSCH-ELEM.	6,000.00
0000078610	07/13/2026	SOMERSET AREA AMBULANCE ASSOCIATION CTC	AHA CPR/FIRST AID TRAINING-ELEM-CUSTODIANS	AHA CPR/FIRST AID TRAINING-JSHS-CUSTODIANS	1,296.00

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenote D - Direct Deposit C - Credit Card ^ - Virtual Payment

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GF - GENERAL FUND **Payment Dates:** 07/01/2026 - 08/12/2026

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000078611	07/13/2026	SOUTH FORK HISTORICAL SOCIETY	BOOST GRANT SALARY/SUPPLIES/TRAVEL-R. DILL		1,743.27 #
0000078612	07/13/2026	SPRINGMATH ACCELERATE, INC.	Spring Math LICENSE-26/27 S.Y.-R. DILL		12,523.75
0000078613	07/13/2026	TERCEK ELECTRIC INC	MAINTENANCE-FIRE ALARMS (5)-B. CHRIST	MAINTENANCE-ELEVATOR PHONES (1)-B. CHRIST-JSHS	6,946.00 #
0000078614	07/13/2026	THE LONG BARN INC. II	MAINTENANCE-QUIKRETE (5)-TENNIS COURTS-B. CHRIST	MAINTENANCE SUPPLIES-ELEM.-B. CHRIST	194.79
0000078615	07/13/2026	UPMC HEALTH BENEFITS INC.	INSURANCE-RISK MANAGEMENT SERVICES-WC10000027812026A		17,505.00
0000078616	07/13/2026	WATKINS SECURITY LLC	REPAIR-JSHS-DOOR LOCKING DELAY-B. CHRIST		770.00 #
0000078617	07/13/2026	WINDBER AREA SCHOOL DISTRICT	TRANSPORTATION-FT-SONGFEST-J. TULLY		218.75 #
0000078618	07/17/2026	INSTRUCTURE INC.	Subscription-CANVAS CLOUD-R. DILL		18,385.25
0000078619	07/17/2026	PUBLIC SCHOOL HEALTH INSURANCE COOPERATIVE	INSURANCE PROCESSING EXPENSE-JULY 2026	CONSORTIUM PREMIUM ADJUSTMENT	370,053.82
0000078620	07/22/2026	RPM SIGNS	OFFICE SUPERINTENDENT-GENERAL SUPPLIES		0.00
0000078621	07/22/2026	RPM SIGNS	OFFICE SUPERINTENDENT-GENERAL SUPPLIES		49.44
0000078622	07/24/2026	CM REGENT LLC	LIFE INSURANCE-MAY 2026	ROUNDING ADJUSTMENT	1,215.90
0000078623	07/24/2026	CM REGENT LLC	DED: DISA - Full Payroll Pay Date: 7/24/2026	DISABILITY INSURANCE-JULY 2026	526.14
0000078624	07/24/2026	FOREST HILLS SCHOOL DISTRICT GENERAL FUND	DED: DENTAL - Full Payroll Pay Date: 7/24/2026	DED: VISION - Full Payroll Pay Date: 7/24/2026	55.84
0000078625	07/24/2026	HORACE MANN INSURANCE COMPANY	DED: HMANN AUTO - Full Payroll Pay Date: 7/24/2026		474.91
0000078626	07/24/2026	SEIU LOCAL 32BJ	DED: DUES-SEIU - Full Payroll Pay Date: 7/24/2026		622.50
0000078627	07/24/2026	CM REGENT LLC	DED: DISA - Full Payroll Pay Date: 7/10/2026		274.05

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenote D - Direct Deposit C - Credit Card ^ - Virtual Payment

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GF - GENERAL FUND **Payment Dates:** 07/01/2026 - 08/12/2026

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000078628	07/24/2026	FOREST HILLS SCHOOL DISTRICT GENERAL FUND	DED: DENTAL - Full Payroll Pay Date: 7/10/2026	DED: VISION - Full Payroll Pay Date: 7/10/2026	55.84
0000078629	07/24/2026	SEIU LOCAL 32BJ	DED: DUES-SEIU - Full Payroll Pay Date: 7/10/2026		622.50
0000078630	07/27/2026	POWERSCHOOL GROUP LLC	SUBSCRIPTION RENEWAL-SCHOOL MESSENGER-L. JACOBS-8/1/26-7/31/27-JSHS	SUBSCRIPTION RENEWAL-SCHOOL MESSENGER-L. JACOBS-8/1/26-7/31/27-ELEM.	0.00
0000078631	07/27/2026	POWERSCHOOL GROUP LLC	SUBSCRIPTION RENEWAL-SCHOOL MESSENGER-L. JACOBS-8/1/26-7/31/27-ELEM.	SUBSCRIPTION RENEWAL-SCHOOL MESSENGER-L. JACOBS-8/1/26-7/31/27-JSHS	3,709.48
0000078632	08/07/2026	HORACE MANN INSURANCE COMPANY	DED: HMANN AUTO - Full Payroll Pay Date: 8/7/2026		474.91
0000078633	07/30/2026	ALLEGHENY SUPPLY	MAINTENANCE-H2ORANGE/SPONGES/VAC BAGS/GLASS CLNR/DELIMER-JSHS-B. CHRIST	MAINTENANCE-H2ORANGE/SPONGES/ROLLERS/FLEXMATIC-ELEM.-B. CHRIST	2,748.29
0000078634	07/30/2026	Blooket, LLC	Subscription Renewal-JSHS-T. WENTZEL/B. GROVE/G. MILLER		179.64
0000078635	07/30/2026	CAMCO PHYSICAL AND OCCUPATIONAL THERAPY, LLC.	PT/OT-AH/LR-JUNE 2026		81.17 #
0000078636	07/30/2026	CHAMPION'S CHOICE INC.	Athletic Supplies/Rifle-D. CARPENTER		1,180.98
0000078637	07/30/2026	CLAUDINE J. YUHAS	DRIVER'S ED-LUCIA		100.00
0000078638	07/30/2026	Curriculum Associates	Classroom Supplies-PHOENICS FOR READING-ELEM-D. HUPKOVICH		655.20
0000078639	07/30/2026	Daktronics, Inc	Subscription -ATHLETICS-SPORTS/STADIUM SCOREBOARD SOFTWARE-D. CARPENTER		636.00
0000078640	07/30/2026	DAVID PCOLA	DRIVER'S ED-PAELYN		100.00
0000078641	07/30/2026	DENON J. CARPENTER	ATHLETICS-REGISTRATION-NIAAA-2026 SUMMER WEBINAR		130.00
0000078642	07/30/2026	FILTECH INC.	MAINTENANCE-SUPPLIES-SHIPPING-JSHS-B. CHRIST		44.51 #
0000078643	07/30/2026	FOREST HILLS SCHOOL DISTRICT CAFETERIA	FOOD SERVICE SUBSIDY-JUNE 2026		68,779.36

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenote D - Direct Deposit C - Credit Card ^ - Virtual Payment

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GF - GENERAL FUND **Payment Dates:** 07/01/2026 - 08/12/2026

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000078644	07/30/2026	FOREST HILLS SCHOOL DISTRICT PTO	2025-2026 PTO PARTY FUNDS		1,292.74
0000078645	07/30/2026	FSI TECH	Subscription-LINEWISE-SCHOOL MANAGER/LEASE-B. CHRIST-JSHS	Subscription-LINEWISE-SCHOOL MANAGER/LEASE-B. CHRIST-ELEM.	7,374.00
0000078646	07/30/2026	GOVCONNECTION INC.	computer for HS Tech Room (5)-B. CHRIST		4,245.00
0000078647	07/30/2026	HIGHLAND SEWER & WATER	MONTHLY BILL-MAINT. BLDG.-30404-0		54.20
0000078648	07/30/2026	HIGHMARK BLUE SHIELD	VISION-JULY 2026-INSURANCE PROCESSING EXPENSE	VISION-JULY 2026-RETIREES	2,166.24
0000078649	07/30/2026	JAKE J. KEARNEY	CONFERENCE-RON CLARK-6/1-3/26-REGISTRATION	CONFERENCE-RON CLARK-6/1-3/26-AIRBNB	1,420.50 #
0000078650	07/30/2026	KAMZIK SEPTIC	RENTALS-2 UNITS-B. CHRIST		230.00
0000078651	07/30/2026	KATHY S. LEER	TAX COLLECTOR-CROYLE TWP-RAK MANAGEMENT SYTEM	TAX COLLECTOR-EHRENFELD BORO.-RAK MANAGEMENT	589.30
0000078652	07/30/2026	KEYSTONE COOPERATIVE ASSOCIATION, INC.	MONTHLY BILL-JSHS-B. CHRIST	MONTHLY BILL-ELEM.-B. CHRIST	2,703.83
0000078653	07/30/2026	KURTZ BROTHERS	Classroom Supplies-ELEM.-A. BREZOVEC	Classroom Supplies-ELEM.-A. VESCOVI	567.81
0000078654	07/30/2026	LAMINATOR.COM	Laminating Fillm-ELEM.-L. JACOBS		1,439.52
0000078655	07/30/2026	LORRIE SMITH	TAX COLLECTOR-SUMMERHILL TWP-POSTAGE	TAX COLLECTOR-POSTAGE-WILMORE BORO.	72.42
0000078656	07/30/2026	Maxwell Leadershiip Foundation	ATHLETICS-Subscription-D. CARPENTER		999.00
0000078657	07/30/2026	MHS - MULTI-HEALTH SYSTEMS	supplies-RATING SCALES-O. KUDLAWIEC		406.25
0000078658	07/30/2026	NCS PEARSON INC.	Classroom Supplies-BASC KIT/KBIT/WISC-V-FORMS/BOOKLETS-O. KUDLAWIEC	Classroom Supplies-CONNERS 4Q-JSHS-O. KUDLAWIEC	1,461.69
0000078659	07/30/2026	NORTH STAR SCHOOL DISTRICT	TRANSPORTATION-HOMELESS-J. CRANE/A. NICHOLS-R. DILL		328.97 #
0000078660	07/30/2026	NOTECOUNSELOR LLC	Subscription -GUIDANCE-ELEM.-J. MONTAG		158.00

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FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GF - GENERAL FUND **Payment Dates:** 07/01/2026 - 08/12/2026

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000078661	07/30/2026	PALYOCSIK TRUE VALUE	MAINTENANCE-PIKSTICK/GAL. CONC. BRUSH-B. CHRIST	MAINTENANCE-JSHS-AUTO BODY FILLER-JSHS-B. CHRIST	421.91
0000078662	07/30/2026	PASBO	Membership 26-27-S. THOMAS		400.00
0000078663	07/30/2026	PLANK ROAD PUBLISHING INC.	Classroom Supplies -RECORDER BELTS-ELEM.-J. KEARNEY		301.54
0000078664	07/30/2026	PSNI LLC	Subscription-HEALTH OFFICE-C. YUHAS	Subscription-HEALTH OFFICE-E. LONG	3,400.00
0000078665	07/30/2026	PYRAMID HEALTHCARE, INC.	STUDENT TUITION-SW		3,150.00
0000078666	07/30/2026	RIBBLETT CORPORATION	JUNE/JULY ESY-K. PLUMMER-K. WILSON		1,900.00
0000078667	07/30/2026	Rise Vision USA	Rise Vision Subscription-LICENSE-YR 3 OF 3-B. CHRIST		2,598.00
0000078668	07/30/2026	sciencemusicvideos LLC	Subscription-JSHS-J. MCCLOSKEY		449.00
0000078669	07/30/2026	SmartPass, Inc.	Subscription-7/1/26-6/30/27-JSHS-C. EVANS		3,064.22
0000078670	07/30/2026	Sportsman's	ATHLETIC SUPPPLIES-SOCKS-SOCCER-V/G-D. CARPENTER	ATHLETIC SUPPPLIES-SOCCER-V/B-D. CARPENTER	1,395.48
0000078671	07/30/2026	STAPLES	supplies-OFFICE SUPPLIES-B. ROBERTS		100.38
0000078672	07/30/2026	SUSAN ROXBY	HEALTH CARE REIMBURSEMENT-APRIL/MAY/JUNE/JULY 2026		1,329.80
0000078673	07/30/2026	THE LONG BARN INC. II	MAINTENANCE-CALIBURN-JSHS-B. CHRIST	MAINTENANCE-SEALANT-JSHS-B. CHRIST	64.90
0000078674	07/30/2026	THERESA SELAPACK	DRIVER'S ED-MAKENZIE		100.00
0000078675	07/30/2026	UNITED STATES TREASURY	2ND QTR-QUARTERLY EXCISE TAX-25-1157896-FORM 720		1,134.69
0000078676	07/30/2026	XEROX FINANCIAL SERVICES	CONTRACT PAYMENT-JULY 2026-B. CHRIST	CONTRACT PAYMENT-JUNE 2026-B. CHRIST	7,211.21
0000078677	08/10/2026	LINK IT	Subscription-R. DILL-JSHS	Subscription -R. DILL-ELEM.	29,536.00
* 0007126VAN	07/01/2026	VANTAGE FINANCIAL, LLC.	chromebooks-JSHS-B. CHRIST	chromebooks-ELEM.-B. CHRIST	109,800.00

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenote D - Direct Deposit C - Credit Card ^ - Virtual Payment

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GF - GENERAL FUND **Payment Dates:** 07/01/2026 - 08/12/2026

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
* 0071726CLO	07/16/2026	CLOUDCONVERT	SUBSCRIPTION-CONVERSION CREDITS-MEDIA-JSHS-J. RAPTOSH		10.28 #
* 0071726PAF	07/16/2026	PAFPC	PAFPC CONFERENCE REGISTRATION-7/28-31/26-L. JACOBS		407.60
* 0071726SMA	07/16/2026	SMARTSIGN	Enc Transfer from FY26-ASSET TAGS-B. CHRIST	ASSET TAGS-B. CHRIST	360.00 #
* 0071726WEX	07/17/2026	WEX BANK	FUEL PURCHASES-MLAKER	FUEL PURCHASES-MCILWAIN	870.51 #
* 071626COMM	07/16/2026	COMMONWEALTH FINANCE	COPS GRANT FEE-R. DILL		100.00
* 072626VISA	07/26/2026	VISA	LATE FEE/INTEREST CHARGE-		33.49
* 7162026CLO	07/16/2026	CLOUDCONVERT	SUBSCRIPTION-JSHS-J. RAPTOSH/R. DILL		10.28
* CBW0000710	07/10/2026	C-B-W SCHOOLS FEDERAL	DED:[CBW CR UN] Credit Union - Pay Date: 7/10/2026		13,199.21
* CBW0000724	07/24/2026	C-B-W SCHOOLS FEDERAL	DED:[CBW CR UN] Credit Union - Pay Date: 7/24/2026		13,239.21
* CBW0000807	08/07/2026	C-B-W SCHOOLS FEDERAL	DED:[CBW CR UN] Credit Union - Pay Date: 8/7/2026		13,199.21
* HMRK073026	07/30/2026	HIGHMARK INC	HSA FEES JULY		873.18
* HSA0000710	07/10/2026	ALLEGEUS	DED:[HSA] Health Savings Account - Pay Date: 7/10/2026		5,537.43
* HSA0000724	07/24/2026	ALLEGEUS	DED:[HSA] Health Savings Account - Pay Date: 7/24/2026		5,517.43
* HSA0000807	08/07/2026	ALLEGEUS	DED:[HSA] Health Savings Account - Pay Date: 8/7/2026		5,694.43
* IRS0000710	07/10/2026	FOREST HILLS SCHOOL DISTRICT PAYROLL ACCOUNT	Purpose: ER FICA Pay Date: 7/10/2026	Purpose: EE FED Pay Date: 7/10/2026	91,120.30
* IRS0000724	07/24/2026	FOREST HILLS SCHOOL DISTRICT PAYROLL ACCOUNT	Purpose: ER FICA Pay Date: 7/24/2026	Purpose: EE FED Pay Date: 7/24/2026	91,360.23
* IRS0000807	08/07/2026	FOREST HILLS SCHOOL DISTRICT PAYROLL ACCOUNT	Purpose: ER FICA Pay Date: 8/7/2026	Purpose: EE FED Pay Date: 8/7/2026	88,848.31
* PAST000710	07/10/2026	PA DEPARTMENT OF REVENUE	Purpose: EE STPA Pay Date: 7/10/2026		12,346.82

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenote D - Direct Deposit C - Credit Card ^ - Virtual Payment

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GF - GENERAL FUND **Payment Dates:** 07/01/2026 - 08/12/2026

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
* PAST000724	07/24/2026	PA DEPARTMENT OF REVENUE	Purpose: EE STPA Pay Date: 7/24/2026		12,375.09
* PAST000807	08/07/2026	PA DEPARTMENT OF REVENUE	Purpose: EE STPA Pay Date: 8/7/2026		12,118.02
* PYTR071026	07/10/2026	FOREST HILLS SCHOOL DISTRICT PAYROLL ACCOUNT	NON-CATEGORICAL		267,384.14
* PYTR072426	07/24/2026	FOREST HILLS SCHOOL DISTRICT PAYROLL ACCOUNT	NON-CATEGORICAL		268,233.38
* PYTR080726	08/07/2026	FOREST HILLS SCHOOL DISTRICT PAYROLL ACCOUNT	NON-CATEGORICAL		262,210.04
* TSA0000710	07/10/2026	TSA CONSULTING GROUP INC.	DED:[ROTH-KADES] Kades Margolis Roth 403b - Pay Date: 7/10/2026	DED:[403B-KAD] Kades Margolis 403b - Pay Date: 7/10/2026	11,116.08
* TSA0000724	07/24/2026	TSA CONSULTING GROUP INC.	DED:[ROTH-KADES] Kades Margolis Roth 403b - Pay Date: 7/24/2026	DED:[403B-KAD] Kades Margolis 403b - Pay Date: 7/24/2026	11,169.97
* TSA0000807	08/07/2026	TSA CONSULTING GROUP INC.	DED:[ROTH-KADES] Kades Margolis Roth 403b - Pay Date: 8/7/2026	DED:[403B-KAD] Kades Margolis 403b - Pay Date: 8/7/2026	11,328.58
* UNCC378418	07/13/2026	UNITED CONCORDIA	DENTAL CLAIMS		2,998.11
* UNCC378901	07/13/2026	UNITED CONCORDIA	DENTAL CLAIMS		2,299.69
* UNCC379586	07/13/2026	UNITED CONCORDIA	DENTAL CLAIMS		1,511.22
* UNCC380074	07/13/2026	UNITED CONCORDIA	DENTAL CLAIMS		5,228.76
* VOYA000710	07/10/2026	VOYA	Purpose: EE RETD Pay Date: 7/10/2026	Purpose: ER RETD Pay Date: 7/10/2026	3,020.08
* VOYA000724	07/24/2026	VOYA	Purpose: EE RETD Pay Date: 7/24/2026	Purpose: ER RETD Pay Date: 7/24/2026	3,241.48
* VOYA000807	08/07/2026	VOYA	Purpose: EE RETD Pay Date: 8/7/2026	Purpose: ER RETD Pay Date: 8/7/2026	3,114.49

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GF - GENERAL FUND **Payment Dates:** 07/01/2026 - 08/12/2026

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

10 - GENERAL FUND	**2,107,675.03**
Grand Total All Funds	**2,107,675.03**
Grand Total Credit Cards	**0.00**
Grand Total Direct Deposits	**0.00**
Grand Total Manual Checks	**(33,294.92)**
Grand Total Other Disbursement Non-negotiables	**1,329,877.05**
Grand Total Procurement Card Other Disbursement Non-negotiables	**0.00**
Grand Total Regular Checks	**811,092.90**
Grand Total Virtual Payments	**0.00**
Grand Total All Payments	**2,107,675.03**

List 3

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GF - GENERAL FUND **Payment Dates:** 08/13/2026 - 08/13/2026

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000078678	08/13/2026	1ST SUMMIT BANK TRUST/INVESTMENT SERVICES	SERIES OF 2020-GO BONDS-PRINCIPAL PYMT	GO BONDS SERIES OF 2021-PRINCIPAL PYMT	1,201,100.63
0000078679	08/13/2026	3P LEARNING INC.	License/Subscriptions-MATH SEEDS/READING EGGS-ELEM.-J. MILLER		3,455.00
0000078680	08/13/2026	95 PERCENT GROUP INC.	Subscription/License Renewal-M. SHAFFER	Subscription/License Renewal-N. FAGAN	1,728.00
0000078681	08/13/2026	ALLEGHENY SUPPLY	MAINTENANCE-VAC BAGS/SPONGES/GLASS CLNR-JSHS-B. CHRIST	MAINTENANCE-FOAM WASH (3)-JSHS-B. CHRIST	499.11
0000078682	08/13/2026	ALTERNATIVE COMMUNITY RESOURCE	STUDENT SUPPORT SERVICES-AH-JULY 2026		2,940.00
0000078683	08/13/2026	AMAZON CAPITAL SERVICES	Athletic Supplies -SOCCER-D. CARPENTER	ACCESS Life skills-THERAPY TABLE-M. TRYBUS	8,759.81
0000078684	08/13/2026	ANTHONY OBARSKY	HEALTH CARE REIMBURSEMENT-MAY/JUNE/JULY/AUGUST 2026		1,183.60
0000078685	08/13/2026	APPALACHIA INTERMEDIATE UNIT 8	PROFESSIONAL MEDICAL SERVICES PT/OT-ELEM.	LIFE SKILLS SUPPORT-PUB-PRO-ED-SVCS-IUS	45,634.53 #
0000078686	08/13/2026	ARTHUR J. GALLAGHER	26/27-COMMERCIAL PKG-INSTALLMENT 1 0F 4	26/27-COMMERCIAL PKG-INSTALLMENT 1 OF 4	41,256.50
0000078687	08/13/2026	AT&T MOBILITY	MONTHLY BILL-B. CHRIST		708.85
0000078688	08/13/2026	BEST BUY BUSINESS	Classroom Supplies-CAMERA-JSHS-J. RAPTOSH	Office Supplies-Tech-HP COLOR LASER JET (2)-B. CHRIST	1,952.47
0000078689	08/13/2026	BSN SPORTS LLC	ATHLETIC SUPPPLIES-VOLLEYBALL-G/JH-BALLS (8)-D. CARPENTER	ATHLETIC SUPPPLIES-VOLLEYBALL-G/V-BALLS (8)-D. CARPENTER	537.76
0000078690	08/13/2026	BURGMEIER'S HAULING, INC.	SHREDDING-B. CHRIST		732.21
0000078691	08/13/2026	BURKE & COMPANY,LLC. DBA S.P.MCCARL & CO.	MAINTENANCE-REPAIR-TRANSFORMER-JSHS-B. CHRIST	MAINTENANCE-HVAC REPAIR-JSHS-B. CHRIST	660.00
0000078692	08/13/2026	CAMCO PHYSICAL AND OCCUPATIONAL THERAPY, LLC.	PT/OT-AH-JULY 2026		448.33
0000078693	08/13/2026	CAPITAL AREA INTERMEDIATE UNIT	STUDENT SUPPORT SERVICES-M.HOGUE		84.18 #

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenote D - Direct Deposit C - Credit Card ^ - Virtual Payment

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GF - GENERAL FUND **Payment Dates:** 08/13/2026 - 08/13/2026

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000078694	08/13/2026	CAROLINA BIOLOGICAL SUPPLY CO.	Classroom Supplies -JSHS-J. MCCLOSKEY		1,170.70
0000078695	08/13/2026	CONJUGUEMOS	Annual License-Conjuguemos.com-JSHS-G. MILLER		70.00
0000078696	08/13/2026	COUNCIL FOR EXCEPTIONAL CHILDREN	Subscription-RENEWAL-TO 8/31/27-B. ROBERTS		279.00
0000078697	08/13/2026	DILLON MCCANDLESS KING COULTER & GRAHAM LLP	LEGAL FEES	LEGAL FEES-LABOR	3,412.50
0000078698	08/13/2026	DISCOUNT SCHOOL SUPPLY	Classroom Supplies-ELEM.-J. MILLER		251.90
0000078699	08/13/2026	Dollamur LLC	ATHLETIC SUPPPLIES-CHEER-V-MATS-D. CARPENTER		11,961.00
0000078700	08/13/2026	EASTERN ELEVATOR SERVICE/SALES	MONTHLY BILL-JSHS-B. CHRIST	MONTHLY BILL-FIELDHOUSE-B. CHRIST	438.77
0000078701	08/13/2026	EHRLICH	MONTHLY BILL-PEST CONTROL-ELEM.-B. CHRIST	MONTHLY BILL-PEST CONTROL-JSHS-B. CHRIST	262.40
0000078702	08/13/2026	EVERYDAY SPEECH LLC	SUBSCRIPTION-8/28/26-8/27/27		599.99
0000078703	08/13/2026	FLINN SCIENTIFIC INC.	Classroom Supplies-JSHS-N. MASH	Classroom Supplies -JSHS-N. MASH	566.49
0000078704	08/13/2026	FOREST HILLS MUNICIPAL AUTH.	MONTHLY BILL-ELEM-040001051620	MONTHLY BILL-FIELDHOUSE/JSHS-40001031081	1,232.00
0000078705	08/13/2026	GALLAGHER AFFINITY INSURANCE SERVICES, INC.	STUDENT ACCIDENT INSURANCE		22,524.00
0000078706	08/13/2026	GO TO COMMUNICATIONS, INC.	MONTHLY BILL-COMMUNICATIONS-B. CHRIST		3,572.26
0000078707	08/13/2026	GRANITE TELECOMMUNICATIONS	MONTHLY BILL-COMMUNICATIONS-B. CHRIST		1,643.09
0000078708	08/13/2026	HEGGERTY	Subscription-BRIDGE TO WRITING-GR3 -ELEM.-L. JACOBS		1,272.60
0000078709	08/13/2026	HIGHLAND SEWER & WATER	MONTHLY BILL-JSHS-31047-0-B. CHRIST	MONTHLY BILL-ELEM.-529-0-B. CHRIST	576.03
0000078710	08/13/2026	HUDL	Subscription-ATHLETICS-D. CARPENTER	Subscription-ATHLETICS-D. CARPENTER -BOOSTERS	15,000.00
0000078711	08/13/2026	IMPACT APPLICATIONS INC.	Athletic Subscription-IMPACT TESTING-D. CARPENTER		880.00

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FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GF - GENERAL FUND **Payment Dates:** 08/13/2026 - 08/13/2026

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000078712	08/13/2026	INFOCON CORPORATION	JULY 2026 INTERIMS/TAX BILL		275.00
0000078713	08/13/2026	IN-SHORE TECHNOLOGIES, INC	MONTHLY IT SUPPORT-AUGUST 2026 -B. CHRIST-JSHS	MONTHLY IT SUPPORT-AUGUST 2026-B. CHRIST-ELEM.	7,020.83
0000078714	08/13/2026	INSIGHT PA CYBER CHARTER SCH.	STUDENT TUITION-IL-GR 4		995.56
0000078715	08/13/2026	INTERMEDIATE UNIT 1	3 yr agreem.-SENTINEL ONE WORKSTATION LICENSE-YR1-7/1/26-6/30/27-B. CHRIST		10,968.00
0000078716	08/13/2026	JESSICA BREWER	DRIVER'S ED-BRAYDEN		100.00
0000078717	08/13/2026	JILL GULNAC	HEALTH CARE REIMBURSEMENT-JAN.-DEC. 2025		6,978.00
0000078718	08/13/2026	KARMEN J. BAUMGARDNER	TAX COLLECTOR-SUMMERHILL-COMMISSION		350.67
0000078719	08/13/2026	KURTZ BROTHERS	Classroom Supplies	Classroom Supplies-GUIDANCE-ELEM.-J. MONTAG	7,586.89
0000078720	08/13/2026	L.H.A.C.	Subscription/License Renewal-2026-2027-D. CARPENTER		3,668.18
0000078721	08/13/2026	LAKESHORE LEARNING MATERIALS, LLC	Classroom Supplies-CRAYONS-ELEM.-J. MILLER		629.93
0000078722	08/13/2026	LEARNING LAMP INC.	TITLE 1 SUPPLIES- 25/26 SY.-L. JACOBS	SUBSTITUTE TEACHER PROGRAM- 5/24-6/6/26-NURSE-K. MALESKY	3,094.27
0000078723	08/13/2026	LEXIA VOYAGER SOPRIS INC	Subscription-AOL-K-6 READING DIGITAL LICENSE-O. KUDLAWIEC		6,095.25
0000078724	08/13/2026	LINK IT	Subscription-NAVI SOFTWARE-R. DILL-ELEM.	Subscription-NAVI SOFTWARE-R. DILL-JSHS	1,700.00
0000078725	08/13/2026	LUCAS D. JACOBS	MONTHLY TRAVEL-CONFERENCE-PFPC GRANT COMPLIANCE SUMMIT-7/28-31/26		184.72
0000078726	08/13/2026	LUTHER P. MILLER INC.	MAINTENANCE-DIESEL FUEL-B. CHRIST-55011441		1,640.15
0000078727	08/13/2026	MACGILL SCHOOL NURSE SUPPLIES	supplies-HEALTH OFFICE-ELEM.-E. LONG		530.23

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenote D - Direct Deposit C - Credit Card ^ - Virtual Payment

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GF - GENERAL FUND **Payment Dates:** 08/13/2026 - 08/13/2026

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000078728	08/13/2026	MICHAEL BRANAS	HEALTH CARE REIMBURSEMENT-JULY/AUG./SEPT./OCT.-HOP 2026		1,095.60
0000078729	08/13/2026	MLAKER LLC	TRANSPORTATION-SPECIAL-K. WILSON-WATTS/WATERS/MANGUS	TRANSPORTATION-SUMMER CAMP BUS-K. WILSON	3,070.16
0000078730	08/13/2026	Networld Sports LTD	Athletic Supplies-V/G-SOCCER-D. CARPENTER		2,899.98
0000078731	08/13/2026	PALYOCSIK TRUE VALUE	MAINTENANCE-IRON BRUSH (4)-JSHS-B. CHRIST		15.96
0000078732	08/13/2026	PENELEC	MONTHLY BILL-JSHS-100104674559	MONTHLY BILL-ELEM.-100000324994	28,796.03
0000078733	08/13/2026	PENNSYLVANIA DISTANCE LEARNING CHARTER SCHOOL	STUDENT TUITION-AS	STUDENT TUITION-AS-GR 10	2,764.73
0000078734	08/13/2026	Peterson Directed Handwriting	Classroom Supplies-ELEM.-L. JACOBS		2,345.13
0000078735	08/13/2026	PRO DISPOSAL INC.	MONTHLY BILL-TRASH DISPOSAL-B. CHRIST-JSHS	MONTHLY BILL-TRASH DISPOSAL-B. CHRIST-ELEM.	1,168.10
0000078736	08/13/2026	Project Read AI, Inc	Subscription-DECODABLE GENERATOR-ELEM.-L. JACOBS		3,000.00
0000078737	08/13/2026	PUBLIC SCHOOL HEALTH INSURANCE COOPERATIVE	MEDICAL-AUGUST 2026-INSURANCE PROCESSING EXPENSE	MEDICAL-AUGUST 2026-RETIREES	370,053.82
0000078738	08/13/2026	RPM SIGNS	VALEDICTORIANS/RETIREMENT PLAQUES-R. DILL		20.60
0000078739	08/13/2026	SCHOLASTIC BOOK FAIRS	BOOK FAIR-LIBRARY-ELEM.-N. MILLER		399.86 #
0000078740	08/13/2026	School Health	Athletic Supplies-TRAINOR-J. LONG/D. CARPENTER	Athletic SuppliesAthletic Supplies-THERA-BAND(6)-J. LONG/D. CARPENTER	255.22
0000078741	08/13/2026	SENOR WOOLY LLC	Annual License-Senor Wooly-JSHS-G. MILLER		199.00
0000078742	08/13/2026	SOUTH FORK HISTORICAL SOCIETY	BOOST GRANT SALARY/SUPPLIES-R. DILL		1,390.91
0000078743	08/13/2026	SOUTH FORK PUBLIC LIBRARY	BOOST GRANT SALARY/SUPPLIES-R. DILL-JUNE 2026	BOOST GRANT SALARY/SUPPLIES-R. DILL-JULY 2026	22,582.81

* - Non-Negotiable Disbursement + - Procurement Card Non-Negotiable # - Payable within Payment P - Prenote D - Direct Deposit C - Credit Card ^ - Virtual Payment

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GF - GENERAL FUND **Payment Dates:** 08/13/2026 - 08/13/2026

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

Payment #	Paymnt Dt	Vendor Name	Description Of Purchase	Description Of Purchase	Amount
0000078744	08/13/2026	Sportsman's	ATHLETIC SUPPPLIES-VOLLEYBALL-G/JH-JERSEYS/SCOREBOOKS-D. CARPENTER	Athletic Supplies/ Volleyball -B-BALLS (8)-D. CARPENTER	1,780.32
0000078745	08/13/2026	SUSAN ROBERTS	DRIVER'S ED-KAYLEE		100.00
0000078746	08/13/2026	TERCEK ELECTRIC INC	FIRE ALARM TESTING-B. CHRIST-ELEM.	FIRE ALARM TESTING-B. CHRIST-JSHS	10,614.00
0000078747	08/13/2026	THE FATULA GROUP. LLC.	SAFETY/SECURITY DEVELOPMENT/IMPLEMENTATION-FEB./MARCH/APRIL-26-R. DILL		2,500.00 #
0000078748	08/13/2026	THE LONG BARN INC. II	MAINTENANCE-SUPPLIES-JSHS-B. CHRIST	MAINTENANCE-GORILLA GLUE (4)-JSHS.-B. CHRIST	146.14
0000078749	08/13/2026	THERAPY SHOPPE	Classroom Supplies -ELEM.-H. MANGES		95.98
0000078750	08/13/2026	TREY BUTTERWORTH	TUITION REIMBURSEMENT-12 CREDITS-ALLEG. INTERM. UNIT		1,596.00
0000078751	08/13/2026	TRIBUNE DEMOCRAT AND JOHNSTOWN MAGAZINE	ADVERTISEMENT-SCHOOL BOARD MEETING-S. THOMAS		50.70
0000078752	08/13/2026	W.B. MASON COMPANY INC.	supplies-DATE STAMPER-JSHS-K. WILSON	supplies-LIFT OFF TAPE/RIBBON-DO-K. WILSON	49.97
0000078753	08/13/2026	WATKINS SECURITY LLC	MAINTENANCE-REPAIR-GYM DOOR READER-JSHS-B. CHRIST		812.50
0000078754	08/13/2026	WENDY LADIKA	TAX COLLECTOR-ADAMS TWP-POSTAGE/ENVELOPES/MAILING SERVICES-JULY 2026		4,226.07
0000078755	08/13/2026	WORLD BOOK INC	Subscription -LIBRARY-ELEM.-N. MILLER		1,066.56
0000078756	08/13/2026	XEROX BUSINESS SOLUTIONS, LLC.	CONTRACT INVOICE-ELEM.-B. CHRIST	CONTRACT INVOICE-JSHS-B. CHRIST	5,214.49

FUND ACCOUNTING PAYMENT SUMMARY

Bank Account: GF - GENERAL FUND **Payment Dates:** 08/13/2026 - 08/13/2026

Payment Categories: Regular Checks, Non-negotiable Disbursements, Direct Deposits, Manual Checks, Procurement Cards, Credit Cards
Sort: Payment Number

10 - GENERAL FUND	**1,897,522.03**
Grand Total All Funds	**1,897,522.03**
Grand Total Credit Cards	**0.00**
Grand Total Direct Deposits	**0.00**
Grand Total Manual Checks	**0.00**
Grand Total Other Disbursement Non-negotiables	**0.00**
Grand Total Procurement Card Other Disbursement Non-negotiables	**0.00**
Grand Total Regular Checks	**1,897,522.03**
Grand Total Virtual Payments	**0.00**
Grand Total All Payments	**1,897,522.03**

Forest Hills School District
Food Service Bills To Be Approved
For August 2026 Payment

Check #	Vendor	Junior - Senior High	Elementary	Total
6437	Altoona Mirror	$ -	$ 344.47	$ 344.47
6438	Tribune Democrat	$ -	$ 193.80	$ 193.80
6439	Forest Hills General Fund	$ -	$ 98.71	$ 98.71
6440	Galliker's	$ 6,341.40	$ -	$ 6,341.40
6441	Gerald Sherry & Associates, Inc	$ 152.14	$ 4,780.56	$ 4,932.70
6442	On-Line Refrigeration	$ -	$ 725.00	$ 725.00
6443	Cybersoft Technologies	$ 1,357.12	$ 1,357.13	$ 2,714.25
6444	US Foods	$ 22,995.43	$ -	$ 22,995.43
	TOTAL	$ 24,352.55	$ 2,082.13	$ 26,434.68

JUNIOR-SENIOR HIGH SCHOOL ATHLETIC ACCOUNT
AUGUST 2026

PIAA Foundation	V B&G Cross Country Entry Fee	$350.00
PSCA	PSCA Dues (Girls Soccer)	20.00
PSCA	PSCA Dues (Boys Soccer)	20.00
Big A Boosters/Cross Country	JH B&G Registration	160.00
Portage Cross Country Boosters	B&G Cross Country Registration	200.00
Baldwin Cross Country Club	V BG CC White Oak Registration	260.00
Juniata Valley Striders	Registration Fees -Big Valley Invitational	290.00
TOTAL		**$1,300.00**

PREVIOUSLY PAID:	**$0**
AUGUST:	**$1,300.00**
TOTAL:	**$1,300.00**

Forest Hills School District
FHJSH ACTIVITY ACCT. BOARD REPORT - AUGUST 2026
July 21 through August 13, 2026

Type	Num	Date	Name	Item	Account	Paid Amount	Original Amount
Check	**3829**	**08/13/2026**	**SABIN FISHER**		**SB ACTIVITY**		**-600.00**
					08 · Salaries & Wages	-600.00	600.00
TOTAL						-600.00	600.00
Check	**3830**	**08/13/2026**	**Andrea Mulligan**		**SB ACTIVITY**		**-300.00**
					08 · Salaries & Wages	-300.00	300.00
TOTAL						-300.00	300.00
Check	**3831**	**08/13/2026**	**Shawn Miller**		**SB ACTIVITY**		**-300.00**
					08 · Salaries & Wages	-300.00	300.00
TOTAL						-300.00	300.00
Check	**3832**	**08/13/2026**	**TYLER KORZI**		**SB ACTIVITY**		**-300.00**
					08 · Salaries & Wages	-300.00	300.00
TOTAL						-300.00	300.00
Check	**3833**	**08/13/2026**	**HUDSON ANTOINE...**		**SB ACTIVITY**		**-300.00**
					08 · Salaries & Wages	-300.00	300.00
TOTAL						-300.00	300.00
Check	**3834**	**08/13/2026**	**ANGELA BRUMBA...**		**SB ACTIVITY**		**-250.00**
					08 · Salaries & Wages	-250.00	250.00
TOTAL						-250.00	250.00
Check	**3835**	**08/13/2026**	**Next Step Producti...**		**SB ACTIVITY**		**-1,660.00**
					09 · Materials & Sup...	-1,660.00	1,660.00
TOTAL						-1,660.00	1,660.00

Forest Hills School District
FHJSH ACTIVITY ACCT. BOARD REPORT - JULY 2026
June 25 through July 14, 2026

Type	Num	Date	Name	Item	Account	Paid Amount	Original Amount
Check	**3826**	**06/25/2026**	**Emma Kissell**		**B&G TRACK**		**-192.61**
					09 · Materials & Sup...	-192.61	192.61
TOTAL						-192.61	192.61
Check	**3827**	**06/25/2026**	**American Eagle Sc...**		**NEVER ALONE**		**-500.00**
					09 · Materials & Sup...	-500.00	500.00
TOTAL						-500.00	500.00
Check	**3828**	**06/30/2026**	**Payless Car Rental**		**SB ACTIVITY**		**-167.90**
					10 · Expenses Entry...	-167.90	167.90
TOTAL						-167.90	167.90

Previously Paid: $860.51 July: $0.00

Forest Hills School District
General Fund Comparative Revenue Budget Report
Fiscal Month 1 ending July 31, 2026

FUNCTION	REVENUE DESCRIPTION	REVENUE BUDGET	CURRENT REVENUE	2026-2027 YTD REVENUE	BUDGET BALANCE	2026-2027 % Rec'd
6111	CURRENT REAL ESTATE TAXES	$4,854,939	$332,740	$332,740	$4,522,199	6.9%
6112	INTERIM REAL ESTATE TAXES	$15,162	$0	$0	$15,162	0.0%
6113	PUBLIC UTILITY REALTY TAXES	$5,800	$0	$0	$5,800	0.0%
6114	PAYMENT IN LIEU OF TAXES	$25,190	$0	$0	$25,190	0.0%
6120	CURRENT PER CAPITA TAXES - SEC. 679	$16,700	$0	$0	$16,700	0.0%
6141	CURRENT ACT 511 PER CAPITA TAXES	$15,973	$0	$0	$15,973	0.0%
6142	CURRENT ACT 511 OCCUPATION TAXES	$15,843	$0	$0	$15,843	0.0%
6151	CURRENT ACT 511 EARNED INCOME TAX	$1,588,143	$80,918	$80,918	$1,507,225	5.1%
6153	CURRENT REAL ESTATE TRANSFER TAX	$90,610	$6,508	$6,508	$84,102	7.2%
6411	DELINQUENT REAL ESTATE TAXES	$187,465	$0	$0	$187,465	0.0%
6420	DELINQUENT PER CAPITA TAX SEC. 679	$4,488	$22	$22	$4,466	0.5%
6441	DELINQUENT PER CAPITA TAX ACT 511	$3,502	$200	$200	$3,302	5.7%
6442	DELINQUENT OCCUPATION TAX ACT 511	$3,395	$207	$207	$3,188	6.1%
6451	DELINQUENT EARNED INCOME TAX	$47,069	$582	$582	$46,487	1.2%
6510	INTEREST - INVESTMENTS & CHECKING	$230,000	$19,427	$19,427	$210,573	8.4%
6710	ADMISSIONS - ATHLETICS	$41,021	$0	$0	$41,021	0.0%
6831	FEDERAL REVENUE - IU'S	$40,000	$0	$0	$40,000	0.0%
6832	FEDERAL REVENUE IDEA - IU'S	$339,132	$0	$0	$339,132	0.0%
6910	RENTALS	$4,589	$0	$0	$4,589	0.0%
6920	CONTRIBUTIONS AND DONATIONS	$3,000	$0	$0	$3,000	0.0%
6944	RECEIPTS OTHER LEA'S	$220,000	$0	$0	$220,000	0.0%
6999	OTHER LOCAL REVENUE	$6,830	$598	$598	$6,232	8.8%
6000	**TOTAL LOCAL REVENUE**	**$7,758,851**	**$441,201**	**$441,201**	**$7,317,650**	**5.7%**
7111	BASIC INSTRUCT FUNDING - FORMULA	$13,784,487	$0	$0	$13,784,487	0.0%
7160	TUITION ORPHANS & CHILD PLACED	$0	$0	$0	$0	0.0%
7271	SPECIAL EDUCATION SUBSIDY	$1,649,207	$248,584	$248,584	$1,400,623	15.1%
7311	TRANSPORTATION SUBSIDY	$1,430,327	$0	$0	$1,430,327	0.0%
7312	NON-PUBLIC TRANSPORTATION SUBSIDY	$30,030	$0	$0	$30,030	0.0%
7320	RENTALS AND SINKING FUNDS	$202,020	$0	$0	$202,020	0.0%
7330	HEALTH SERVICES/OTHER SUPPLIES	$35,565	$0	$0	$35,565	0.0%
7340	STATE PROPERTY TAX REDUCTION	$1,339,285	$0	$0	$1,339,285	0.0%
7369	OTHER SAFE SCHOOLS GRANTS	$160,000	$0	$0	$160,000	0.0%
7531	READY TO LEARN - FOUNDATION/ADEQUAC	$2,027,176	$0	$0	$2,027,176	0.0%
7599	PHEAA/OJT GRANT	$110,000	$0	$0	$110,000	0.0%
7810	STATE SHARE SOCIAL SECURITY/MEDICARE	$687,475	$0	$0	$687,475	0.0%
7820	STATE SHARE RETIREMENT EXPENSE	$3,051,854	$0	$0	$3,051,854	0.0%
7000	**TOTAL STATE REVENUE**	**$24,507,426**	**$248,584**	**$248,584**	**$24,258,842**	**1.0%**
8514	NCLB TITLE I	$335,040	$0	$0	$335,040	0.0%
8515	NCLB TITLE II - PART A	$45,425	$0	$0	$45,425	0.0%
8517	NCLB TITLE IV	$29,420	$0	$0	$29,420	0.0%
8810	MEDICAL ASSISTANCE ACCESS	$159,250	$0	$0	$159,250	0.0%
8000	**TOTAL FEDERAL REVENUE**	**$569,135**	**$0**	**$0**	**$569,135**	**0.0%**
9410	SALE OF FIXED ASSETS	$1,000	$0	$0	$1,000	0.0%
9000	**TOTAL OTHER FINANCING**	**$1,000**	**$0**	**$0**	**$1,000**	**0.0%**
	GRAND TOTAL	**$32,836,412**	**$689,785**	**$689,785**	**$32,146,627**	**2.1%**

FISCAL YEAR	8.3%
SCHOOL YEAR	0.0%

Forest Hills School District
General Fund Comparative Expenditure Budget Report
For Fiscal Month 1 Ending July 31, 2026

Function	Expenditure Description	2026-2027 Budget	Current Expenditures	2026-2027 YTD EXPENSE	2026-2027 Encumbered	Budget Balance	2026-2027 % Exp.
1110	REGULAR PROGRAMS	$12,424,477	$286,206	$286,206	$120,255	$12,018,017	2.3%
1190	FEDERAL FUNDED REGULAR PROGRAMS	$522,083	$10,309	$10,309	$0	$511,774	2.0%
1200	SPECIAL EDUCATION PROGRAMS	$3,907,597	$60,683	$60,683	$23,036	$3,823,878	1.6%
1340	HOME ECONOMIC EDUCATION	$110,843	$38	$38	$0	$110,805	0.0%
1350	INDUSTRIAL ARTS EDUCATION	$262,940	$1,300	$1,300	$7,403	$254,237	0.5%
1390	OTHER VOCATIONAL EDUCATION	$1,500,000	$0	$0	$0	$1,500,000	0.0%
1410	DRIVERS EDUCATION	$6,000	$400	$400	$0	$5,600	6.7%
1430	HOMEBOUND INSTRUCTION	$4,626	$0	$0	$0	$4,626	0.0%
1440	ALTERNATIVE EDUCATION PROGRAMS	$128,300	$0	$0	$0	$128,300	0.0%
1500	NONPUBLIC SCHOOL PROGRAMS	$0	$0	$0	$0	$0	#DIV/0!
1700	HIGHER ED PROGRAMS	$0	$0	$0	$0	$0	#DIV/0!
1801	PRE-KINDERGARTEN	$378,627	$5,652	$5,652	$1,056	$371,919	1.8%
1000	**INSTRUCTIONAL**	**$19,245,493**	**$364,588**	**$364,588**	**$151,750**	**$18,729,154**	**2.7%**
2110	STUDENT SERVICES	$214,152	$16,357	$16,357	$0	$197,795	7.6%
2120	GUIDANCE SERVICES	$786,712	$21,290	$21,290	$3,953	$761,468	2.7%
2140	PSYCHOLOGICAL SERVICES	$159,623	$14,559	$14,559	$637	$144,427	9.1%
2150	SPEECH PATH/AUDIOLOGY	$2,800	$0	$0	$0	$2,800	0.0%
2160	SOCIAL WORK SERVICES	$131,000	$22,500	$22,500	$0	$108,500	17.2%
2240	COMPUTER-ASSISTED INSTRUCTION	$632,580	$188,760	$188,760	$22,324	$421,496	29.8%
2250	SCHOOL LIBRARY SERVICES	$253,361	$8,285	$8,285	$11,378	$233,697	3.3%
2260	INSTRUCTION & CURRICULUM	$7,800	$408	$408	$499	$6,894	5.2%
2270	INSTRUCTIONAL STAFF DEVELOPMENT	$42,000	$3,156	$3,156	$0	$38,844	7.5%
2310	BOARD SERVICES	$43,600	$0	$0	$0	$43,600	0.0%
2320	BOARD TREASURER SERVICES	$2,400	$316	$316	$0	$2,084	13.2%
2330	TAX ASSESSMENT & COLLECTION	$86,565	$662	$662	$0	$85,903	0.8%
2350	LEGAL SERVICES	$45,000	$3,763	$3,763	$0	$41,238	8.4%
2360	OFFICE OF THE SUPERINTENDENT	$789,435	$70,584	$70,584	$3,247	$715,605	8.9%
2380	OFFICE OF THE PRINCIPAL	$1,046,009	$72,853	$72,853	$1,284	$971,872	7.0%
2420	MEDICAL SERVICES - PT/OT	$154,500	$0	$0	$0	$154,500	0.0%
2440	NURSING SERVICES	$301,318	$9,293	$9,293	$4,323	$287,702	3.1%
2510	BUSINESS SERVICES	$495,610	$34,846	$34,846	$394	$460,370	7.0%
2610	SUPERVION -OP/MAINT	$161,222	$12,446	$12,446	$0	$148,776	7.7%
2620	OPERATION/MAINT OF PLANT SERVICES	$2,767,516	$155,548	$155,548	$8,939	$2,603,029	5.6%
2650	VEHICLE OPERATION & MAINTENANCE	$19,300	$0	$0	$0	$19,300	0.0%
2660	SECURITY SERVICES	$46,816	$0	$0	$0	$46,816	0.0%
2720	STUDENT TRANSPORTATION SERVICES	$2,608,375	$1,900	$1,900	$0	$2,606,475	0.1%
2750	NONPUBLIC TRANSPORTATION	$400,312	$0	$0	$0	$400,312	0.0%
2850	STATE & FED AGENCY SERVICES	$12,026	$0	$0	$0	$12,026	100.0%
2910	OTHER SUPPORT SERVICES	$5,000	$0	$0	$0	$5,000	0.0%
2000	**SUPPORT SERVICES**	**$11,215,032**	**$637,526**	**$637,526**	**$56,978**	**$10,520,529**	**6.2%**
3210	SCHOOL SPONSOR STUDENT ACTIVITIES	$238,526	$1,193	$1,193	$855	$236,478	0.5%
3250	SCHOOL SPONSOR ATHLETICS	$885,756	$12,627	$12,627	$56,362	$816,768	1.4%
3300	COMMUNITY SERVICES	$19,506	$0	$0	$0	$19,506	0.0%
3000	**OPERATION NONINSTRUCTION**	**$1,143,788**	**$13,820**	**$13,820**	**$57,217**	**$1,072,752**	**6.2%**
4600	BUILDING IMPROVEMENTS	$60,000	$0	$0	$0	$60,000	0.0%
4600	**BUILDING IMPROVEMENTS**	**$60,000**	**$0**	**$0**	**$0**	**$60,000**	**0.0%**
5100	DEBT SERVICE	$1,568,652	$3,767	$3,767	$0	$1,564,885	0.2%
5200	INTERFUND TRANSFERS OUT	$100,000	$0	$0	$0	$100,000	0.0%
5300	TRANSFERS TO COMPONENT UNITS	$0	$0	$0	$0	$0	#DIV/0!
5000	**OTHER FINANCING USES**	**$1,668,652**	**$3,767**	**$3,767**	**$0**	**$0**	**0.2%**
	GRAND TOTAL	**$33,332,965**	**$1,019,700**	**$1,019,700**	**$265,945**	**$32,047,320**	**3.1%**

FISCAL YEAR	8.3%
SCHOOL YEAR	0.0%

FOREST HILLS SCHOOL DISTRICT
2026-2027 INVESTMENT PORTFOLIO
As of July 31, 2026

	Amount Investment	Interest Rate	Term Days	Date Purchase	Date Maturity	Y-T-D Interest
GENERAL FUND						
1ST SUMMIT BANK - Checking	$6,272,504	3.29%				$19,462
Total General Fund	**$6,272,504**					
CAPITAL RESERVE FUND						
1ST SUMMIT BANK - Checking	$835,402	3.29%				$2,443
Total Capital Reserve Fund	**$835,402**					
STUDENT ACTIVITY FUND						
1ST SUMMIT BANK - Checking	$190,652	3.29%				$557
Total Student Activity Fund	**$190,652**					
FOOD SERVICE FUND						
1ST SUMMIT BANK - Checking	$1,034,389	3.29%				$3,075
Total Food Service Fund	**$1,034,389**					
TOTAL DISTRICT FUNDS	**$8,332,946**			**TOTAL YTD INTEREST**		**$25,537**

Forest Hills School District
Ending Fund Balance for Cafeteria
July 31, 2026

		TOTAL
Cash Balance June 30, 2026	$	930,046.34
Receipts, Month	$	129,775.99
Expenditures, Month	$	25,572.04
Cash Balance July 31, 2026	$	1,034,250.29

	JR - SR HS	ES	TOTAL
Number of days in session			
Total Meal			
Average of Meals served			
Ala Carte			$ -

FOREST HILLS SCHOOL DISTRICT
FINANCIAL STATEMENT - CAFETERIA FUND
as of July 31, 2026

	MONTH OF July	July YEAR-TO-DATE	2026-2027 BUDGET
REVENUE:			
Food Sales - Ala Carte	$0	$0	$47,000
Food Sales - Adults	$0	$0	$32,000
Federal Reimbursement	$59,192	$59,192	$1,250,000
Federal Commodities	$29,333	$29,333	$175,000
State Reimbursement	$1,667	$1,667	$250,000
Other Receipts	$901	$901	$30,000
Interest Income	$3,075	$3,075	$40,000
TOTAL REVENUE	**$94,168**	**$94,168**	**$1,824,000**
COST OF GOODS SOLD:			
Beginning Inventory	$50,000	$50,000	$50,000
Purchases - Food & Beverage	$26,435	$26,435	$750,000
Commodities Received	$29,333	$29,333	$175,000
Less: Ending Inventory	-$47,265	-$47,265	-$40,000
TOTAL COST OF GOODS SOLD	**$58,502**	**$58,502**	**$935,000**
GROSS PROFIT	$35,666	$35,665	$889,000
OPERATING EXPENSES:			
Salaries	$14,430	$14,430	$550,000
Benefits	$11,143	$11,143	$285,000
Supplies/Maintenance/Travel/D	$0	$0	$64,000
Depreciation Expense	$3,600	$3,600	$44,000
TOTAL OPERATING EXPENS	**$29,172**	**$29,172**	**$943,000**
NET PROFIT (LOSS)	**$6,494**	**$6,493**	**-$54,000**

Forest Hills School District
General Fund Comparative Revenue Budget Report
Fiscal Month 12 ending June 30, 2026

FUNCTION	REVENUE DESCRIPTION	REVENUE BUDGET	CURRENT REVENUE	2025-2026 YTD REVENUE	BUDGET BALANCE	2025-2026 % Rec'd
6111	CURRENT REAL ESTATE TAXES	$4,661,986	$0	$4,665,348	-$3,362	*100.1%*
6112	INTERIM REAL ESTATE TAXES	$14,188	$0	$81	$14,107	*0.6%*
6113	PUBLIC UTILITY REALTY TAXES	$5,600	$0	$5,823	-$223	*104.0%*
6114	PAYMENT IN LIEU OF TAXES	$33,000	$0	$25,190	$7,810	*76.3%*
6120	CURRENT PER CAPITA TAXES - SEC. 679	$16,700	$22	$15,867	$833	*95.0%*
6141	CURRENT ACT 511 PER CAPITA TAXES	$15,600	$0	$16,001	-$401	*102.6%*
6142	CURRENT ACT 511 OCCUPATION TAXES	$15,410	$0	$16,258	-$848	*105.5%*
6151	CURRENT ACT 511 EARNED INCOME TAX	$1,545,207	$77,697	$1,626,106	-$80,899	*105.2%*
6153	CURRENT REAL ESTATE TRANSFER TAX	$79,860	$8,680	$98,611	-$18,751	*123.5%*
6411	DELINQUENT REAL ESTATE TAXES	$135,700	$65,609	$196,867	-$61,167	*145.1%*
6420	DELINQUENT PER CAPITA TAX SEC. 679	$2,250	$145	$3,965	-$1,715	*176.2%*
6441	DELINQUENT PER CAPITA TAX ACT 511	$3,191	$27	$2,918	$273	*91.4%*
6442	DELINQUENT OCCUPATION TAX ACT 511	$4,899	$27	$2,764	$2,135	*56.4%*
6451	DELINQUENT EARNED INCOME TAX	$43,890	$881	$5,001	$38,889	*11.4%*
6510	INTEREST - INVESTMENTS & CHECKING	$297,200	$22,209	$218,740	$78,460	*73.6%*
6710	ADMISSIONS - ATHLETICS	$37,627	$0	$0	$37,627	*0.0%*
6831	FEDERAL REVENUE - IU'S	$40,000	$0	$0	$40,000	*0.0%*
6832	FEDERAL REVENUE IDEA - IU'S	$323,500	$0	$0	$323,500	*0.0%*
6910	RENTALS	$18,000	$600	$5,175	$12,825	*28.8%*
6920	CONTRIBUTIONS AND DONATIONS	$3,000	$0	$0	$3,000	*0.0%*
6942	SUMMER SCHOOL TUITION	$0	$0	$0	$0	*100.0%*
6944	RECEIPTS OTHER LEA'S	$220,000	$0	$0	$220,000	*0.0%*
6991	REFUNDS PRIOR YEARS	$0	$425	$79,895	-$79,895	*100.0%*
6999	OTHER LOCAL REVENUE	$6,830	$532	$5,308	$1,522	*77.7%*
6000	**TOTAL LOCAL REVENUE**	**$7,523,638**	**$176,855**	**$6,989,918**	**$533,720**	***92.9%***
7111	BASIC INSTRUCT FUNDING - FORMULA	$13,731,227	$3,476,647	$13,738,757	-$7,530	*100.1%*
7141	CHARTER TRANSITIONAL	$24,644	$0	$0	$24,644	*100.0%*
7,160	TUITION ORPHANS & CHILD PLACED	$0	$9,031	$9,031	-$9,031	*100.0%*
7271	SPECIAL EDUCATION SUBSIDY	$1,644,675	$404,734	$1,618,399	$26,276	*98.4%*
7311	TRANSPORTATION SUBSIDY	$1,291,530	$397,101	$1,430,327	-$138,797	*110.7%*
7312	NON-PUBLIC TRANSPORTATION SUBSIDY	$28,000	$15,015	$30,030	-$2,030	*107.3%*
7320	RENTALS AND SINKING FUNDS	$202,160	$0	$165,331	$36,829	*81.8%*
7330	HEALTH SERVICES/OTHER SUPPLIES	$33,037	$0	$35,804	-$2,767	*108.4%*
7340	STATE PROPERTY TAX REDUCTION	$1,339,543	$0	$1,339,543	$0	*100.0%*
7369	OTHER SAFE SCHOOLS GRANTS	$90,153	$21,213	$57,986	$32,167	*64.3%*
7531	READY TO LEARN - FOUNDATION/ADEQUAC	$892,326	$0	$1,336,074	-$443,748	*149.7%*
7599	PHEAA/OJT GRANT	$170,410	$0	$62,500	$107,910	*100.0%*
7810	STATE SHARE SOCIAL SECURITY/MEDICARE	$687,117	$0	$452,183	$234,934	*65.8%*
7820	STATE SHARE RETIREMENT EXPENSE	$3,094,783	$672,490	$2,077,084	$1,017,699	*67.1%*
7000	**TOTAL STATE REVENUE**	**$23,229,605**	**$4,996,230**	**$22,353,048**	**$876,557**	***96.2%***
8514	NCLB TITLE I	$394,623	$0	$119,657	$274,966	*30.3%*
8515	NCLB TITLE II - PART A	$53,827	$0	$16,223	$37,604	*30.1%*
8517	NCLB TITLE IV	$30,066	$0	$10,507	$19,559	*34.9%*
8810	MEDICAL ASSISTANCE ACCESS	$132,535	$0	$8,630	$123,905	*6.5%*
8000	**TOTAL FEDERAL REVENUE**	**$611,051**	**$0**	**$155,018**	**$456,033**	***25.4%***
9410	SALE OF FIXED ASSETS	$1,000	$0	$0	$1,000	*0.0%*
9000	**TOTAL OTHER FINANCING**	**$1,000**	**$0**	**$0**	**$1,000**	***0.0%***
	GRAND TOTAL	**$31,365,294**	**$5,173,084**	**$29,497,984**	**$1,867,310**	***94.0%***

FISCAL YEAR	*100.0%*
SCHOOL YEAR	*100.0%*

Forest Hills School District
General Fund Comparative Expenditure Budget Report
For Fiscal Month 12 Ending June 30, 2026

Function	Expenditure Description	2025-2026 Budget	Current Expenditures	2025-2026 YTD EXPENSE	2025-2026 Encumbered	Budget Balance	2025-2026 % Exp.
1110	REGULAR PROGRAMS	$12,061,527	$1,981,477	$11,962,106	$0	$99,421	99.2%
1190	FEDERAL FUNDED REGULAR PROGRAMS	$492,200	$86,240	$466,579	$0	$25,621	94.8%
1200	SPECIAL EDUCATION PROGRAMS	$4,317,251	$548,283	$3,870,880	$0	$446,371	89.7%
1340	HOME ECONOMIC EDUCATION	$105,595	$22,414	$103,867	$0	$1,728	98.4%
1350	INDUSTRIAL ARTS EDUCATION	$232,802	$48,684	$230,077	$0	$2,725	98.8%
1360	BUSINESS EDUCATION	$221	$0	$0	$0	$221	0.0%
1390	OTHER VOCATIONAL EDUCATION	$1,396,000	$10,743	$1,167,751	$0	$228,249	83.6%
1410	DRIVERS EDUCATION	$4,000	$500	$5,100	$0	-$1,100	127.5%
1430	HOMEBOUND INSTRUCTION	$3,132	$0	$4,941	$0	-$1,809	157.8%
1440	ALTERNATIVE EDUCATION PROGRAMS	$114,000	$55,119	$174,304	$0	-$60,304	152.9%
1500	NONPUBLIC SCHOOL PROGRAMS	$0	$0	$2,680	$0	-$2,680	#DIV/0!
1700	HIGHER ED PROGRAMS	$0	$0	$22,725	$0	-$22,725	#DIV/0!
1801	PRE-KINDERGARTEN	$311,720	$51,951	$336,795	$0	-$25,075	108.0%
1000	**INSTRUCTIONAL**	**$19,038,448**	**$2,805,411**	**$18,347,805**	**$0**	**$690,643**	96.4%
2110	STUDENT SERVICES	$0	$15,903	$204,007	$0	-$204,007	#DIV/0!
2120	GUIDANCE SERVICES	$721,776	$132,020	$736,826	$0	-$15,050	102.1%
2140	PSYCHOLOGICAL SERVICES	$202,537	$9,368	$164,323	$0	$38,214	81.1%
2160	SOCIAL WORK SERVICES	$107,500	$4,621	$128,382	$0	-$20,882	119.4%
2240	COMPUTER-ASSISTED INSTRUCTION	$405,266	$12,847	$537,046	$0	-$131,780	132.5%
2250	SCHOOL LIBRARY SERVICES	$271,456	$24,629	$231,708	$0	$39,748	85.4%
2260	INSTRUCTION & CURRICULUM	$315,394	$1,394	$7,862	$0	$307,532	2.5%
2270	INSTRUCTIONAL STAFF DEVELOPMENT	$58,000	$3,370	$60,749	$0	-$2,749	104.7%
2310	BOARD SERVICES	$66,100	$1,999	$40,084	$0	$26,016	60.6%
2320	BOARD TREASURER SERVICES	$2,600	$316	$4,470	$0	-$1,870	171.9%
2330	TAX ASSESSMENT & COLLECTION	$84,216	$12,895	$57,124	$0	$27,092	67.8%
2350	LEGAL SERVICES	$45,000	$2,975	$24,781	$0	$20,219	55.1%
2360	OFFICE OF THE SUPERINTENDENT	$690,705	$70,180	$708,452	$0	-$17,747	102.6%
2380	OFFICE OF THE PRINCIPAL	$1,149,107	$61,004	$1,091,256	$0	$57,851	95.0%
2420	MEDICAL SERVICES - PT/OT	$127,000	$44,567	$178,668	$0	-$51,668	140.7%
2440	NURSING SERVICES	$243,080	$42,245	$289,111	$0	-$46,031	118.9%
2510	BUSINESS SERVICES	$369,069	$25,671	$408,115	$0	-$39,046	110.6%
2620	OPERATION/MAINT OF PLANT SERVICES	$2,642,653	$244,748	$2,731,734	$0	-$89,081	103.4%
2650	VEHICLE OPERATION & MAINTENANCE	$20,600	$200	$9,220	$0	$11,380	44.8%
2660	SECURITY SERVICES	$92,340	$76,317	$164,778	$0	-$72,438	178.4%
2720	STUDENT TRANSPORTATION SERVICES	$2,202,250	$76,121	$2,246,989	$0	-$44,739	102.0%
2750	NONPUBLIC TRANSPORTATION	$320,250	$0	$337,844	$0	-$17,594	105.5%
2850	STATE & FED AGENCY SERVICES	$2,500	$1,113	$2,550	$0	-$50	100.0%
2910	OTHER SUPPORT SERVICES	$6,500	$0	$0	$0	$6,500	0.0%
2000	**SUPPORT SERVICES**	**$10,145,899**	**$864,501**	**$10,366,079**	**$0**	**-$220,180**	102.2%
3210	SCHOOL SPONSOR STUDENT ACTIVITIES	$261,407	$15,730	$216,630	$0	$44,777	82.9%
3250	SCHOOL SPONSOR ATHLETICS	$797,772	$31,275	$777,064	$0	$20,708	97.4%
3300	COMMUNITY SERVICES	$19,500	$981	$8,915	$0	$10,585	45.7%
3000	**OPERATION NONINSTRUCTION**	**$1,078,679**	**$47,987**	**$1,002,610**	**$0**	**$76,069**	92.9%
4600	BUILDING IMPROVEMENTS	$60,000	$0	$0	$0	$60,000	0.0%
4600	**BUILDING IMPROVEMENTS**	**$60,000**	**$0**	**$0**	**$0**	**$60,000**	0.0%
5100	DEBT SERVICE	$1,564,152	$3,444	$1,487,940	$0	$76,212	95.1%
5200	INTERFUND TRANSFERS OUT	$100,000	$0	$100,000	$0	$0	100.0%
5300	TRANSFERS TO COMPONENT UNITS	$0	$5,924	$36,879	$0	-$36,879	#DIV/0!
5000	**OTHER FINANCING USES**	**$1,664,152**	**$9,368**	**$1,624,819**	**$0**	**-$36,879**	97.6%
	GRAND TOTAL	**$31,987,178**	**$3,727,266**	**$31,341,312**	**$0**	**$645,866**	98.0%

FISCAL YEAR 100.0%
SCHOOL YEAR 100.0%

FOREST HILLS SCHOOL DISTRICT
2025-2026 INVESTMENT PORTFOLIO
As of June 30, 2026

	Amount Investment	Interest Rate	Term Days	Date Purchase	Date Maturity	Y-T-D Interest
GENERAL FUND						
1ST SUMMIT BANK - Checking	$7,594,500	3.29%				$219,345
Total General Fund	**$7,594,500**					
CAPITAL RESERVE FUND						
1ST SUMMIT BANK - Checking	$832,958	3.29%				$26,483
Total Capital Reserve Fund	**$832,958**					
STUDENT ACTIVITY FUND						
1ST SUMMIT BANK - Checking	$192,715	3.29%				$6,793
Total Student Activity Fund	**$192,715**					
FOOD SERVICE FUND						
1ST SUMMIT BANK - Checking	$948,646	3.29%				$30,580
Total Food Service Fund	**$948,646**					
TOTAL DISTRICT FUNDS	**$9,568,819**			**TOTAL YTD INTEREST**		**$283,201**

Forest Hills School District
Ending Fund Balance for Cafeteria
June 30, 2026

		TOTAL
Cash Balance May 31, 2026	$	800,177.61
Receipts, Month	$	275,857.97
Expenditures, Month	$	145,989.24
Cash Balance June 30, 2026	$	930,046.34

	JR - SR HS	ES	TOTAL
Number of days in session			
Total Meal			
Average of Meals served			
Ala Carte			$ -

FOREST HILLS SCHOOL DISTRICT
FINANCIAL STATEMENT - CAFETERIA FUND
as of June30, 2026

	MONTH OF June	June YEAR-TO-DATE	2025-2026 BUDGET
REVENUE:			
Food Sales - Ala Carte	$0	$46,139	$47,000
Food Sales - Adults	$0	$27,150	$32,000
Federal Reimbursement	$66,691	$1,237,894	$1,200,000
Federal Commodities	$0	$170,339	$150,000
State Reimbursement	$2,088	$131,502	$282,900
Other Receipts	$149,653	$184,052	$26,000
Interest Income	$2,358	$30,580	$40,000
TOTAL REVENUE	**$220,791**	**$1,827,656**	**$1,777,900**
COST OF GOODS SOLD:			
Beginning Inventory	$90,427	$35,807	$35,807
Purchases - Food & Beverage	$170,447	$776,026	$735,000
Commodities Received	$0	$170,339	$150,000
Less: Ending Inventory	-$50,000	-$50,000	-$35,807
TOTAL COST OF GOODS SOLD	**$210,873**	**$932,172**	**$885,000**
GROSS PROFIT	$9,918	$895,484	$892,900
OPERATING EXPENSES:			
Salaries	$37,766	$543,858	$524,051
Benefits	$20,823	$280,379	$288,525
Supplies/Maintenance/Travel/D	$3,883	$63,774	$49,000
Depreciation Expense	$3,600	$43,200	$44,000
TOTAL OPERATING EXPENS	**$66,072**	**$931,210**	**$905,576**
NET PROFIT (LOSS)	**-$56,154**	**-$35,726**	**-$12,676**

SCHOOL-TO-WORK TRANSITION PROGRAM
AT THE
CAMBRIA COUNTY ASSOCIATION FOR THE BLIND AND HANDICAPPED

PROGRAM DESCRIPTION

The School-to-Work Transition Program at the Cambria County Association for the Blind and Handicapped has been designed to prepare students with special needs to meet the challenges of the adult world. The purpose of this program is to provide pre-vocational/vocational training for those students whose needs are best met in a more structured setting. This program is designed and customized to meet the unique needs of each student.

Vocational Services

The Cambria County Association for the Blind and Handicapped's Vocational Services provide the student with custom designed programming based on results of a vocational assessment completed by the Agency. Prior to receiving Vocational Services, the student shall be administered the CareerScope testing system by CCABH professional staff. This assessment consists of aptitude tests, and an occupational interest inventory. The approximately 2 hours of testing would be completed at either the Johnstown Division or the Ebensburg Division of CCABH for the approved testing fee. If requested, results of vocational assessments will be reviewed with the home school districts and/or parents.

Specific programs, available at either the Johnstown or Ebensburg Division, as determined by the vocational assessment results, can include:

A. Job Sampling
B. Vocational Orientation
C. Personal Adjustment Training
D. Social Orientation
E. Work Center Employment/Situational Assessment
F. Community Job Placement

Job Sampling is a series of work-related tasks that are used to determine vocational strengths, weaknesses, and interests. While on tasks, the students would be rated in the areas of work habits, interest, motivation, personal and social adjustment skills, attitude, and basic physical and mental abilities required in order to be competitively employed.

Vocational orientation occurs during individual and group counseling sessions, which help the students, understand and develop appropriate work behavior and problem solving on the job.

Discussions can include **the reasons people work, similarities and differences between school and work, required characteristics of a good employee, and why individuals lose their jobs**.

Personal Adjustment Training gives the students the opportunity to be assigned to various production areas within the work center based on interest and abilities required for particular tasks. Emphasis centers on such areas as **productivity, work method, quality of work**, and the **acquisition of marketable employment skills**. Individual and group work center instruction and supervision is provided to assist the students in developing to the maximum level of their employment abilities.

Social orientation helps the student become part of the community mainstream by participating in social activities and tours. Within these sessions, students participate in discussions regarding budgeting money and comparison shopping. Individuals are also linked to appropriate community agencies as deemed appropriate.

Work center employment/situational assessment is a **paid work experience** in one of a variety of work areas within the work center. A student can receive production experience in the **industrial sewing department** where they may operate a variety of sewing machines such as single needle, double needle, overlocking, bartacking, or surging machines in the production of hospital related garments. Examples of these include laundry bags, shower curtains, pajamas, bibs, curtains etc. The student may also gain work experience in the **trimming department** where they are responsible for trimming and inspecting sewn items prior to shipping. These individuals examine fabric for broken threads, skipped stitches, cuts in materials, stains or other imperfections. They also trim loose or hanging threads using scissors or nippers and may operate an automatic thread trimming device. Students may receive production training in the **Mine Hanger fabrication** department where they would operate a DiAcro bender in the production of a variety of hooks and hangers used in the mining industry. Finally, students may receive production training and experience in the **Material Handling/Vehicle Maintenance** work area. These individuals are responsible for moving materials within the worksite. They load and unload materials from pallets or shelves, load materials into delivery vehicles, move raw materials and finished products from production areas, clean and maintain work areas and wash, clean, and detail company vehicles. **Building maintenance** and **light clerical work** experiences can be made available to the appropriate student.

Community job placement, as deemed appropriate, is made available to demonstrated reliable, capable, and productive students for local businesses and industries. The professional CCABH staff works closely with local employers and can offer job search activities, placement, and monitoring of that individual after placement. CCABH can provide a job coach if needed for on the job training as well as support and follow-up services to ensure successful performance and job satisfaction.

Other services provided by the CCABH Vocational Service can include work assessments and progress reports, attendance at IEP's as appropriate, Team PA CareerLink Access and Consultation.

The goal of the CCABH Vocational Services is to provide the student with the most appropriate customized vocational program to have that individual reach his or her highest level of vocational functioning and to develop skills, work habits, and appropriate attitudes necessary for competitive gainful employment.

AGREEMENT

Guidelines

Any student with special needs wishing to participate in this program must have reached the age of 16 prior to their first day of placement and have been administered the vocational assessment testing to determine the appropriateness for the program. A review of school records will also be required to ensure that the student meets the criteria for placement into the program.

School District Responsibilities

1. Transportation to and from program
2. Transportation to and from vocational assessment testing
3. Completion of necessary paperwork
4. Participation in pre-placement staffing
5. Provision of a school district contact person

CCABH Responsibilities

1. Program Administration
2. Workers Compensation for work experience
3. Progress reports in a timely fashion
4. Transportation for community social tours
5. CCABH agrees to provide required clearances to School District for all CCABH employees that have direct contact with students, upon request.

2026-2027 Fee Schedule

Vocational Assessment Testing	$100.00 per student
Pre-Vocational/Vocational Training	$75.00 per student for half day (charged only for days of Attendance)

Agreement Signatures

Date	Cambria County Association for the Blind and Handicapped
Date	School District

Provisions of this agreement may be modified or terminated at any time by either participating member. This contract ends at the conclusion of the current school year unless the student is approved for Extended School Year.

MEMORANDUM OF AGREEMENT

Cambria County Drug and Alcohol Program
Cambria County Behavioral Health and Developmental Supports Program

and

Forest Hills School District
P.O. Box 158
547 Locust Street
Sidman, PA 15955

WHEREAS, the Cambria County Drug and Alcohol Program and the Cambria County Behavioral Health and Developmental Supports Program, (hereinafter referred to as the "County"), and the Forest Hills School District, (hereinafter referred to as the "School District") agree to cooperate in the development of the Student Assistance Program ("S.A.P.") initiative.

The County agrees to designate drug and alcohol and mental health liaisons to work with the district's S.A.P. Core Team(s). The County further agrees to provide S.A.P. assessments and, where appropriate, treatment services to identified students of the district, within a reasonable amount of time and within budgetary restrictions. Crisis services will be provided by the county's Emergency Service Unit.

The School District agrees to provide a S.A.P. Core Team that complies with State regulations. In addition, the County agrees to provide services to the Core Team that complies with State regulations. The School District agrees that the Program liaisons shall be ad-hoc members of the S.A.P. Core Team(s).

The School District further agrees to provide to the Program liaisons the appropriate school-based information, a private area for assessment, secure storage of student records, and compliance with federal and state confidentiality regulations. The School District will provide school-based aftercare groups. The School District also agrees to provide to Program liaisons updated copies of the School District's alcohol and other drug policy, suicide/mental health/crisis policy, school calendar, and any other school policies that may affect S.A.P. services.

The School District agrees to annually provide information to parents, students, faculty and staff regarding the S.A.P. Core Team membership, services available, and the S.A.P. referral process. The School District further agrees to establish a written procedure, available for ongoing reference by the S.A.P. Core Team, which outlines the essential responsibilities of the team, including information gathering and parental contact.

The School District and the County agree to work cooperatively to avoid any duplication of services.

The School District and the County agree to implement the provisions of this agreement to the extent that the provisions are consistent with existing federal and state laws and regulations. Both parties agree in good faith to comply with Pennsylvania and federal regulations and law and any updated legal precedents and interpretations as applicable.

An Addendum with additional details is attached hereto, incorporated herein, and marked as *"Attachment A"*.

The School District and the County agree to utilize the Conflict Resolution Procedure to address disputes arising between them during the S.A.P. process. A true and correct copy of the Conflict Resolution Procedure is attached hereto, incorporated herein, and marked as *"Attachment B"*.

Confidentiality and Protected Health Information: The School District shall execute and fully comply with the Business Associate Agreement made a part hereof, incorporated by reference herein, and labeled as *"Attachment C"*.

The School District and the County agree to submit reporting forms to the respective state agencies as required.

The County may terminate this Agreement without cause at any time upon thirty (30) days written notice to School District.

This Agreement will be in full force and effect throughout the 2026-2027, school year.

Executed this _____ day of _____, 2026

Kathryn Porter 7-22-26

Kathryn Porter, Administrator — Date
Cambria County BH/DS Program

_____ _____

Forest Hills School District Representative and Title — Date

Attachment A

ADDENDUM

The Cambria County Drug & Alcohol Program and Cambria County Behavioral Health and Developmental Supports Program support the APAVTS proposal to obtain funding through the Safe and Drug-Free Schools and Community Act. The purpose of this Agreement is to describe the relationship that will exist between the APAVTS and County. The Agreement focuses specifically on the Student Assistance component of the Proposal. The following components will be part of the Student Assistance Program (S.A.P.).

TRAINING: The County Drug & Alcohol Administrator and the County BH/DS Administrator will designate staff member(s) to serve as liaison(s) between the High School and their respective agencies. The liaisons will have completed the Pennsylvania Department of Education approved SAP training, and will have expertise in assessing mental health or drug and alcohol concerns.

MEETINGS: The Cambria County BH/DS and Drug & Alcohol liaison(s) will attend, at a minimum, two Core Team meetings per month, as schedules permit, for the purpose of screening referrals, case management, and system linkages.

ASSESSMENT: The applicable County liaison, in conjunction with the S.A.P. Core Team, will review all appropriate school-based information to determine if an assessment is warranted. The liaison is responsible for authorizing and scheduling all assessments. Prior to the scheduling of the assessment, the S.A.P. Core Team will be solely responsible for obtaining informed written parental consent for the school-based assessment for all students under the age of eighteen.

This informed written consent shall include, through a parental check-off format or other written documentation provided by the parent, a specific reference to the fact that the parent is consenting to an assessment for their child. All consent forms shall contain a parental signature. Consent forms generally referring to permission to participate in the S.A.P. process or that are ambiguous in conveying the parent's intention regarding the assessment shall not be accepted by the County agency. Verbal parental consent, regardless of how documented, shall not be accepted by the County agency. The agency liaison shall maintain sole discretion in determining whether the written consent form presented contains the elements required to permit an agency assessment of the student.

In addition, the S.A.P. Core Team will advise the student of their recommendation for an assessment and obtain the student's verbal consent to cooperate before scheduling this assessment.

Upon receipt of written parental consent and student verbal consent, the S.A.P. Core Team will complete the applicable assessment referral form in its entirety prior to the scheduling of the assessment and submit this form to the applicable agency liaison.

All S.A.P. related records, including the Student Information forms, will be made available to the agency liaison at the time of the assessment.

Through an assessment, the need for services will be determined by the liaison based on student self-reporting and available collateral information. Mental health and/or drug and alcohol service recommendations will be determined solely by the applicable liaison. At the time of the assessment, the student will be afforded the opportunity to sign a Release of Information form. This Release of Information will allow the S.A.P. liaison to provide verbal feedback regarding the results of the assessment and subsequent updates to the S.A.P. Core Team as permitted by federal and state confidentiality regulations

Any student residing outside of Cambria County must be referred to his/her county of origin for assessment and treatment of drug and alcohol concerns. Students residing outside of Cambria County will continue to be referred to the Cambria County BH/DS Programs SAP Liaison for assessment and/or treatment of mental health concerns. In the event of a school closing, student absence, or student/parent cancellation, the S.A.P. Core Team will notify the appropriate agency personnel of said cancellation at the following phone numbers: D&A Liaison – (814) 536-5388; BH/DS Liaison – (814) 535-8531. If an assessment is being cancelled, please indicate the name of the student.

TREATMENT: Once it has been determined that mental health or drug and alcohol treatment is necessary, a referral will be made to the most appropriate provider. Treatment and resources utilized may include: The Mental Health Emergency Services Unit, inpatient mental health or drug and alcohol services, outpatient mental health or drug and alcohol services, and outpatient drug and alcohol early intervention. Out-of-county resources will be utilized as funding permits. Additional funding made available to

the county will be utilized to expand the treatment resources for mental health and drug and alcohol services.

With the student's written consent, periodic verbal progress reports will be provided to the S.A.P. Core Team, within bounds of confidentiality, for students in treatment within the county program or any of its contracted service providers. County personnel do not monitor students who choose privately arranged mental health or drug and alcohol treatment.

The standard release form is valid for the applicable timeframe indicated on the release document. If the S.A.P. Core Team wishes to receive information regarding a student's course of treatment beyond the applicable timeframe, said team must secure a new, signed Release of Information form, which is to be forwarded to the appropriate agency liaison.

All records generated by the S.A.P. Core Team, with respect to individual students, are records of the School District. The retention and disclosure of these records shall be governed by the policies of the School District and applicable federal and state regulations pertaining to educational records. When a student has been referred to a Program(s) for assessment and/or ongoing treatment, the records generated by the Program(s) become the property of the Program(s). The retention and disclosure of Program records shall be governed by applicable federal and state client confidentiality regulations pertaining to the respective County Program(s).

When the applicable assessment referral form is submitted by the S.A.P. Core Team to the Program(s), the Program(s) shall maintain a copy of the form in the student's Program file. The School District may, at its discretion, maintain a copy of the form in the student's applicable school-based record.

CONTINUATION-EXPANSION: The Cambria County Drug and Alcohol Program and the Cambria County Behavioral Health and Developmental Supports are committed to an ongoing cooperative relationship with all districts trained by the Pennsylvania Department of Education and certified private trainers. We will continue to work with the School District as the Student Assistance Program expands.

CONTACT PERSONS: For the 2026-2027 school year, the school district and agency

contact persons are established as follows:

School District Contact:
Traci Hirsch
Forest Hills Jr./Sr. High School
P.O. Box 325
489 Locust Street
Sidman, PA 15955

School District Contact:
Julie Eppley
Forest Hills Elementary School
P. O. Box 325
489 Locust Street
Sidman, PA 15955

BH/DS and D&A Liaison:
Raymond Peterman
Cambria County BH/DS Program
401 Candlelight Drive
Ebensburg, PA 15931

Attachment B

CONFLICT RESOLUTION PROCEDURE

I. Objective:

To implement a process in which the School District and the County communicate identified conflicts as they arise and, in a collaborative effort, create solutions that maximize student potential for success while adhering to established Student Assistance Program principles. By adopting the process, the School District and the County further strive to utilize available resources in a systematic manner to obtain timely, unbiased solutions to conflicts that remain unresolved.

II. Process:

Step 1: Conflicts arising between the School District and the County at Core Team level will be discussed at the regularly scheduled Core Team meeting. If the conflict remains unresolved, proceed to Step 2.

Step 2: A representative of the School District at the Core Team level and the involved liaison will each submit a written summary of the situation, as well as a recommended plan of action for resolving the conflict, to the applicable building administrator and the involved County Administrator. Within five (5) working days, the administrators will review the information received and initiate contact with each other to discuss possible solutions to the conflict. During this step, the building administrator and County Administrator may, at their discretion, seek consultation with other School District or County Program personnel in an attempt to resolve the conflict. In addition, technical assistance may be sought from the Pennsylvania Department of Education Region VI Coordinator. If the conflict remains unresolved, proceed to Step 3.

Step 3: The building administrator and the County Administrator will forward copies of both originally submitted written summaries and action plans to the Pennsylvania Department of Education Region VI Coordinator. All documentation shall be forwarded within five (5) working days of the Step 2 discussion. The Region VI Coordinator will then schedule a meeting between the County Administrator, the School District Central Office Administrator, and building administrator. This meeting shall be held within twenty (20) working days of the receipt of the documentation by the Region VI Coordinator. If the conflict remains unresolved following this meeting, proceed to Step 4.

Step 4: The Region VI Coordinator will forward all available documentation to the Cambria County S.A.P. Coordination Team. The Coordination Team will schedule a meeting to discuss the conflict within twenty (20) working days of the receipt of the documentation from the Region VI Coordinator. If the conflict remains unresolved following this meeting, proceed to Step 5.

Step 5: The Region VI Coordinator will forward all available documentation to the S.A.P. Interagency Team. This team is comprised of designated representatives of the Pennsylvania Department of Education, Department of Health, and Department of Public Welfare. The S.A.P. Interagency Team will review all available documentation to develop a solution to the conflict. The School District and the County shall abide by this decision.

Attachment C

BUSINESS ASSOCIATE AGREEMENT

This Business Associate Agreement ("BA Agreement") is entered into on this **First** day of **July, 2026,** by and between the **Cambria County Drug and Alcohol Program** and **Forest Hills School District .**

Recitals

A. Covered Entity will make available and/or provide certain Protected Health Information (as defined below) to Business Associate in the course of the parties' relationship.

B. In order to protect the privacy of the Protected Health Information and to comply with HIPAA and the HIPAA Regulations (as defined below), Covered Entity and Business Associate desire to enter into this BA Agreement setting forth the terms and conditions of use and disclosure of Protected Health Information.

In consideration of the mutual promises set forth below, the parties agree as follows:

Article 1: Definitions

1.1 **Business Associate.** "Business Associate" shall mean **Forest Hills School District.**

1.2 **Covered Entity.** "Covered Entity" shall mean **Cambria County Drug and Alcohol Program.**

1.3 **Individual.** "Individual" shall have the same meaning as the term "individual" in 45 CFR § 164.501 and shall include a person who qualifies as a personal representative in accordance with 45 CFR § 164.502(g).

1.4 **HIPAA.** "HIPAA" means the Health Insurance Portability & Accountability Act of 1996, P.L. 104-91.

1.5 **HIPAA Regulations.** "HIPAA Regulations" mean the regulations promulgated under HIPAA by the U.S. Department of Health and Human Services, including the Privacy Rule.

1.6 **Privacy Rule.** "Privacy Rule" shall mean the Standards for Privacy of Individually Identifiable Health Information in 45 CFR Part 160 and Part 164, Subparts A and E.

1.7 **Protected Health Information.** "Protected Health Information" shall have the same meaning as the term "protected health information" in 45 CFR § 164.501, limited to the information created or received by Business Associate from or on behalf of the Covered Entity.

1.8 **Required By Law.** "Required By Law" shall have the same meaning as the term "required by law" in 45 CFR § 164.501.

1.9 **Secretary.** "Secretary" shall mean the Secretary of the Department of Health and Human Services or the Secretary's designee.

1.10 **General Rule.** Capitalized terms not otherwise defined in this BA Agreement shall have the same meaning as those terms in the Privacy Rule.

Article 2: Obligations and Activities of Business Associate

2.1 **Prohibitions.** Business Associate agrees to not use or disclose Protected Health Information other than as permitted or required by the BA Agreement or as Required By Law.

2.2 **Safeguards.** Business Associate agrees to implement and use appropriate safeguards to prevent use or disclosure of the Protected Health Information other than as provided for by this BA Agreement.

2.3 **Mitigation.** Business Associate agrees to mitigate promptly, to the extent practicable, any harmful effect that is known to Business Associate of a use or disclosure of Protected Health Information by Business Associate in violation of the BA Agreement, the Privacy Rule, or other applicable federal or state law.

2.4 **Reports of Improper Use or Disclosure.** Business Associate agrees to immediately report to Covered Entity any use or disclosure of the Protected Health Information not provided for by this BA Agreement of which it becomes aware. Business Associate also agrees to immediately report to Covered Entity about any complaint that the Business Associate receives concerning the handling of Protected Health Information or compliance with this BA Agreement.

2.5 **Disclosures to Agents and Subcontractors.** Business Associate agrees to ensure that any agent, including a subcontractor, to whom it provides Protected Health Information received from, or created or received by Business Associate on behalf of Covered Entity agrees to the same restrictions and conditions that apply through this Agreement to Business Associate with respect to such information.

2.6 **Access.** To enable the Covered Entity to fulfill its obligations under the Privacy Rule, Business Associate agrees to make Protected Health Information in Designated Record Sets that are maintained by Business Associates or its agents or subcontractors available to Covered Entity for inspection and copying within ten (10) days of a request by Covered Entity. If an Individual requests inspection and copying of Protected Health Information directly from Business Associate or its agents or subcontractors, Business Associate shall notify the Covered Entity in writing within five (5) business days of receipt of the request, and shall defer to, and comply with, Covered Entity's direction in a timely manner regarding the response to the Individual regarding the request for inspection and copying.

2.7 **Amendment.** To enable the Covered Entity to fulfill its obligations under the Privacy Rule, Business Associate agrees to make any amendment(s) to Protected Health Information in a Designated Record Set that are maintained by Business Associate or its agents or subcontractors that the Covered Entity directs or agrees to pursuant to 45 CFR § 164 within ten (10) days of a request by Covered Entity. If an Individual requests amendment of Protected Health Information directly from Business Associate or its agents or subcontractors, Business Associate shall notify the Covered Entity in writing within five (5) business days of receipt of the request, and shall defer to, and comply with, Covered Entity's direction in a timely manner regarding the response to the Individual regarding the request for amendment.

2.8 **Federal Government Officials.** Business Associate agrees to make internal practices, books, and records, including policies and procedures and Protected Health Information, relating to the use and disclosure of Protected Health Information received from, or created or received by Business Associate on behalf of, Covered Entity available to the Secretary as designated by the Secretary, for purposes of the Secretary determining Covered Entity's compliance with the Privacy Rule. Business Associate shall notify Covered Entity regarding any Protected Health Information that Business Associate provides to the Secretary concurrently with providing such Protected Health Information to the Secretary, and upon Covered Entity's request, shall provide Covered Entity with a duplicate copy of such Protected Health Information.

2.9 **Documentation of Disclosures.** Business Associate agrees to implement a process for documenting such disclosures of Protected Health Information and information related to such disclosures as would be required for Covered Entity to respond to a request by an Individual for an accounting of disclosures of Protected Health Information in accordance with 45 CFR § 164.528.

2.10 **Accounting of Disclosures.** Business Associate agrees to provide to Covered Entity the information collected in accordance with Section 2.9 of this BA Agreement within ten (10) days of the Covered Entity's request in order to permit Covered Entity to respond to a request by an Individual for an accounting of disclosures of Protected Health Information in accordance with 45 CFR §

164.528. If an individual requests an accounting directly from Business Associate or its agents or subcontractors, Business Associate must notify Covered Entity in writing within five (5) business days of the request, and shall defer to, and comply in a timely manner with, Covered Entity's direction regarding the response to the Individual regarding the request for an accounting.

Article 3: Permitted Uses and Disclosures by Business Associate

3.1 **Specific Purposes.** Except as otherwise limited in this BA Agreement, Business Associate may use or disclose Protected Health Information on behalf of, or to provide services to, Covered Entity for the following purposes, provided that such use or disclosure of Protected Health Information would not violate the Privacy Rule if done by Covered Entity or the minimum necessary policies and procedures of the Covered Entity:

3.2 **Legal Responsibilities.** Except as otherwise limited in this Agreement, Business Associate may use Protected Health Information for the proper management and administration of the Business Associate or to carry out the legal responsibilities of the Business Associate.

3.3 **Management & Administration Activities.** Except as otherwise limited in this Agreement, Business Associate may disclose Protected Health Information for the proper management and administration of the Business Associate, provided that disclosures are Required By Law, or Business Associate obtains reasonable assurances from the person to whom the information is disclosed that it will remain confidential and used or further disclosed only as Required By Law or for the purpose for which it was disclosed to the person, and the person notifies the Business Associate of any instances of which it is aware in which the confidentiality of the information has been breached.

3.4 **Data Aggregation.** Except as otherwise limited in this Agreement, Business Associate may use Protected Health Information to provide Data Aggregation services to Covered Entity as permitted by 42 CFR § 164.504(e)(2)(i)(B).

3.5 **Reporting Law Violations.** Business Associate may use Protected Health Information to report violations of law to appropriate Federal and State authorities, consistent with § 164.502(j)(1).

Article 4: Obligations of Covered Entity

4.1 **Notice of Privacy Practices.** Covered Entity shall notify Business Associate of any limitation(s) in its notice of privacy practices of Covered Entity in accordance with 45 CFR § 164.520, to the extent that such limitation may affect Business Associate's use or disclosure of Protected Health Information.

4.2 **Individual Permission.** Covered Entity shall notify Business Associate of any changes in, or revocation of, permission by Individual to use or disclose Protected Health Information, to the extent that such changes may affect Business Associate's use or disclosure of Protected Health Information.

4.3 **Restrictions.** Covered Entity shall notify Business Associate of any restriction to the use or disclosure of Protected Health Information that Covered Entity has agreed to in accordance with 45 CFR § 164.522, to the extent that such restriction may affect Business Associate's use or disclosure of Protected Health Information.

4.4 **Prohibited Requests.** Covered Entity shall not request Business Associate to use or disclose Protected Health Information in any manner that would not be permissible under the Privacy Rule if done by Covered Entity. This provision does not otherwise affect the Business Associate's permitted use and disclosure of Protected Health Information for data aggregation (permitted in 3.4 above) and/or management and administrative activities (permitted in 3.3 above).

Article 5: Term and Termination

5.1 **Term.** The Term of this BA Agreement shall be effective as of July 1, 2026, and shall terminate when all of the Protected Health Information provided by Covered Entity to Business Associate, or created or received by Business Associate on behalf of Covered Entity, is destroyed or returned to Covered Entity, or, if it is infeasible to return or destroy Protected Health Information, protections are extended to such information, in accordance with the termination provisions in this Section.

5.2 **Termination for Cause.** Upon Covered Entity's knowledge of a material breach by Business Associate, Covered Entity shall either:

A. Provide an opportunity for Business Associate to cure the breach or end the violation, and terminate this Agreement if Business Associate does not cure the breach or end the violation within the time specified by Covered Entity;

B. Immediately terminate this Agreement if Business Associate has breached a material term of this Agreement and cure is not possible; or

C. If neither termination nor cure is feasible, Covered Entity shall report the violation to the Secretary.

5.3 **Effect of Termination.**

A. Except as provided in paragraph (B) of this section, upon termination of this Agreement, for any reason, Business Associate shall return or destroy all Protected Health Information received from Covered Entity, or created or received by Business Associate on behalf of Covered Entity. This provision shall apply to Protected Health Information that is in the possession of subcontractors or agents of Business Associate. Business Associate shall retain no copies of the Protected Health Information.

B. In the event that Business Associate determines that returning or destroying the Protected Health Information is infeasible, Business Associate shall provide to Covered Entity notification of the conditions that make return or destruction infeasible. Business Associate shall thereafter extend the protections of this Agreement to such Protected Health Information and limit further uses and disclosures of such Protected Health Information to those purposes that make the return or destruction infeasible, for so long as Business Associate maintains such Protected Health Information.

5.4 **Survival.** The respective rights and obligations of Business Associate under this Article 5 shall survive the termination of this BA Agreement.

Article 6: Miscellaneous

6.1 **Regulatory References.** A reference in this Agreement to a section in the Privacy Rule means the section as in effect or as amended.

6.2 **Amendment.** The Parties agree to take such action as is necessary to amend this Agreement from time to time as is necessary for Covered Entity to comply with the requirements of the Privacy Rule and the Health Insurance Portability and Accountability Act of 1996, Pub. L. No. 104-191.

6.3 **Interpretation.** Any ambiguity in this Agreement shall be resolved to permit Covered Entity to comply with the Privacy Rule.

6.4 **State Law.** In addition to HIPAA and the HIPAA Regulations, Business Associate shall comply with all applicable state and federal privacy and security laws.

6.5 **Notices.** Under the terms of this BA Agreement, either party shall be deemed as being given notice, if delivered personally, or if mailed by first class United States mail, postage prepaid, and addressed as follows:

Covered Entity:	Business Associate:
Cambria County Drug and Alcohol Program	Forest Hills School District
110 Franklin Street, Suite 300	Post Office Box 158
Johnstown, PA 15901	547 Locust Street
	Sidman, PA 15955
Attention: HIPPA Officer	Attention: HIPPA Officer

6.6 **Notification of Change of Address.** If Covered Entity and/or Business Associate change its address for notification purposes, it shall promptly notify the other party to this BA Agreement in writing and clearly state the new address and the effective date for the change of address.

6.7 **Good Faith.** The parties to this BA Agreement agree to exercise good faith in the performance of this contract.

6.8 **Attorneys Fees.** Each party to this BA agreement agrees to bear its own legal expenses and any other cost incurred for actions or proceedings brought about by the enforcement of this contract, or from an alleged dispute, breach, default, misrepresentation, or injunctive action associated with the provisions of this contract.

6.9 **Disputes.** Any controversy or claim arising from or relating to the terms defined under this contract are subject to settlement by compulsory arbitration in accordance with the Commercial Arbitration Rules of the American Arbitration Association, except for injunctive relief which may be sought by the Covered Entity to prevent or stop the unauthorized use or disclosure of information by Business Associate or any agent, contractor, or third party that received information from Business Associate.

6.10 **Entire Agreement.** This BA Agreement sets forth the entire agreement between the Covered Entity and Business Associate. The terms of this contract shall be binding on the parties. Neither party has the authority to reassign this agreement without the other's written consent.

IN WITNESS WHEREOF, the parties hereto have duly executed this BA Agreement as of the date set forth in the first paragraph of this agreement.

BUSINESS ASSOCIATE:

FOREST HILLS SCHOOL DISTRICT

_____
Signature

_____
Print Name

_____
Title

COVERED ENTITY:
CAMBRIA COUNTY DRUG AND ALCOHOL PROGRAM

Frederick R. Oliveros
Signature

Frederick R. Oliveros
Print Name

Administrator
Title

ignite education solutions™

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Ignite Education Solutions is a division of The Learning Lamp

2025 Bedford Street · Johnstown, PA 15904 · 814-262-0732 · Fax: 814-262-0837 · igniteedu.org

LETTER OF AGREEMENT FOR TITLE I SERVICES

This Agreement is made and entered into the 5th day of August, 2026 by and between Forest Hills School District (*LEA*) and Ignite Education Solutions (*IES*).

1. TERM

The term of this Agreement shall commence between August 26, 2026 (first day of school) and terminate on June 1, 2027 (last day of school).

2. DESCRIPTION

Upon the terms and conditions set forth herein, (*LEA*) requests that *(IES)* provide (reading/math) instructional services in accordance with the Title I program at ***Johnstown Christian School***. Such services will be secular, neutral and non-ideological.

(IES) agrees to comply with all Title I statutory and regulatory requirements.

(LEA) and *(IES)* agree to Title I funds for instruction at (Nonpublic schools) to provide Title I services to eligible students who reside in participating public school attendance areas regardless of the amount of funds generated by the number of children from low-income families attending ***Johnstown Christian School.***

(LEA) will provide Parental Involvement in accordance with Title I at ***Johnstown Christian School.***
(If there is a funding available for summer school) (LEA) may request that *(IES)* provide Summer School for eligible students at ***Johnstown Christian School*** in accordance with Title I.

3. FEES AND PAYMENT

In consideration of the services mutually agreed upon as described herein, *(LEA)* shall pay *(IES)* $939 for instructional services as determined by their per-pupil allocation times the number of low-income nonpublic school students living in eligible attendance areas.

(IES) will include a maximum of .25 hour for prep per instructional hour completed as part of instruction time.

(IES) will include a maximum of .25 hour additional prep per student per quarter for completion of progress reports by the Title 1 teacher as part of instruction time.

(IES) will include a one-time, 4 hour setup fee during which the Title 1 teacher will meet with non-public administration and teachers to create comprehensive instructional schedule.

(IES) will bill the LEA for student absences or student unavailability due to classroom teacher request or activities when the Title 1 teacher is present and prepared to work only if no advance notice is given. This may include prep time completed in advance to prepare for the scheduled timeframe.

Ignite Education Solutions is a division of The Learning Lamp. The official registration and financial information of The Learning Lamp may be obtained from the Pennsylvania Department of State by calling toll free within Pennsylvania, 1-800-732-0999. Registration does not imply endorsement. The Learning Lamp is a 501(c)(3) nonprofit organization, donations to which are tax deductible to the fullest extent permitted by law.

(IES) will provide invoices to *(LEA)* on a monthly basis. *(LEA)* may withhold payment if *(IES)* does not comply with all statutory and regulatory requirements of Title I.

(IES) acknowledges that the allocations reflected are preliminary. *(LEA)* agrees to provide *(IES)* with the final Title I allocation for the 2026/27 (school year) for ***Johnstown Christian School*** as provided by the Department of Education. *(LEA)* and *(IES)* acknowledge that an increase or decrease in funds from the preliminary allocation may increase or decrease the services outlined in this Agreement.

4. RESPONSIBILITES

(LEA) and *(IES)* agree that responsibility for providing the Title I program transfers from *(LEA)* to *(IES)* upon the effective date of this Agreement. Such responsibilities include:

- Maintaining required qualifications of Title I personnel
- Providing appropriate services to all identified and eligible students
- Work with the non-public and the LEA to determine eligibility criteria based on the non-public assessment data if requested
- Administer initial assessment as requested by the LEA and non-public and re-assess students on a quarterly basis to track progress
- Work with non-public administration to create appropriate schedule of services
- Provide supplemental reading instruction, supplemental math instruction, 1-1 tutoring, computer-assisted instruction, etc.
- Assist with purchase of materials when directed, purchases facilitated by IES will incur a 12% administrative fee on top of total cost
- Tagging of any materials equipment purchased with Title I funds as belonging to LEA
- Supervision of instruction
- Payment of salaries and benefits to Title 1 staff
- Provision of quarterly progress reports
- Conduct or participate in parent conferences
- Provide summer school activities based upon funding
- Maintenance of records
- Provision of data necessary for *(IES)* to complete their Title I responsibilities
- Meetings with Nonpublic school officials to review services
- Ensure school year funds are not exceeded based on allocation amount expressed in this contract

(LEA) maintains responsibility for:

- Providing *(IES)* with the names of nonpublic schools identified to participate in Title I
- Assisting *(IES)* in identifying addresses of students who reside in Title I attendance areas
- Informing *(IES)* of any and all circumstances which may directly or indirectly affect the performance of this Agreement, including changes to the original funding allocation.
- Maintenance and monetarization of all funds used, including overages, supply purchase costs and professional development fees in addition to instructional services used.

The official registration and financial information of The Learning Lamp may be obtained from the Pennsylvania Department of State by calling toll free with in Pennsylvania, 1-800-732-0999. Registration does not imply endorsement. The Learning Lamp is a 501(c)(3) nonprofit organization, donations to which are tax deductible to the fullest extent permitted by law.

(LEA) assures *(IES)* that all meaningful consultation between *(LEA)* and ***Johnstown Christian School*** needed to set up this agreement has been completed prior to the effective date of this agreement.

(LEA) and *(IES)* acknowledge that it may be necessary to modify this Agreement if there is a reauthorization of the Elementary Secondary Education Act (ESEA) during the performance period of the contract.

5. MISCELLANEOUS

(IES) maintains and keeps in force such insurance as Workers Compensation, Liability, and Property Damage.

(IES) shall indemnify, defend, and hold harmless *(LEA)* from any and all losses, damages, claims or costs, including attorney's fees, arising from any act or omission of *(IES)* its officials, agents or employees.

Forest Hills School District will be billed after services are rendered. In the event that the teacher hired for this position is found to be unsatisfactory for any reason, a replacement teacher will be hired to complete the hours set forth in this agreement. As needed and if all involved agree, this agreement is subject to change based on needs and/or schedule changes that may occur, as well as any changes that may occur in the district's Title 1 allocation.

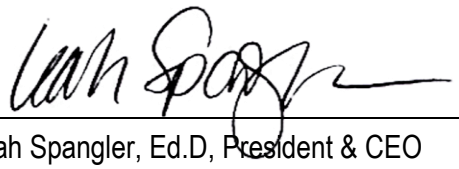
(LEA) may terminate the agreement at any time, for any reason.

Johnstown Christian School	
0.5 hours per week for 36 weeks @ $38.00 per hour	$ 684.00
Additional Instruction time as needed	$ 254.00
Total	**$ 939.00**

Both parties, intending to be legally bound, accept the terms of this agreement.

_____ 8/13/2026

Dr. David Lehman, Superintendent Date



_____ 8/5/2026

Leah Spangler, Ed.D, President & CEO Date

The information disclosed in this document, including all designs and related materials, is the valuable property of Ignite Education Solutions.

The official registration and financial information of The Learning Lamp may be obtained from the Pennsylvania Department of State by calling toll free with in Pennsylvania, 1-800-732-0999. Registration does not imply endorsement. The Learning Lamp is a 501(c)(3) nonprofit organization, donations to which are tax deductible to the fullest extent permitted by law.

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LETTER OF AGREEMENT FOR TITLE I SERVICES

This Agreement is made and entered into the 5th day of August, 2026 by and between Forest Hills School District (*LEA*) and Ignite Education Solutions (*IES*).

1. TERM

The term of this Agreement shall commence between August 26, 2026 (first day of school) and terminate on June 1, 2027 (last day of school).

2. DESCRIPTION

Upon the terms and conditions set forth herein, (*LEA*) requests that *(IES)* provide (reading/math) instructional services in accordance with the Title I program at ***Bishop McCort Catholic Elementary***. Such services will be secular, neutral and non-ideological.

(IES) agrees to comply with all Title I statutory and regulatory requirements.

(LEA) and *(IES)* agree to Title I funds for instruction at (Nonpublic schools) to provide Title I services to eligible students who reside in participating public school attendance areas regardless of the amount of funds generated by the number of children from low-income families attending ***Bishop McCort Catholic Elementary.***

(LEA) will provide Parental Involvement in accordance with Title I at ***Bishop McCort Catholic Elementary.***
(If there is a funding available for summer school) (LEA) may request that *(IES)* provide Summer School for eligible students at ***Bishop McCort Catholic Elementary*** in accordance with Title I.

3. FEES AND PAYMENT

In consideration of the services mutually agreed upon as described herein, *(LEA)* shall pay *(IES)* $4,692.50 for instructional services as determined by their per-pupil allocation times the number of low-income nonpublic school students living in eligible attendance areas.

(IES) will include a maximum of .25 hour for prep per instructional hour completed as part of instruction time.

(IES) will include a maximum of .25 hour additional prep per student per quarter for completion of progress reports by the Title 1 teacher as part of instruction time.

(IES) will include a one-time, 4 hour setup fee during which the Title 1 teacher will meet with non-public administration and teachers to create comprehensive instructional schedule.

(IES) will bill the LEA for student absences or student unavailability due to classroom teacher request or activities when the Title 1 teacher is present and prepared to work only if no advance notice is given. This may include prep time completed in advance to prepare for the scheduled timeframe.

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(IES) will provide invoices to *(LEA)* on a monthly basis. *(LEA)* may withhold payment if *(IES)* does not comply with all statutory and regulatory requirements of Title I.

(IES) acknowledges that the allocations reflected are preliminary. *(LEA)* agrees to provide *(IES)* with the final Title I allocation for the 2026/27 (school year) for ***Bishop McCort Catholic Elementary*** as provided by the Department of Education. *(LEA)* and *(IES)* acknowledge that an increase or decrease in funds from the preliminary allocation may increase or decrease the services outlined in this Agreement.

4. RESPONSIBILITES

(LEA) and *(IES)* agree that responsibility for providing the Title I program transfers from *(LEA)* to *(IES)* upon the effective date of this Agreement. Such responsibilities include:

- Maintaining required qualifications of Title I personnel
- Providing appropriate services to all identified and eligible students
- Work with the non-public and the LEA to determine eligibility criteria based on the non-public assessment data if requested
- Administer initial assessment as requested by the LEA and non-public and re-assess students on a quarterly basis to track progress
- Work with non-public administration to create appropriate schedule of services
- Provide supplemental reading instruction, supplemental math instruction, 1-1 tutoring, computer-assisted instruction, etc.
- Assist with purchase of materials when directed, purchases facilitated by IES will incur a 12% administrative fee on top of total cost
- Tagging of any materials equipment purchased with Title I funds as belonging to LEA
- Supervision of instruction
- Payment of salaries and benefits to Title 1 staff
- Provision of quarterly progress reports
- Conduct or participate in parent conferences
- Provide summer school activities based upon funding
- Maintenance of records
- Provision of data necessary for *(IES)* to complete their Title I responsibilities
- Meetings with Nonpublic school officials to review services
- Ensure school year funds are not exceeded based on allocation amount expressed in this contract

(LEA) maintains responsibility for:

- Providing *(IES)* with the names of nonpublic schools identified to participate in Title I
- Assisting *(IES)* in identifying addresses of students who reside in Title I attendance areas
- Informing *(IES)* of any and all circumstances which may directly or indirectly affect the performance of this Agreement, including changes to the original funding allocation.
- Maintenance and monetarization of all funds used, including overages, supply purchase costs and professional development fees in addition to instructional services used.

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(LEA) assures *(IES)* that all meaningful consultation between *(LEA)* and ***Bishop McCort Catholic Elementary*** needed to set up this agreement has been completed prior to the effective date of this agreement.

(LEA) and *(IES)* acknowledge that it may be necessary to modify this Agreement if there is a reauthorization of the Elementary Secondary Education Act (ESEA) during the performance period of the contract.

5. MISCELLANEOUS

(IES) maintains and keeps in force such insurance as Workers Compensation, Liability, and Property Damage.

(IES) shall indemnify, defend, and hold harmless *(LEA)* from any and all losses, damages, claims or costs, including attorney's fees, arising from any act or omission of *(IES)* its officials, agents or employees.

Forest Hills School District will be billed after services are rendered. In the event that the teacher hired for this position is found to be unsatisfactory for any reason, a replacement teacher will be hired to complete the hours set forth in this agreement. As needed and if all involved agree, this agreement is subject to change based on needs and/or schedule changes that may occur, as well as any changes that may occur in the district's Title 1 allocation.

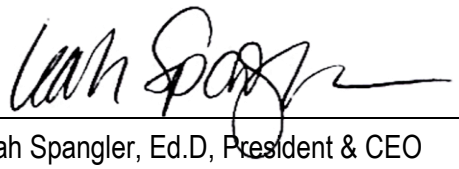
(LEA) may terminate the agreement at any time, for any reason.

Bishop McCort Catholic Elementary	
3.25 hours per week for 36 weeks @ $38.00 per hour	$ 4446.00
Additional Instruction time as needed	$ 246.50
Total	**$ 4692.50**

Both parties, intending to be legally bound, accept the terms of this agreement.

_____ 8/13/2026

Dr. David Lehman, Superintendent Date



_____ 8/5/2026

Leah Spangler, Ed.D, President & CEO Date

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FOREST HILLS JUNIOR-SENIOR HIGH SCHOOL
TEACHER HANDBOOK
2026-2027

Purpose

The purpose of this teacher handbook is to provide practical direction to all staff members in the Forest Hills Junior-Senior High School. This booklet should serve as a set of guidelines to assist in making Forest Hills Junior-Senior High School a place in which we enjoy teaching and the students enjoy learning.

All school board policies and superintendent's directives have priority over any statement in this handbook.

Nondiscrimatory Statement

The Forest Hills School District does not discriminate in educational programs, activities or employment practices based on race, color, national origin, sex, disability, age, religion, ancestry or any other legally protected classification. This policy is in accordance with state and federal laws, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990.

535 Locust Street
Sidman, Pennsylvania 15955
Phone: 814-487-7613 | Fax: 814-487-4605
www.fhrangers.org

Through the years our loyalty
Will remain with thee
In Forest Hills we'll place our trust
For everyone to see
We'll cherish all our chosen goals

No matter what fate wills
In victory or in defeat
We're true to Forest Hills

SCHOOL COLORS
Green & Gold

SCHOOL MASCOT
Ranger

A Drug, Tobacco, and Alcohol-Free School

Board of Directors

President.....Mr. Galen George
First Vice President.....Dr. Richard Knavel
Second Vice President.....Mrs. Deborah Petrunak
Secretary.....Dr. Timothy Ondrejik
Assistant Secretary/Treasurer.....Mrs. Colleen Wolfhope
Treasurer.....Mr. Daryl Bodenschatz
Member .....Mr. Todd Allison
Member.....Dr. Brandi Penatzer
Member.....Dr. Brady Hamady
Solicitor.....Ron Repak Esq.

District Administrative Team

Superintendent of Schools.....Dr. David Lehman
Assistant Superintendent.....Dr. Robert Dill
Junior-Senior High Principal.....Kristin Wilson
Junior-Senior High Assistant Principal.....Christopher Evans
Coordinator of Student Services.....Rebecca Roberts
Director of Federal Programs/Elementary Principal.....Lucas Jacobs
Elementary Assistant Principal.....Elissa Boyd
School Psychologist.....Olivia Kudlawiec
Athletic Director.....Denon Carpenter
Business Manager.....Stacey Thomas
Operations Director.....Walter Christ
Food Services Director.....Jesslyn Anslinger

The Junior-Senior High administration and/or school board reserve the right to amend, modify, or update policies and procedures, as described throughout this handbook, during the school year, as needed. Such changes may not be immediately reflected in this handbook. Teachers will be notified of significant updates in a timely manner.

Main Office
Kristin Wilson, Principal, ext. 3700
Christopher Evans, Assistant Principal, ext. 3701
Christina Christ, Secretary, ext. 3702
Kelly Kmetz, Secretary, ext. 3713
Tammy Ohler, Junior-Senior High Dean of Students, ext. 3716

Student Supports
Rebecca Roberts, Coordinator of Student Services, ext. 3605
Cassandra Layman, Dean of Special Education Operations, ext. 2627
Bernice Cononie, Student Services Secretary, ext. 3608
Traci Hirsch, School Counselor, Grades 11-12, ext. 3804
Jim Bowser, School Counselor, Grades 9-10, ext. 3704
Chris Valko, School Counselor, Grades 7-8, ext. 3705
Laurie Fessler, Guidance Secretary, ext. 3703
Erin Shutty, Reach Counselor, ext. 5203
Becca LaBar or TBD, Rise Counselor, ext. 5205
Matt Brilhart, Social Worker, ext. 3714
Claudine Yuhas, Junior-Senior High School Nurse, ext. 3709

School Resource Officer
Jared Shope (Adams Twp.), School Resource Officer, ext. 1007

Custodial/Maintenance
For immediate Junior-Senior High custodial assistance, ext. 3708

Cafeteria
Jesslynn Anslinger, Food Service Director, ext. 3672
Jill Wolfhope, Secretary, ext. 3673
Janet Edwards, Head Cook, ext. 1117

Faculty

Art
Krista Hershberger

Science
Keri Dale
Loren Donatelli
Corinha Harris
Nicole Mash
Jaime McCloskey
Pat Nelen
Morgan Patton
Alexis Zaragoza

Band/Chorus
Mitchell Custer
Phillip Parlock

Family and Consumer Science
Sandy Bambino

Health/Physical Education
Gabrielle Bilchak
Jake Strayer
George Wozniak

Special Education
Amanda Blanchetti
Amanda Herter
Cassandra Layman
Tracey Locher
Katlyn Kmetz
Brandon Martinazzi
Erika McKnight
Stephanie Partsch
Hannah Riblett
Sarah Senft
Jordan Stringent

Language Arts
Deborah Gdula
Danielle Giles
Rik Golden
Michael Hribar
Melissa Livermore
Gary Miller
Jennifer Raptosh
Malyn Shoff
Laura Yevchak

Library
Noelle Miller

Math
Michelle Beyer
Tom Blanchetti
Madelyn Burda
Sarah Charlton
Shannon Curry
Scott Krise
Tammy Ohler
Dominic Vescovi

Tech Arts
Justin Beyer
Jennifer Motter

Social Studies
Ben Grove
Tyler Farabaugh
Jim Fisher
Alyson Richardson
Rob Sakmar
Richard Shook
Toni Wentzel

Gifted Education
Pat Kovalsky

Forest Hills School District Mission

The Forest Hills School District will develop career, college, and future-ready graduates in a learning environment that fosters perseverance, innovation, leadership, and a commitment to excellence.

Forest Hills School District Vision

The vision of Forest Hills School District is to promote personal and educational excellence and to empower our students to be career, college, and future-ready graduates who are capable of making a positive impact in the community and beyond.

Forest Hills School District Shared Values

Our school will continue to serve as the learning center of our communities, providing new opportunities for all students to acquire and apply the skills and knowledge required in an ever-changing world.

Continuous changes in society impact the dynamics of our students' environment, which need to be identified and addressed in order to implement a comprehensive educational program.

Our school district will develop productive citizens with the skills, attitudes, and knowledge developed through an educational program that requires a curriculum that is comprehensive and balanced, promotes high expectations for all students, and stimulates critical thinking and lifelong learning.

Our school district will adopt practices that recognize the diversity of cultures, language, interests, and beliefs to develop students who are socially conscious.

Our school district will create and maintain safe and secure schools. The school district will develop strategies for violence prevention and emphasize high expectations for student

conduct, responsible behavior, and respect for others.

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Student Safety

All faculty and staff should prioritize the safety and well-being of all Forest Hills students. The school district is responsible for student welfare:

- During instructional hours of the school day in school
- During instructional hours of the school day on school district property
- On school district vehicles, whether they are owned, rented, leased, or contracted
- At the bus stop prior to school and immediately after disembarking the bus after school

- While participating in school-sanctioned events held before, during, or after school

With these things in mind, it is important to put student safety at the forefront of your decision-making and actions.

School Resource Officer (SRO)

The Forest Hills School District, in conjunction with the Adams Township Police Department, employs a full-time school resource officer. The officer will be available in each building and will assist with school safety both during the school day and at after-school events. The officer may provide educational programs for students and may assist and/or lead investigations, if necessary.

Students are not to be taken directly to the SRO office by a teacher. Administration is to be informed of any incidents regarding discipline and will seek assistance from the SRO as necessary. Principals are to be sought regarding any disciplinary infractions, including student refusal to leave the classroom or perceived disorderly conduct. A chain of command has been developed for incidents when the principals are outside of the building.

Daily Schedule

Please refer to the student handbook for the various bell schedules and specific start/end times for each period.

The contractual workday is a (7½) hour day which begins at 7:25 AM and ends at 2:55 PM. There are a few faculty members who work an administrative-approved alternative schedule, whose start/end time might vary. The following schedule is representative of time expectancies for the professional staff on a routine day:

7:25	--	Teachers are present in their assigned areas
7:40	--	Turn on the morning announcements
		(a) Take attendance in PowerSchool by 7:55 AM
7:55 - 2:40		Instructional periods/30-minute duty-free lunch
2:40	--	The student day ends
2:55	--	Teacher Dismissal

1. If an emergency arises and you need to leave school or step out of class, teachers are to contact the office to arrange for class coverage.
2. Arrivals after 7:25 AM and departures prior to 2:55 PM must be approved by a building administrator. When possible, please communicate such requests in writing through email. Teachers must receive a response from an administrator before leaving the building, to ensure coverage of students.
3. Early dismissal for emergency reasons (inclement weather, system malfunctions, etc.) may necessitate the immediate departure of students. If or when emergency dismissals are warranted, all teachers will remain in the building until notified by the office.
4. Teachers are not permitted to leave the building grounds during preparation periods unless approved by the administration.
    a. Teachers must inform the secretarial staff if they leave the building at any time other than during their duty-free lunch.

Reporting Off Work

All FHSD faculty must submit an electronic absence submission via the CSIU portal for ALL absences, including conferences, field trips requiring at least a half-day substitute,, administratively approved days (i.e., in-house training, graduation practice, full IEP days, coaching duties, etc.), sick days, personal days, and bereavement.

1) When possible, submit absences ahead of time through the CSIU portal. The administration will receive a notification email, and once approved, the employee will receive an email notification of the request (no phone call or text to an administrator will be needed).
2) If you are reporting off work after 3:00 PM or the morning of your absence, you must also text Mrs. Wilson (814) 421-3220 or Mr. Evans (814) 341-8352.
    a) Calls should not be made between the hours of 9:00 PM and 6:00 AM. If texting, be sure to receive a response.
    b) Do not leave a message on an answering machine/voicemail without checking back to make sure the message was received.
3) No call-offs will be accepted via email.
4) Both Mrs. Wilson and Mr. Evans prefer texting if you need to call off work after-school hours.

NOTE: Please refer to the teacher contract for a description on various other types of leave. Proof of illness in the form of a medical certificate may be required if an employee's absence exceeds three (3) consecutive days. Refusal to present said certificate shall result in a loss of pay for those days.

*****When taking off work on an early dismissal day, and you don't plan on showing up for work at all, you must take a full day off in CSIU, regardless of the type of early dismissal day it is.**

Reminder: We assume the teacher will return to work (after a sick day) unless informed otherwise. Where sickness in the immediate family requires the employee's absence from work, employees may use not more than eight days of such leave entitlement in each calendar year for that purpose. Proof of illness in the form of a medical certificate may be required if an employee's absence exceeds three (3) consecutive days.

Substitute Availability

The list of available day-to-day substitutes varies. Because of this, there are those times, though few in number, when exhaustive attempts to secure substitutes are futile. When/if this occurs, there are a few alternatives that the office will consider for adequate coverage of the room.

1. The use of teachers during their preparation time. This will be done on a rotating basis to ensure equity.
2. Students may be sent to study hall for the period.

Determining the alternative to be used will be based on continuity of instruction and available staffing. Teachers should NOT contact the office to inquire about his/her assigned substitute.

Accident/Injury Reporting

~~Even though many precautions are taken to avoid accidents, they sometimes happen.~~ Teachers and all other staff members who are injured on the job must immediately file a report with the principal. Even if you do not think the injury is serious, file the report and complete the appropriate form(s). **The accident report must be hand-delivered to the District Office by a building administrator within twenty-four hours from the time of the accident**.

Ambulance Service

The Forest Hills School District contracted the Forest Hills Ambulance Association to provide emergency ambulance service. In the event that it would be deemed necessary by School District personnel to have a student or employee transported to the hospital from school in an ambulance, the cost of the ambulance service would not be the responsibility of the parents/guardians or the employee. For the privacy of the student and/or adult, we will attempt to call a "hold and secure" until administration decides it is appropriate to give the "all-clear".

Emergency Procedures

Teachers are to adequately familiarize themselves with the proper procedures for emergency situations. Various disaster, emergency, and evacuation drills will be practiced throughout the school year. **Teachers should refer to Forest Hills School District Crisis Response Threat Assessment Handbook for a complete overview of their responsibilities and the proper protocols associated with the District's comprehensive emergency procedures**. All changes to disaster, emergency, and evacuation plans will be communicated to staff and students. The FHSD Crisis Response Threat Assessment Handbook (the red folder) must be kept in each classroom in an easily accessible location for the teacher, substitute, or any other adult to access, if needed.

In case of fire drills, bomb threats, or any emergency, teachers must remain with and be responsible for assigned students. You must take your attendance or documents with you when leaving the room. After the drill and return to classrooms, take attendance once again, and report any absences to the office immediately. Be aware of procedures related to all drills included in the crisis management book and CrisisGo**.**

On a frequent basis, teachers should discuss with their students what to do in certain situations, in alignment with our training with The Fatula Group/Run-Hide-Fight protocols.

Fire Drill Information

The purpose of a fire drill is to familiarize students and staff with procedures and guidelines that are essential in safely evacuating the building in case of a fire. All rooms must have fire exit signs posted giving students directions to follow in exiting the building.

The principal and/or his designee only have authority to sound the alarm for a fire drill. In the case of an actual fire, the person detecting the emergency should immediately sound the alarm.

Upon exiting the building, all students and staff should report to their designated areas and assigned zones.

The teacher assumes the responsibility to signal the students to quietly line up and begin exiting the room in an orderly fashion. Students are not to talk, laugh, push, etc. while exiting the building. Students should exit the building in a single file manner using all available exit doors.

The teacher is to make certain that the lights are off, and all students are lined up for exiting the building. The teacher is also reminded to ask the last student out to close the classroom door. All teachers are to report to their designated area outside the building.

The teacher should have their class roster and must check roll after the class reaches the designated assembly area a safe distance away from the school. Teachers are to mark any missing or extra students via the CrisisGo app. When done, please help other teachers in your zone account for students in your zone.

After a careful check is made of the building, a signal to return to class is given by the administration.

Threat Assessment Team

The Forest Hills School District has a Threat Assessment Team, composed of teachers, administration, and the SRO. In addition to their safety and evaluation duties, junior-senior high Threat Assessment Team members are responsible for setting up the morning Opengate detection system, when one is scheduled.

General Teacher Responsibilities

Classroom Attendance and Student Accountability

1. First period attendance should be taken in PowerSchool by 7:45 AM.
    a. Attendance for the day is pulled from first period, which is why we need an accurate account of each student.
    b. Automated phone calls for attendance start at approximately 9:00 AM.
2. Attendance is to be taken at the BEGINNING of each class period in Powerschool. Any student NOT in class should be immediately reported to the office beginning with period 2 and each period throughout the day UNLESS the student is listed on the absentee.
    a. For the safety of all our students, these procedures must occur each period and reported to the office immediately if the student is not in class.
    b. Attendance for Periods 2-9 is to be submitted within the first 10-15 minutes of the class period.
3. A student may not opt to go to the library, a locker room, another class, etc. in place of attending an assigned class (including study hall) without the prior permission of the faculty member to whose class the student is assigned.
4. Teachers/students must use SmartPass if/when a student is leaving a room once the period has started.
5. During the change of classes, all teachers should stand at their door in the hallway greeting students, and monitoring the hall traffic in the vicinity of his/her room for student safety and order.

Student Safety

Teachers should review emergency procedures with students at the start of the year. This includes topics such as:

- Run, Hide, Fight Protocols
- Hold and Secure
- Soft Lockdowns
- Hard Lockdowns
- Rally Points
- Fire Drills
- Weather Drills

Smart Pass

In order to help track students who leave their assigned area, the District has purchased SmartPass. All teachers are expected to use SmartPass if a student leaves their assigned classroom/area throughout the day. This includes, but is not limited to:

- Restroom breaks between the bells
- Student(s) leaving your room to go to another classroom
- Special Education teachers who pull students away from their assigned classroom to a special education classroom

Student Movement Throughout the Building

- Teachers should use discretion and discourage students from using the restrooms during instructional time. Limit the number of students using the restroom at a given time.
- Teachers must not request that students be excused from another class without prior consent from the sending teacher.
- Students reporting to class late shall be admitted immediately. Teachers shall submit a discipline referral for students who are habitually (in excess of 3 times) tardy without a valid reason for classes or study hall. Teachers shall not tolerate habitual tardiness.
- Students shall not be excused to go to the gym without administrative approval.
- During the Activity and Homeroom Periods, take attendance and know where the students assigned to your room are. The students must be signed out via SmartPass if leaving the classroom. No student should leave the classroom without a pass from another teacher. Supervise students assigned to/or remaining in your room during the Activity and Homeroom Periods.

Student Movement at the End of the School Day

- Students leaving the classroom early for medical purposes may be excused from class up to a maximum of three (3) minutes early. This includes those students using the elevator.
- Student movement from the classroom after 2:25 PM should be restricted to emergencies only. If a student needs an emergency restroom break after 2:25, the student may sign out using SmartPass, but their belongings must remain in the classroom. The student must return to the classroom prior to dismissal.
    - Students who habitually have “emergencies” at the end of the day should be reported to the nurse and/or administration.

Unexpected Emergencies that Require a Teacher to be Absent from Work

In the event of an unexpected emergency, have the following materials accessible:

1. Lesson plans for the current day and the following two school days. Plans for several days with additional suggestions should be available if more than one day of absence is anticipated by the teacher.
2. Up-to-date seating chart.
3. Red folder with emergency procedures.
4. Prepare the class for your possible absence by creating a sense of responsibility on the part of the pupils for carrying on in your absence.

Classroom Keys/Badge

1. Classroom keys should be left in the teacher's mailbox at the end of each day.
2. Please report missing keys/badge in FMX immediately.
3. All Forest Hills employees should wear their badge at all times during the school day.
4. Classroom doors should be locked at all times.
5. Classrooms should be locked and doors shut if not in use.
6. Teachers should use their ID badge to swipe into the building each morning.

Special Education (IEP/GIEP)

1. Familiarize yourself with any applicable 504 Plans and/or Individualized Educational Plans (IEP/GIEP).
2. **Both 504 Plans and IEPs are legal documents**. All parts of these documents must be followed. ~~All parts of the IEP/GIEP must be followed, especially all Specially Designed Instruction (SDI) elements.~~

Supervision of Students

Inform the office if you are taking your class outside or to other areas other than your assigned room.

A teacher may not leave their room unsupervised at any time. Pennsylvania Law establishes that a school district is not liable for injuries or damages resulting from negligent acts of its employees. The same immunity does not extend to the employees. A teacher, like any other person, is liable personally for damages or injuries caused by his/her negligence. Where the negligence of a teacher results in an injury to the student, the student and their parents have legal recourse against the teacher. **A teacher who leaves a group unsupervised is negligent.**

Teachers will supervise their classes during assigned times. Teachers will go over school rules and classroom behavior expectations with students the first day of school and periodically throughout the school year.

At no time during the day or night is an unsupervised group of students to be in a school building. This includes, but is not limited to the following: band members before football games, classes, clubs, committees, decoration groups, parties, dances, practices, and rehearsals.

- Students are not permitted to be working in the hall unless under the direct supervision of a teacher.

At the time a group requests the use of a building or room, a sponsor or supervisor must be named and will be held accountable for the actions of the group/organization. That named individual must be present for the duration of time that the group occupies the building.

We recognize that situations arise where teachers need to leave the classroom. If this happens, the teacher must arrange with another teacher in an adjacent room to supervise the students in both rooms. If an emergency arises and the teacher must leave the building, the teacher is to notify the office immediately so that proper supervision of classes may be instituted in lieu of his/her absence.

Unless otherwise stated, teachers are responsible for the seating and conduct of their students during assemblies. Students shall fill available seats closest to the front of the assembly area. ~~then filling backward~~. Teachers should be seated amongst the students. At no time are teachers excused from their duties/responsibilities without permission.

Substitute Folders

Substitute folders will be in each teacher's classroom. It is the teacher's responsibility to provide the following: bell schedules; important phone numbers, evacuation information, up-to-date rosters, seating charts, daily lesson plans or information related to work on Canvas, and teacher duties.

Duty Stations

1. While at an assigned duty station (ex. Cafeteria, hallway, parking lot, etc) each teacher will devote their fullest attention to the supervision of the specifically assigned duty station. Teachers should not be congregating, but continuously moving around their assigned duty area or strategic area.

Guests/Visitors

1. If a teacher is planning on having a guest visitor, the teacher must get prior approval from the building administration.
2. Teachers are NOT permitted to have personal guests, friends, or relatives (children or grandchildren) for all-day, non-school-related visitations.
3. All outside guests must have his/her driver's license or identification card processed through the entry security system and wear a proper visitor badge while in the building.

Conditions of Classrooms and Hallways

It is very important for teachers to strive to maintain well-kept and attractive classrooms that stimulate student learning and accentuate high academic standards. In an effort to keep our building looking good and running well, teachers are expected to adhere to the following:

1. Lights are to be turned off when the room is vacant.
2. Doors should be locked at all times!
3. For safety purposes, door windows must have at least 8"x11" of window space free from obstructions.
4. Have students clean up their work space and remove all of their materials from the floor, when done working.
5. Any student painting in a hallway or classroom must use some type of newspaper/dropcloth to protect the tile/carpet from stains.

    a. Failure to follow this procedure will result in repair costs coming from the respective teacher's budget.
6. At the end of the school day, see that your room is left in a neat condition; this includes but is not limited to lights out, boards clean, and the desks neat.
7. Plants, seasonal decorations, and displays should be well-maintained.
8. For safety reasons hallway decorations should not include numerous extension cords or low hanging lights/decorations.

IPC Rooms

Students are not permitted in the IPC/faculty room as there is sometimes confidential information. Therefore, students are NOT permitted to make copies for teachers.

Keep the faculty room and the IPC rooms clean (i.e., pick-up after self; keep refrigerator and microwaves clean; wash mugs, plates, and utensils). Return cafeteria trays, plates, etc. daily.

Conditions of the School Building

Teachers are to report non-emergency repairs and cleaning requests through FMX. Anything repair-wise that appears to threaten the health and/or safety of the students and staff should be reported to building administration immediately, through the main office.

Exhibits and Displays

Exhibits and displays are an integral part of the teaching/learning atmosphere in every school. Teachers are encouraged to display students' work. When preparing an exhibit, the following will be observed:

1. Tack/Cork Board – This is the preferred method to hang items up in the classroom. It is preferred that teachers use thumbtacks or straight pins. Use of staples is discouraged because they end up in the carpeting, causing punctures in cleaner bags.
2. Brick Walls – Use of E-Z up clips for individual display items or as supports for a corrugated paper background is recommended. The corrugated paper serves as a good base for straight pin attachments.
3. Drywall – Do not hang any displays on the drywall.
4. Mobiles – Use only specifically manufactured clips to hang displays from ceiling tile grids.
5. Carpeting – Please DO NOT use masking/duct tape on the carpeted floor. Velcro strips are permitted. *Please remember to change displayed student work/decorations regularly.
6. White Boards - Be careful in selection of magnets used on white boards. Some magnets ("magnet man") damage the whiteboards due to the metal surrounding the magnet.
7. Spelling and Grammar - posters and advertisements (teacher or student generated / digital or physical) should be free of both grammatical and spelling errors.

DO NOT USE packing tape, masking tape, duct tape, hot glue, superglue, or any other strong adhesives to hang things up on the walls as these adhesives damage the drywall/paint and are time consuming to fix.

The use of Mavalus/Gaffer tape is recommended when hanging items as it is less likely to cause damage to surfaces.

When putting up decorations or displays for a special event, please make sure that they are taken down within 3 school days of the event.
Be cognizant of how decorations may affect visibility and/or camera use in the hallways. Teachers will need to adjust or remove decorations if they hinder building security.

Classroom decorations and other decor are meant to enhance but not distract students. Please consider how these can hinder student attention. Additionally, it is the teachers' responsibility to prepare their classrooms for summer maintenance in ways that do not create additional work for summer staff.

Communication with Parents/Guardians

Teachers are encouraged to communicate frequently with parents and guardians, not only about concerns but also to share positive news and student successes.

When a parent or guardian contacts you and requests a response, you are expected to reply within two school days, provided those days fall within your scheduled work time.

It is also recommended teachers keep a phone log of all calls.

Teachers MUST make contact with all parents of students who are failing at midterms AND at the end of the quarter. If using email, please put a "read receipt" on the email. If you do not get a response by email, it is your responsibility to follow up with a phone call. There is also a letter available in the office if you would like a copy. Documentation is key.

A copy of school-related written communication is to be kept by the teacher. All such written material should be clearly written, grammatically correct, and reflective of the philosophies of the school.

Miscellaneous

- Teachers must not change lunch or prep schedules, or combine classes or class location without permission of the administration.
- Only administrators may assign students to study hall from a class. No exceptions!

Gainful Work

Teachers should not conduct other gainful work on school time, nor are they permitted to be excused early to engage in other gainful work.

Discipline and Behavior Management

Maintaining a safe, respectful, and supportive environment throughout all areas of the school is a shared responsibility for all staff members. Effective discipline begins with building strong, positive relationships, which create the trust needed to support positive student behavior across the entire building.

When conflicts or challenging behaviors arise, staff members are expected to prioritize de-escalation. By remaining calm and using proactive strategies to diffuse tense situations

early, we can address behavior constructively while preserving student dignity and maintaining a safe learning environment.

All teachers are to handle minor behaviors in their own classroom, in addition to calling home to inform the parent/guardian. A phone call to the parents, more often than not, will help resolve minor issues.

Contact the office immediately for support when an emergency discipline problem arises.

Do not send students down to the office for non-emergency behaviors.

SWIS

Behavior Referral System - Teachers will use SWIS to document minor and major behavior referrals. Please see Ms. Ohler/Mr. Evans for any issues or questions regarding SWIS referrals. Sending an email for informational purposes is acceptable. However, if you are making a discipline referral, **you must use the SWIS system**. A phone call home must be made for all Level 1 (minor) referrals and documented in SWIS. If you must leave a message, a follow up call must be made within 24 hours. As the teacher, you are responsible for the students on your roster. If a SWIS referral needs to be written, teachers are responsible for making it, not a paraprofessional. If you ask a paraprofessional to work with a group of students in an area outside of your classroom, you are still responsible for monitoring the behaviors of that group.

Discipline Response Structure Levels

Teachers should refer to the student handbook regarding Level 1 (minor) through Level 4 (most serious) infractions.

PBIS - Positive Behavior Interventions and Supports (For teachers of students in Grades 7-8)

Our Junior High has a PBIS program. Junior High teachers are expected to follow the guidelines set forth in the Ranger PRIDE Teacher Handbook. If there are any questions regarding PBIS, please reach out to a member of the PBIS Core Team or view the ***Ranger PRIDE Teacher Handbook.***

Definitions and Bullying Recognition

An updated bullying policy must be posted and reviewed in each classroom. Please refer to policy number #249.

Single incidents between equals, whether in person or online are not typically defined as bullying, and while these single acts can cause distress, they usually do not fit the definition of bullying unless they meet the following criteria:

According to Pennsylvania Statute 24 §13-1303.1-A, “Bullying” means an intentional electronic, written, verbal or physical act, or a series of acts:

1. Directed at another student or students;
2. Which occurs in a school setting;
3. That is severe, persistent or pervasive; and
4. That has the effect of doing any of the following:
    a. Substantial interfering with a student’s education;

b. Creating a threatening environment; or
c. Substantially disrupting the orderly operation of the school.

Guidelines for Recognizing and Identifying Bullying and Cyberbullying

• Power: It is bullying and not just playing around when two people are unequal in power, and the one with the greater power takes unfair advantage of the less powerful person. Power can be physical size or strength, numbers, socio-economic strata, verbal skill, level of intelligence, popularity, and athletic ability, to name a few. The 'bully' watches for opportunities to pick on, humiliate and tease the target. The target feels defenseless and hopeless…it seems that nothing will stop the treatment.

• Intentional Acts or Series of Acts: Negative actions are repeated, happening over and over in many different settings. Usually, adults are unaware or are not present when they occur. The person doing the bullying does it on purpose, and the intent is to hurt another person.

• Different levels of Feeling: You can tell that it is bullying and not just playing around when the people involved show unequal levels of feeling (affect). Instead of both people smiling or looking like they are having fun, one person is smiling or looking triumphant ("I gotcha!), and one is crying or looking frightened, humiliated, confused, or angry.

Examples of bullying could include but are not limited to physically, emotionally or mentally harming a student; damaging, extorting or taking a student's property; placing a student in reasonable fear of physical, emotional or mental harm; placing a student in reasonable fear of damage to or loss of personal property; creating an intimidating or hostile environment that substantially interferes with a student's educational opportunities; or perpetuation of conduct by an individual or group, with the intent to demean, dehumanize, embarrass, or incite a student.

Reports of "bullying" should be made to a building principal, assistant principal, school counselor, teacher, or any trusted adult. Students trained on CrisisGo are encouraged to electronically report bullying.

Bullying/cyberbullying may have Level II or higher consequences. Conduct that constitutes bullying or cyberbullying may also constitute unlawful harassment, discrimination or hazing that are also prohibited under applicable law and board policies and may carry additional disciplinary consequences.

Checklist/Protocol for Handling Reports of Bullying

Once a report of alleged "bullying" has been made:

Step 1: Investigation

1. Teachers promptly create a "Major" SWIS referral to document available details
    a. Teachers should email/call administrators if not enough space is available in SWIS
    b. If applicable (JSH), teachers should encourage students to use the Crisis Go app to report bullying
2. Administration and/or a Dean of Students will investigate and collect information from:

    a. Alleged perpetrator and alleged victim
    b. Witnesses
    c. Video evidence from school or bus cameras
3. Administration and/or the Dean of Students complete the "Informal Student Incident Complaint Resolution Form" to document gathered information.
4. Parents/Guardians of the alleged perpetrator will be notified by the administration.
5. Parents/Guardians of the alleged victim will be notified by the administration.

Step 2: Assessment of Evidence/Action Steps

Scenario 1:
Is this following sentence worded correctly; should it have the word not after the word does? If the evidence does meet the criteria to be considered "bullying behavior", it will be handled as a Level I incident and should be addressed by the classroom teacher and closely monitored by the staff member.

    a. The teacher will reach out to parents/guardians of the alleged perpetrator and/or victim to let them know the teacher is aware of the situation and will be monitoring/addressing the undesired behavior. The teacher will follow-up with the parents/guardians periodically.
    b. The School Counselor may be notified
    c. Consequences may be administered at the administration's discretion based on the offense

Scenario 2:
If the evidence meets the criteria to be considered "bullying behavior", the following steps will be taken:

1. The School Counselor will be notified
2. "Need to know" personnel are notified (teachers, bus drivers, paraprofessionals, etc) if immediate steps need to be taken to ensure student safety.
3. The School Resource Officer may be notified
4. A "Plan of Action" is created by the administrative team and school personnel. Some steps might include:
    a. A change in classroom and/or seating
    b. A mediation meeting between both parties and guidance (if agreed upon by both parties)
    c. Support services offered to the victim (SAP, school counselor, Reach, etc.)
    d. Bullying is considered, at minimum, a Level II behavior
        i. The perpetrator will receive a minimum 1-3 days of suspension for the initial offense.
        ii. The perpetrator will complete mandatory restorative lessons via Navigate 360, Tier 2.
        iii. The perpetrator will be offered support services (SAP, Reach, School Counselors, etc) which will work to uncover and resolve the root cause of the negative behavior.

Step 3: Follow Up

1. School personnel will be assigned "check-ins" with both parties periodically.
    a. Both the perpetrator's and the victim's parents/guardians should be updated periodically.

2. Unmodified behavior by the perpetrator could lead to additional suspensions, an informal due process hearing, and possibly expulsion.

Professional Adult/Student Boundaries

All adults shall be expected to maintain professional, moral and ethical relationships with district students that are conducive to an effective, safe learning environment. This policy addresses a range of behaviors that include not only obviously unlawful or improper interactions with students, but also precursor grooming and other boundary-blurring behaviors that can lead to more egregious misconduct. The Board directs that all adults shall be informed of conduct that is prohibited and the disciplinary actions that may be applied for violation of Board policies, administrative regulations, rules and procedures.[1] This policy is not intended to interfere with appropriate pre-existing personal relationships between adults and students and their families that exist independently of the district or to interfere with participation in civic, religious or other outside organizations that include district students.

Guidelines

Adults shall establish and maintain appropriate personal boundaries with students and not engage in any behavior that is prohibited by this policy or that creates the appearance of prohibited behavior.

Prohibited Conduct

Romantic or Sexual Relationships - Adults shall be prohibited from dating, courting, or entering into or attempting to form a romantic or sexual relationship with any student enrolled in the district, regardless of the student's age. Students of any age are not legally capable of consenting to romantic or sexual interactions with adults.[3][4]

Prohibited romantic or sexual interaction involving students includes, but is not limited to:

1. Sexual physical contact.
2. Romantic flirtation, propositions, or sexual remarks.
3. Sexual slurs, leering, epithets, sexual or derogatory comments.
4. Personal comments about a student's body.
5. Sexual jokes, notes, stories, drawings, gestures or pictures.
6. Spreading sexual or romantic rumors.
7. Touching a student's body or clothes in a sexual or intimate way.
8. Accepting a massage, or offering or giving a massage, other than in the course of injury care administered by an athletic trainer, coach, or health care provider.
9. Restricting a student's freedom of movement in a sexually intimidating or provocative manner.
10. Displaying or transmitting sexual objects, pictures, or depictions.

Social Interactions

In order to maintain professional boundaries, adults shall ensure that their interactions with students are appropriate.

Examples of prohibited conduct that violate professional boundaries include, but are not limited to:

1. Disclosing personal, sexual, family, employment concerns or other private matters to one or more students.
2. Exchanging notes, emails or other communications of a personal nature with a student.
3. Giving personal gifts, cards or letters to a student without written approval from the building principal.
4. Touching students without a legitimate educational reason. (Reasons could include the need for assistance when injured, a kindergartner having a toileting accident and requiring assistance, appropriate coaching instruction, or appropriate music instruction).
5. Singling out a particular student or students for personal attention or friendship beyond the ordinary professional adult-student relationship.
6. Taking a student out of class without a legitimate educational reason.
7. Being alone with a student behind closed doors without a legitimate educational reason.
8. Initiating or extending contact with a student beyond the school day or outside of class times without a legitimate educational reason.
9. Sending or accompanying a student on personal errands.
10. Inviting a student to the adult's home.
11. Going to a student's home without a legitimate educational reason.
12. Taking a student on outings without prior notification to and approval from both the parent/guardian and the building principal.
13. Giving a student a ride alone in a vehicle in a nonemergency situation without prior notification to and approval from both the parent/guardian and the building principal.
14. Addressing students or permitting students to address adults with personalized terms of endearment, pet names, or otherwise in an overly familiar manner.
15. Telling a student personal secrets or sharing personal secrets with a student.
16. For adults who are not guidance/counseling staff, psychologists, social workers or other adults with designated responsibilities to counsel students, encouraging students to confide their personal or family problems and/or relationships. If a student initiates such discussions, the student should be referred to the appropriate school resource.
17. Furnishing alcohol, drugs or tobacco to a student or being present where any student is consuming these substances.
18. Engaging in harassing or discriminatory conduct prohibited by other district policies or by state or federal law and regulations.[5][6]

Electronic Communications

For purposes of this policy, electronic communication shall mean a communication transmitted by means of an electronic device, including, but not limited to, a telephone, cellular telephone, computer, computer network, personal data assistant, or pager. Electronic communications include, but are not limited to, emails, instant messages, and communications made by means of an Internet website, including social media and other networking websites. As with other forms of communication, when communicating electronically, adults shall maintain professional boundaries with students. Electronic communication with students shall be for legitimate educational reasons only.

When available, district-provided email or other district-provided communication devices or platforms shall be used when communicating electronically with students. The use of district-provided email or other district-provided communication devices or platforms shall be in accordance with district policies and procedures.

All electronic communications from coaches and advisors to team or club members shall be sent in a single communication to all participating team or club members, except for communications concerning an individual student's medical or academic privacy matters, in which case the communications will be copied to the building principal. In the case of sports teams under the direction of the Athletic Director, such medical or academic communications shall also be copied to the Athletic Director.

Adults shall not follow or accept requests for current students to be friends or connections on personal social networking sites and shall not create any networking site for communication with students other than those provided by the district for this purpose, without the prior written approval of the building principal.

Exceptions

An emergency situation or a legitimate educational reason may justify deviation from the rules regarding communication or methods for maintaining professional boundaries set out in this policy. The adult shall be prepared to articulate the reason for any deviation from the requirements of this policy and must demonstrate that s/he has maintained an appropriate relationship with the student.

Under no circumstances will an educational or other reason justify deviation from the "Romantic and Sexual Relationships" section of this policy. There will be circumstances where personal relationships develop between an adult and a student's family, e.g., when their children become friends. This policy is not intended to interfere with such relationships or to limit activities that are normally consistent with such relationships. Adults are strongly encouraged to maintain professional boundaries appropriate to the nature of the activity. It is understood that many adults are involved in various other roles in the community through non-district-related civic, religious, athletic, scouting, or other organizations and programs whose participants may include district students. Such community involvement is commendable, and this policy is not intended to interfere with or restrict an adult's ability to serve in those roles; however, adults are strongly encouraged to maintain professional boundaries appropriate to the nature of the activity with regard to all youth with whom they interact in the course of their community involvement.

Reporting Inappropriate or Suspicious Conduct

Any person, including a student, who has concerns about or is uncomfortable with a relationship or interaction between an adult and a student, shall promptly notify the building principal or Title IX Coordinator. Reports may be made using the Discrimination/Sexual Harassment/Bullying/Hazing/Dating Violence/Retaliation Report Form or by making a general report verbally or in writing.

Upon receipt of a report, school staff shall promptly notify the building principal.[5][8] All district employees, independent contractors, and volunteers who have reasonable cause to suspect that a child is the victim of child abuse shall immediately report the suspected abuse, in accordance with applicable law, regulations, and Board policy.[9][10]

An educator who knows of any action, inaction or conduct which constitutes sexual abuse or exploitation or sexual misconduct under the Educator Discipline Act shall report such misconduct to the Pennsylvania Department of Education on the required form, and shall report

such misconduct to the Superintendent, Title IX Coordinator and his/her immediate supervisor, promptly, but not later than fifteen (15) days following discovery of such misconduct.[5][8][11][12] If the Superintendent or designee reasonably suspects that conduct being reported involves an incident required to be reported under the Child Protective Services Law, the Educator Discipline Act or the Safe Schools Act, the Superintendent or designee shall make a report, in accordance with applicable law, regulations and Board policy.[9][10][11][12][13][14][15][16][17][18] It is a violation of Board policy to retaliate against any person for reporting any action pursuant to this policy or for participating as a witness in any related investigation or hearing.[5][8]

Investigation

The Title IX Coordinator shall promptly assess and address allegations of inappropriate conduct in accordance with the procedures for reports of discrimination or Title IX sexual harassment.[5][8] It is understood that some reports made pursuant to this policy will be based on rumors or misunderstandings; the mere fact that the reported adult is cleared of any wrongdoing shall not result in disciplinary action against the person making the report or any witnesses. If as the result of an investigation any individual, including the reported adult, the person making the report, or a witness is found to have knowingly provided false information in making the report or during the investigation or hearings related to the report, or if any individual intentionally obstructs the investigation or hearings, this may be addressed as a violation of this policy and other applicable laws, regulations and Board policies. Obstruction includes, but is not limited to, violation of "no contact" orders given to the reported adult, attempting to alter or influence witness testimony, and destruction of or hiding evidence.

Disciplinary Action

A district employee who violates this policy may be subject to disciplinary action, up to and including termination, in accordance with all applicable district disciplinary policies and procedures.[8][12][19][23][24] A volunteer, student teacher, or independent contractor or employee of an independent contractor who violates this policy may be prohibited from working or serving in district schools for an appropriate period of time or permanently, as determined by the Superintendent or designee.

Training

The district shall provide training with respect to the provisions of this policy to current and new district employees, volunteers, and student teachers subject to this policy. The district, at its sole discretion, may require independent contractors and their employees who interact with students or are present on school grounds to receive training on this policy and related procedures.

General Policies and Procedures

A copy of all school district policies and procedures is available in the main office as well as on the district website. It is the responsibility of each teacher to understand and follow the policies and procedures of the Forest Hills School District.

Building Access and Alarms

Forest Hills teachers have elementary and junior-senior high main-door badge access Monday through Friday from 6:00 AM to 8:30 PM. You have junior-senior high gymnasium door access on these days/times as well.

- There is no weekend access due to facilities staff assignments, hours, etc.
    - Exceptions are made, by request, for necessary coaches and advisors.

The badge reader and the building alarms are separate systems. Though you may have building access, badging in DOES NOT turn off the building alarm system. Please be cognizant of this if you try to access the buildings after-hours, on weekends, or on days where the calendar says "schools and offices are closed." If you accidentally set off the alarm, please call/text a building administrator as soon as possible so they can notify the proper authorities.

Chain of Command

Teachers are expected to follow the appropriate chain of command when addressing concerns.

1. Building-level concerns should be addressed with either the union representatives or directly to the building administration, before going to upper administration.
2. Teacher-to-teacher issues should be addressed with the specific colleague first, then union representatives, then building administration, then upper administration (if necessary).

Cell Phones

Cell phones may be used for school business. Cell phones, for personal use, should not be used during class instruction or duty time. Exceptions must be cleared by one of the principals. However, a cell phone being used for personal business should be limited to your duty-free lunch or prep time. If needed, teachers may contact the office to arrange for class coverage.

Announcements

Announcements that are handled by the studio (morning announcements and the TV scroll) should be sent via email to hsannouncement@fhrangers.org .

Any end-of-day announcements over the PA system will be made by the main office at 2:38 PM prior to dismissal. These announcements are only for those things that pertain to end-of-day activities or changes regarding the following day. All end-of-day announcements are to be emailed to Kelly Kmetz and Christina Christ by 2:15 PM.

Field Trips and Student Trips

If a teacher is planning a field trip and needs to take a half or full day off for said field trip, the absence needs to be submitted in CSIU. This rule only applies to field trips that require a substitute teacher for your absence.

Teachers are to strategically plan ahead when scheduling trips throughout the year. **Trips will not be approved if there are scheduled exams, including PSSAs, Keystones, AP exams, and District Final testing.**

Unless a trip will be overnight, all necessary paperwork - including the educational value - may be submitted two weeks before the trip. **Overnight trips require prior approval by the School Board of Directors**. The timelines for field trip paperwork will help to ensure, but not guarantee, availability by the transportation department. Signed permission forms are required and should be turned in and collected two weeks prior to the trip. A list will be provided to all teachers one week before the trip. Prior to departure, attendance must be taken, and a copy must be submitted to the Main Office.

Any teacher/advisor/coach who is planning a field trip or has students participating in an extracurricular competition must submit a list of these students to the nurse's office. This list must be submitted for review 10 days prior to departure. The nurse will review the list and, if applicable, contact the teacher/advisor/coach with pertinent medical information associated with any student who has medical concerns in the specific activity.

Only students enrolled at the Forest Hills School District are eligible for student trips. Furthermore, only students approved for a trip will be permitted to attend. Any unauthorized attendance at the trip site on a day school is in session constitutes truancy. If an unauthorized student attends a trip on a day school is not in session or before/after dismissal, she/he may not associate with anyone on the trip. Once contact has been made, unauthorized students automatically fall under the authority of the school and will be held accountable for all actions, including unauthorized attendance at the trip. However, the responsibility for the safety and well-being of that student rests solely with the student's parent/guardian. This policy applies to any trip sponsored by the school or school district.

The rules and policies of the school fully apply to students throughout the duration of a trip. This includes overnight and/or overseas trips. A student who has a discipline issue on a student trip of any kind is subject to disciplinary consequences.

Students with serious/chronic behavior problems and/or attendance problems will not be permitted on trips, except field trips of a purely academic nature.

FMX

The FMX system allows the district to streamline requests between teachers, administration, maintenance, and the technology department. Teachers should utilize FMX for the following:

- Maintenance Requests (ex: moving furniture, general cleaning, supplies)
- Technology Requests (ex: website block/unblock, computer errors, projector issues, etc)
- Canvas Requests (ex: cross-listing, adding/removing students, creation of sandbox, etc)
- Room Reservations (ex: LGI, Gymnasium, Auditorium, etc)
    - Due to the technology needs of the LGI, an FMX request should be submitted with at least a full day's notice in order to use the screen/projector.

Lunch Schedules

Teacher lunch schedules will be distributed prior to the first student day. Please note that the administration may have to adjust your scheduled lunch period, based on student need.

Observations/Evaluations

Tenured teachers will have at least one formal observation, one simplified observation, or participate in the differentiated supervision plan each year. Teachers who do not have tenure status will have a minimum of two formal observations. Each formal observation will be accompanied by a post-observation conference at which time specifics of the observation relating to the commendations and recommendations will be discussed. Every tenured teacher will review the evaluation form with the principal/assistant principal. All non-tenured teachers (and full-time substitutes) will review the evaluation form at the close of each respective

semester. Please refer to the Agreement between FHEA and the School District for additional information.

All teachers may be rated more than once during a school year. On the evaluation form, an appropriate numerical score will accompany an unsatisfactory rating. If a professional employee is rated unsatisfactory:

1. It will be noted in the numerical and anecdotal section of the observation form.
2. A professional improvement plan for the individual(s) will be devised and monitored.

Key components of the Professional Improvement Plan include:

a. Clearly communicated goals and/or expectations
b. Time frame for completion
c. Monitoring and follow-up action by the responsible administrator
d. Feedback to the employee
e. A clear and continuous documentation trail

Office Regulations

- Only office secretaries, administrators, and those teachers and students who are assigned to the office shall be permitted in restricted areas. All personnel shall first gain permission to enter the workroom, conference room, or principal's office.
- Students must report to the office secretaries before seeing either principal.
- Teachers are not permitted to use machines in the restricted office area.
- Copying by Xerox is not permissible by any student for class work. ~~Notes should be taken from articles and not Xeroxed.~~
- You are asked to use the teacher-side of the mailroom to retrieve your mail.
- To maintain confidentiality, students are not permitted to pick up materials from the office or your mailbox. ~~carry office grade sheets, or confidential information.~~

Prep Periods

Preparation time is to be used for planning and other related professional responsibilities.

Professional Decorum

It is the responsibility of each faculty member and administrator to maintain an academic environment conducive to the positive educational development of all students and fellow faculty members. This standard of professional conduct requires each member to behave in a manner that is free of intimidation and harassment based on sex, race, religion, politics, or professional interest.

Employees of the Forest Hills School District are expected to be professional in their relationships with staff, administration, students, parents and guests.

It is expected that all employees will:

- Report to school on time.
- Report to assigned duty on time.
- Promote a climate of mutual respect and dignity promoting the District's positive image.
- Serve as role models for students in their dress, behavior and attitude.

- Interpret the rules and procedures described as set forth to students.
- Seek to develop close, cooperative relationships with parents for the educational benefit of the student.
- Treat with dignity and respect fellow staff members, students, parents, administrators, guests, and presenters.
- Communicate problems or concerns with colleagues directly in a professional manner.
- Congratulate other teachers and staff for successes.

Administrators may take corrective measures or impose disciplinary actions in the event an employee's performance is less than the reasonable standards of performance or if the employee's conduct is not in keeping with what is expected in the working environment of the Forest Hills School District.

Types of disciplinary action may include verbal warning, written warning, suspension or discharge. The type of disciplinary action will be determined by the nature, severity and effect of the problem, by the type of frequency of serious problems, by the period of time elapsed since a previous problem, and by any circumstance relevant to the problem. Written records will be kept regarding disciplinary actions taken and will be maintained in the employee's personal file.

Alcohol and Tobacco

Possession and/or use of alcohol or tobacco/nicotine/vaping products are prohibited to all individuals on all Forest Hills School District properties.

Verbal Communication and Act 151

Under federal and state laws and regulations, you may not make statements or inferences that are racial and disparaging because of gender, age, religion, or natural origin. Racial or ethnic slurs will not be tolerated. This type of inference or statement may constitute harassment.

The school district is an Equal Opportunity Employer, subject to Title IX, ADA and other civil rights laws and regulations. As such, all employees are also subject to the same laws and regulations.

Act 151 of 1994, signed into law on December 16, 1994, amended the Department of Public Welfare's Child and Protective Services Law. The amendments established a separate category of abuse of a student by a school employee, which involved serious bodily injury, sexual abuse or sexual exploitation.

Effective July 1995, school administrators must report suspected abuse of students by employees to the district attorney and the local solicitor. A school employee who has reasonable cause to suspect, on the basis of professional or other training experience, that a student coming before him/her, in the employee's professional or office capacity, is a victim of serious bodily injury or sexual abuse or sexual exploitation by another school employee, shall immediately notify the administrator of the alleged abuse or injury. This reporting requirement applies whenever a school employee is:

- Suspected of abusing a student, and
- Is functioning in his/her role as a school employee regardless of when or where the abuse or injury occurred.

Textbook Distribution

The subject area teacher will issue textbooks to students when appropriate. Students should not be asked to share textbooks. If you are in need of more student textbooks, you are to see your department coordinator.

- In issuing books, record the book name and number electronically. Check textbooks frequently and carefully and document damages prior to student distribution. Students are to write their name and class period in the front of their textbooks.
- Students should not be permitted to stuff paper between the pages of books nor write on pages.
- Every effort should be made to protect school property and to instill in students the desire to care for school property.
- Students who deface books and/or school property should be referred for disciplinary action.

Be careful to explain to students that when you issue textbooks that the books are the property of the school district and that if the books are lost or destroyed while in their possession they will be held responsible. In all cases they will be asked to pay for the cost of the book.

Student Chromebooks

Students are responsible for the condition of their school-issued Chromebook. If a teacher witnesses a student abusing their chromebook (such as throwing it or slamming it shut), please document this in SWIS as a "minor" infraction. Multiple infractions may lead to a "major" referral.

Teachers should monitor and discourage students from playing non-curriculum related games or inappropriately using school-issued technology. Teachers who use technology often must use GoGuardian to help monitor students on a class-wide level.

Instruction and Academic Information

Instructional Time

Professional employees are expected to make good use of instructional time, engaging students in the instruction. Poor classroom management results in the loss of instructional time, and, consequently, student learning. Instruction should begin at the scheduled time and should continue until the specified dismissal. Down-time and off-task behaviors increase discipline issues.

Instructional Technology

While digital tools and instructional software are valuable resources, they are meant to support effective teaching, not replace it. No technology can take the place of a passionate, responsive teacher. Technology should be used intentionally to enhance learning, but direct instruction, teacher guidance, and human connection remain essential to student success.

All classrooms are equipped with the ability to share electronic materials with students. The infusion of all types of media into the curriculum is supportive of the multisensory approach to

teaching/learning. We must, however, use these materials the same as any other curriculum support – in moderation and fully previewed by the instructor.

Previewed by the instructor and/or department chair means:

- Prior to use with students, all full length films will be reviewed by the instructor and the department chair and in their best professional judgment deemed acceptable for classroom viewing with appropriate curriculum connections.
- Prior to use with students, all segments of full length films will be reviewed by the instructor and in their best professional judgment deemed acceptable for classroom viewing with appropriate curriculum connections.

In moderation means the following guidelines:

- Pre-K – Grade 12 -- G rated
- Gr 4 – Gr 6 -- PG rated** see below
- Gr 7 – Gr 12 -- PG-13 rated** see below
- R rated full length films are not permitted

Showings of full length films are limited to three (3) per class throughout the year. Showings and costs may be shared among grade levels; however, the three (3) per class limitation prevails.

Showing dates are at the teachers' discretion.

Whenever a full length film is shown, the teacher must submit the "Full Length Film Viewing" form to the principal and seek administrative approval prior to showing the film. Administrators must be made aware of the movie rating, which teachers previewed the movie, a concise rationale written to explain the curriculum connections, what classes will be viewing the movie, and the anticipated date of viewing.

**The "Parent/Guardian Full Length Film Viewing Permission" form is sent home to parents/guardians at least a week in advance of the intended showing date. Only students who return the form signed by a parent/guardian may view the film. If a student does not return the form, the teacher must provide the student with an alternate appropriate activity in a supervised setting. This setting may not include the office area where it may be viewed as a punishment. Permission forms are available in each building office.

<u>Curriculum Philosophy</u>
In order to provide our students with the best possible learning experiences, teachers must remember that the textbook is not the curriculum. Curricular decisions are based on state and national standards and the needs of our students. Text offerings are guides and resources.

<u>Differentiating Instruction</u>
Differentiating instruction is the adaptation of a curriculum to meet a student's needs, which may include remediation or enrichment, and/or flexible grouping strategies. In accommodating student needs, an emphasis is placed on all instructional strategies that support the continuous progress of each individual student. Although students may be in the same grade level, instructional strategies for remedial teaching/support and enrichment/acceleration are provided. The use of resource personnel and their expertise in remediation and enrichment

strategies also provides significant contributions in helping to meet the individual needs of students. Resource personnel model instructional strategies as they work directly with students, but also provide support through consultation with teachers on appropriate strategies to implement in the classroom. Flexible grouping strategies or temporary grouping arrangements designed according to the performance level of the students are meant to enhance a student's work towards a specific skill or objective.

Inclusion of Students with Special Needs

All identified students participating in the general education setting are to have the appropriate adaptations/modifications being implemented as per the IEP/GIEP federal documents. ***An IEP is a legal document that must be followed. General education teachers must understand and implement all of the provisions in the student's IEP (Special Education), GIEP (Gifted IEP), or Section 504 Accommodations Plan.*** This includes all identified learning, emotional, speech, hearing, and gifted support students. Please see a learning or gifted support teacher, counselor, or administrator with any questions. *Failure to comply with the identified modifications and specially designed instruction could have personal and district repercussions, as this is supported by federal law.*

Course Syllabus

At the start of each course, a syllabus that includes course benchmarks, classroom procedures, and expectations will be presented to each student. A copy of all syllabi is to be submitted to building administration at the beginning of the year and/or semester.

Grading Procedures

Teachers should refer to the student handbook for specific information regarding grade calculations, GPA, weighting of courses, etc.

When entering grades into PowerSchool, teachers must include accurate dates for assignments given for each quarter.

Eligibility reports are run weekly. Therefore, grades for all students, including cyber students, must be entered into PowerSchool by the close of the day on Thursday.

Student Absences and Make-Up Work

Students must be given an opportunity to make up tests or class work after an excused absence. Please refer to and adhere to the timelines in the student handbook for students who need to complete make-up work/tests. It is suggested that the make-up tests not be the same as the tests originally given to the class.

Teachers are encouraged to use discretion regarding make-up work, especially if a student has an extended excused absence.

Incomplete Grades

Due to extenuating circumstances, an incomplete (I) may be given when graded assignments and assessments are not completed by the end of the grading period. ~~Credit will not be given until work is completed although there is a time limit on completing work.~~ Students will have ten

(10) school days after the end of the grading period to complete graded assignments. ~~does not automatically become an "F".~~ A student is responsible to contact the teacher and make arrangements to complete graded assignments. A grade change sheet with the student's earned grade must be completed by the teacher and submitted to the guidance office within one (1) week of receiving the assignments or within 15 school days following the end of the grading period. In addition, teachers are to notify Mrs. Kristin Wilson at krwilson@fhrangers.org that a grade change sheet has been submitted to the guidance office.

Bonus

Teachers are mandated to offer 2% of the total grade in bonus activities. Bonus work will only be calculated when all coursework is completed. Bonus work must be designed to enable all students the opportunity to achieve this option.

Assessments and Grading

Progress Reports

Progress Reports will be sent home to all students at the midpoint of each nine weeks for students that are failing a course. The progress report that is sent home must be signed and returned within five (5) days of its issuance to the assigning class teacher. Teachers MUST make contact with all parents of students who are failing at midterms and at the end of the quarter. If using email, please put a "read receipt" on the email. If you do not get a response by email, it is your responsibility to follow up with a phone call. For any student who has less than 65% at the midpoint review, a parent-teacher conference will be requested by the teacher. The parent will be responsible for contacting the teacher to establish a time and date for the conference. There is a letter available in the office if you would like a copy. Documentation is key.

Progress reports should be sent any time a student is in danger of failing. This may occur prior to the mid-point review or after the mid-point review and will be at the discretion of the teacher.

Student Assessments

Grades should reflect an ongoing, complete story of learning rather than a few isolated snapshots. Teachers are expected to enter grades regularly and maintain a varied sampling of work. A robust gradebook with frequent entries ensures that no single assignment disproportionately skews a student's grade, gives families timely feedback, and helps catch learning gaps early.

Assessment is about capturing a real picture of what students understand, not just tracking who turns things in. When planning your gradebook, keep these focus areas in mind:

- Grades Should Reflect Mastery: Make sure your gradebook tells the story of how well a student understands the standards—not just how many participation points they've earned. Attendance, compliance, or completion shouldn't inflate or mask actual learning gaps.

- Lean Into Low/No Stakes Practice: Use frequent, low-stakes checks for understanding (like quick exit tickets, quick writes, or informal checks). These let students make mistakes, learn, and grow without the pressure of an immediate heavy grade (or any grade at all).

- Give Safe Space to Learn: Formative practice is where the learning happens. Save the big grade impacts for summative evaluations once students have had enough opportunities to practice and refine their skills.

- Use Assessment as Self-Reflection: Periodically examine gradebook patterns to evaluate your own instructional impact. When assessment data shows widespread gaps in understanding, use that insight to reflect on lesson pacing, re-teach key concepts, and refine future practice.

Faculty members should take all possible security measures when tests/quizzes are given. This includes the active monitoring of examinations/assessments. Make-up quizzes or tests should not be given out in the hallway/SGI unsupervised.

Final Exams (Grades 9-12 only)

Final exams are intended to assess cumulative student learning throughout the course and will be administered according to the guidelines set forth by the District. There will be differences in the administration of final exams for semester courses and year-long courses. These differences will be communicated by the administration.

Teachers should refer to the final exam guidelines for specific details regarding final exams.

Virtual Instruction Days (VIDs)

Forest Hills School District will use a VID when we can anticipate the need for one, and can communicate one with advanced notice. A VID counts as an instructional day for students and professional staff and should be treated as one. Teachers should follow all VID guidelines, as outlined in the VID document released by the District Office.

Confidentiality

The Family Educational Rights and Privacy Act of 1974 (FERPA) ensures that all information concerning a student's behavior, academic standing, attendance, and home life is confidential. The Act permits parents access to their children's educational records and gives them a right to challenge the information kept on their children's educational records. Students who are 18 years of age or older have all the rights granted to parents.

Professional educators should not discuss student behaviors, academic standing, and home life with support personnel, patrons, or other educators unless professional advice is being sought. In order to maintain appropriate levels of confidentiality, the following philosophies are to be

kept in mind:

- Students should not check other students' work, papers, tests, etc. Similarly, students should NEVER be asked to call out their grades so that they can be marked in grade books.
- Any applicable certificates of achievement, attendance, discipline reports, progress reports, or report cards should be sent home or given directly to the student.
- All professional employees are expected to be familiar with federal and state requirements regarding confidentiality of student information and records.

Access to students' records are limited to those who have a current, direct professional relationship with the student and a valid, professional reason to access the related information.

Artificial intelligence

Please reference school board policy 815.1 Use of Generative Indigence in Education (800 Operations) Introduction

The Forest Hills School District recognizes the importance of artificial intelligence (AI) as a learning tool. AI provides exciting opportunities for creativity, collaboration, critical thinking, and enhancing educational experiences. Teachers and students must use AI tools responsibly, ethically, and in accordance with district policies.

Teachers should familiarize themselves with the guidelines for AI use for students, as outlined in the student handbook.

Teacher and Administrative Support:

- Provide guidance on the appropriate and effective use of AI in classroom assignments.
- Clearly outline expectations regarding AI use in specific assignments or courses.
- Educate students about responsible AI practices, digital citizenship, and ethical considerations.

Assessment of Students using AI:

- As with all classroom assignments, student confidentiality is to be maintained at all times. However, teachers are encouraged to appropriately use the AI tools available for efficiency purposes, especially those purchased by the District (Canvas, Magic School, Navi, etc).
- Multiple Choice: Teachers should always be reflective of data provided by the assessments.
- Essay/Short Answer Responses: There are AI tools to assist in the grading/assessment of student work, however, the teacher should always review student work and have the greatest part in determining the quality of student submissions.

Athletics and Extracurricular Events

Athletic/Extracurricular Eligibility

Eligibility reports are generated Friday afternoon. Therefore, grades for all students, including cyber students, must be entered into PowerSchool by the close of the day on Thursdays. For in-person and FH cyber students, teachers must enter at least one graded assignment per week in PowerSchool.

Though school administration will monitor weekly student eligibility, the Athletic Director will primarily monitor student eligibility weekly for student athletes. Advisors of clubs are primarily responsible for monitoring and enforcing the academic eligibility of their students.

Both the Athletic Director and Advisors should be in contact with their respective students and guardians to discuss information pertaining to eligibility. There should be no last-minute surprises.

Any concerns relating to eligibility should be brought to the attention of administration with sufficient time to address the issue or concern.

Fall eligibility is based on PIAA by-law Article X Section 2. All registrations for participation of a team sport should be completed prior to the first game/contest/competition. Any student going out for a sport may not be added to the roster later than mid-season. Exceptions will be made at the discretion of the athletic director and administration.

Attending School Functions

Teachers are invited and encouraged to attend extracurricular activities throughout the school year. These activities include games, parties, dances, plays, and commencement activities. Admission to home sporting events is free for teachers and one guest (except State playoffs).

Clubs and Activities

Deposits

Any money to be deposited to a particular club's account must be turned in with an "Activity Fund Deposit Slip," fully completed to Mrs. Jill Burkett. Coins should be counted and wrapped. Money wrappers and deposit slips are available in the office. After the deposit has been verified, a copy of the deposit slip and a receipt will be returned to the club advisor.

Expenditures

Checks are to be written, according to school board policy, only once a month. Our checks are to be approved by the school board at the regular monthly meeting. When you have a bill to be paid, it is to be turned into the office no later than the Friday before the board meeting, or it will not be paid until the following month. Occasionally, a check must be sent at another time during the month. This is only to be the rare exception and must be approved by the building principal.

Please give at least one day's notice when an emergency check is needed. In order to maintain accurate bookkeeping records, an invoice must be submitted along with a peach slip signed by the activity advisor and an officer of the student organization.

Student Supports and Services

Student Assistance Program (SAP)

The Student Assistance Program (SAP) is a state-mandated program at the middle school and high school levels. Its purpose is to support students who are experiencing barriers to learning which are interfering with their ability to function academically at their highest level.

The goal of student assistance is to identify students who are struggling in the school environment and to then refer them for help. This help could be within or outside of the school district. These actions are carried out by a highly trained team of school professionals who are skilled in prevention and intervention techniques.

SAP is not a discipline program. It is a helping program for students who may need assistance and always includes the student's parent/guardian in the process. Students can self-refer and/or refer peers. Parents and faculty members can also refer a student about whom they may have concerns to the Student Assistance Team.

R.E.A.C.H and RISE Services

The R.E.A.C.H. mission is to provide client-focused mental health care to all students, families, and faculty in the Forest Hills school system that result in greater academic achievements, stronger family units, and positive community impact.

Who can Benefit from School-Based Counseling Services?

- Students with anxiety, depression, ADHD, disruptive behaviors, or other diagnosed mental health concerns
- Students without a mental health diagnosis who have concerns at home or school including stress, grief and loss, difficulty regulating emotions or behavioral responses

Types of Services:

- Confidential individual, group, and behavioral skill building instruction offered during school and after school hours
- Telehealth
- Individualized treatment planning and goal setting with parents or guardians
- Assessments and crisis support
- Evidence-based interventions
- Interagency communication conducted through written consent
- Links to community and school resources and supports

How to Begin:

1. Complete a Student Assistance Program referral form. Be sure to document the concern on this form.

2. The school counselor will then make contact with the parent/guardian to discuss the referral.
3. Parent/Guardian consent must be obtained
4. Once SAP permission is secured, the referral will be discussed with SAP team personnel and a decision made regarding the need for services at this level.
5. Once a referral is made to REACH/RISE, the therapist will communicate with the family and secure all signatures required.

Pennsylvania Education for Children and Youth Experiencing Homelessness Program

The Pennsylvania Education for Children and Youth Experiencing Homelessness Program (PA ECYEH Program), assures execution of the federal legislation, McKinney-Vento Homeless Assistance Act of 1987. The Act defines the term "homeless children and youth" as individuals who lack a fixed, regular, and adequate nighttime residence. Implementation of this program ensures that homeless children and youth have equal access to the same, free, appropriate, public education, including preschool education, as provided to other children and youth.

Rights of Homeless Children & Youth Include:

- Continuing their education in their current school, and providing transportation to that school (if feasible);
- Immediate enrollment in the school district where they are temporarily housed;
- Assistance with obtaining school records
    - *Note: lack of school records may not affect the right to immediate enrollment*

Participation in all applicable school programs, including supplementary instructional programs, field trips, and other enrichment activities as well as after-school recreational programs, etc.; Assistance with school-related expenses, such as: supplies, clothing, uniforms, meals, etc. Each school district in the United States has a designated Homeless and Foster Care Liaison. This person is responsible for assuring that each homeless child or youth receives all the services guaranteed by federal law.

Assistant Superintendent, Dr. Rob Dill, is the Forest Hills School District Homeless and Foster Care Liaison. Dr. Dill can be reached at (814) 487-7613 x.3206 or rdill@fhrangers.org if you have additional questions or need assistance.

Pennsylvania's Code of Professional Practice and Conduct for Educators

235.1. Mission.The Professional Standards and Practices Commission (PSPC) is committed to providing leadership for improving the quality of education in this Commonwealth by establishing high standards for preparation, certification, practice and ethical conduct in the teaching profession.

235.2. Introduction.

a. Professional conduct defines interactions between the individual educator and students, the employing agencies and other professionals. Generally, the responsibility for professional conduct rests with the individual educator. However, in this Commonwealth, the Professional Standards and Practices Commission (PSPC) is charged with the duty to adopt and maintain a code for professional practice and conduct that shall be

applicable to any educator. See section 5(a)(10) of the Educator Discipline Act (act) (24 P.S. § 2070.5(a)(10))

b. In recognition of the magnitude of the responsibility inherent in the education process and by virtue of the desire to maintain the respect and confidence of their colleagues, students, parents and the community, educators shall be guided in their conduct by their commitment to their students, colleagues and profession.
c. Violations of any of the duties prescribed by this chapter may be used as supporting evidence in disciplinary proceedings conducted by or on behalf of the PSPC under the act. Violations of this chapter may also be an independent basis for a public or private reprimand. Discipline for conduct that constitutes both a basis for discipline under the act and an independent basis for discipline under this chapter shall not be limited to a public or private reprimand. Nothing in this chapter shall be construed to otherwise limit the Department of Education's authority to initiate an action under the act to suspend, revoke or otherwise discipline an educator's certificate or employment eligibility, or both.
d. Nothing in this chapter shall be construed or interpreted to require an educator to violate any of the doctrines, tenets, policies, or practices of any religious or religiously-affiliated school in which that educator is employed.

235.3a. Definitions.The following words and terms, when used in this chapter, have the following meanings, unless the context clearly indicates otherwise:
Act—The Educator Discipline Act (act) (24 P.S. §§ 2070.1a—2070.18c).
Boundaries—The verbal, physical, emotional and social distances between an educator and a student.
Educator—As defined in section 1.2 of the act (24 P.S. § 2070.1b).
Electronic communication—A communication transmitted by means of an electronic device such as a telephone, cellular telephone, computer, computer network, personal data assistant or pager, including e-mails, text messages, instant messages and communications made by means of an Internet web site, such as social media and social networking web sites, or mobile device applications.
Harm—The impairment of learning or any physical, emotional, psychological, sexual or intellectual damage to a student or a member of the school community.
School entity—As defined in section 1.2 of the act (24 P.S. § 2070.1b).
Sexual misconduct—As defined in section 1.2 of the act (24 P.S. § 2070.1b).
Unauthorized drugs—Any controlled substance or other drug possessed by a person not authorized by law to possess such controlled substance or other drug.

235.5a. Commitment to students.

a. The primary professional obligation of educators is to the students they serve.
b. In fulfillment of the commitment to students, educators:
    1. Shall exercise their rights and powers in good faith and for the benefit of the student.
    2. Shall maintain appropriate professional relationships and boundaries with all students at all times, both in and outside the classroom.
    3. Shall not sexually harass students or engage in sexual misconduct.
    4. Shall exert reasonable effort to protect students from harm.
    5. Shall not intentionally expose a student to disparagement.
    6. Shall exhibit consistent and equitable treatment and shall not unlawfully discriminate against students.

7. Shall not interfere with a student's exercise of political or civil rights and responsibilities.
8. Shall not knowingly or intentionally distort or misrepresent evaluations of students or facts regarding students.
9. Shall not knowingly or intentionally misrepresent subject matter or curriculum.
10. Shall respect a student's right to privacy and comply with all Federal and State laws and regulations, and local policies concerning student records and confidential communications of students.
11. Shall not be on school premises or at a school-related activity involving students, while under the influence of, possessing or consuming alcoholic beverages or illegal or unauthorized drugs.
12. Shall not furnish, provide, or encourage students or underage persons to use, possess or unlawfully distribute alcohol, tobacco, vaping products, illegal or unauthorized drugs or knowingly allow any student or underage person to consume alcohol, tobacco, vaping products, or illegal or unauthorized drugs in the presence of the educator.
13. Shall refrain from inappropriate communication with a student or minor, including inappropriate communication achieved by electronic communication. Inappropriate communication includes communications that are sexually explicit, that include images, depictions, jokes, stories or other remarks of a sexualized nature, that can be reasonably interpreted as flirting or soliciting sexual contact or a romantic relationship, or that comment on the physical or sexual attractiveness or the romantic or sexual history, activities, preferences, desires or fantasies of either the educator or the student. Factors that may be considered in assessing whether other communication is inappropriate include:
    i. the nature, purpose, timing and amount/extent of the communication;
    ii. the subject matter of the communication; and
    iii. whether the communication was made openly or the educator attempted to conceal the communication.

235.5b. Commitment to colleagues.

In fulfillment of the commitment to colleagues, educators:

1. Shall not knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.
2. Shall not knowingly and intentionally distort evaluations of colleagues.
3. Shall not sexually harass a colleague.
4. Shall not unlawfully discriminate against colleagues.
5. Shall not interfere with a colleague's exercise of political or civil rights and responsibilities.
6. Shall not use coercive means or promise special treatment to influence professional decisions of colleagues.
7. Shall not threaten, coerce or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.
8. Shall respect a colleague's right to privacy and comply with all Federal and State laws and regulations, and local policies concerning confidential health or personnel information.

235.5c. Commitment to the profession.

In fulfillment of the commitment to the profession, educators:

1. Shall comply with all Federal, State, and local laws and regulations and with written school entity policies.
2. Shall apply for, accept or assign a position or a responsibility on the basis of professional qualifications and abilities.
3. Shall not knowingly assist entry into or continuance in the education profession of an unqualified person or recommend for employment a person who is not certificated appropriately for the position.
4. Shall not intentionally or knowingly falsify a document or intentionally or knowingly make a misrepresentation on a matter related to education, criminal history, certification, employment, employment evaluation or professional duties.
5. Shall not falsify records or direct or coerce others to do so.
6. Shall accurately report all information required by the local school board or governing board, State education agency, Federal agency or State or Federal law.
7. Shall not knowingly or intentionally withhold evidence from the proper authorities and shall cooperate fully during official investigations and proceedings.
8. Shall comply with all local, State or Federal procedures related to the security of standardized tests, test supplies or resources. Educators shall not intentionally or knowingly commit, and shall use reasonable efforts to prevent, any act that breaches test security or compromises the integrity of the assessment, including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, providing unauthorized assistance to students, unauthorized alteration of test responses, results or data, and violating local school board or State directions for the use of tests.
9. Shall not accept or offer gratuities, gifts or favors that impair or appear to influence professional judgment, decisions, or actions or to obtain special advantage. This section shall not restrict the acceptance of de minimis gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.
10. Shall not exploit professional relationships with students, parents or colleagues for personal gain or advantage.
11. Shall use school funds, property, facilities, and resources only in accordance with local policies and local, State and Federal laws.

Comprehensive Planning Committee's Educational Value Statements (2024-2027)

<u>Educational Value Statements for Students</u>
The Forest Hills School District Builds Its Future On:
Leadership
Experience
Achievement
Potential
Through:

- Cultivating the values of personal responsibility and trust.
- Increased opportunities for students, teachers, administrators, and staff to exhibit leadership.
- Embracing risk and learning from failure.
- Celebrating the successes and exceptional achievements of students, staff, and families.

- Holistic education – ensures that all students are provided the necessary support to develop emotionally, socially, environmentally, physically, and with career and personal finance knowledge.
- Understanding and coping with the challenges of life.
- The transitions of life – career, advanced education, civic responsibility, relationships, and developmental changes.
- Welcoming new students and family members to the community.
- Development of positive attitudes, and the values of trust, honesty, caring and concern for others, respect, and the courage of one's conviction.
- Empowering all learners through recognition of achievement and identifying the practical worth and value of learning.
- Extra-curricular, co-curricular, and athletic activities will be valued, and participation will be encouraged.
- All students can learn, demonstrate growth, and achieve their goals.
- Students will be educated according to their maximum potential.
- Opportunities will be provided to engage in activities that focus on life skills, physical and social development, personal relationships, trust, and civic responsibility.
- Technology will be employed to support and enhance student, parent, teacher, and staff potential.
- All students will be provided the opportunity to learn, exhibit, and enhance their knowledge and skills found in the fine arts (art, music, dance, song, and use of technology in the arts).
- Appropriate social behavior will be fostered to encourage students toward success in school and life.
- Community, school, and family partnerships will be established to provide opportunities for community service.
- Service-learning opportunities and participation will be fostered.
- The employment of AP-level instruction and cost-free exams are desired.
- Our schools must serve as the learning centers for our communities by providing opportunities for students to acquire and apply knowledge and skills.

<u>Educational Value Statements for Faculty and Staff</u>

The Forest Hills School District Builds Its Future On:
Leadership
Experience
Achievement
Potential

Through:

- Maintaining a goal-oriented focus/direction and a clear path toward goal realization.
- Fostering communication between all staff members and the school/community.
- A commitment to continuous improvement and regular reporting of results.
- Faculty collaboration within and across departments.
- Increased opportunities for students, teachers, administrators, and staff to exhibit leadership.
- Leaders are "servant leaders."
- Celebrating the successes and exceptional achievements of students, staff, and families.

- Team building and collaboration.
- Excellent and effective pedagogy.
- Welcoming new students and family members to the community.
- Development of positive attitudes, and the values of trust, honesty, caring and concern for others, respect, and the courage of one's conviction.
- Teachers are recognized, valued, and responsible for student achievement.
- The impact of instructional and administrative technology will be monitored to gauge its impact on student and instructional achievement.
- A dedicated and standards-aligned curriculum will be authored and utilized consistently.
- The scope and sequence of the curriculum will be implemented faithfully.
- Master (competence) levels of concepts and skills will be identified by subject area.
- Differentiated instruction will be utilized to improve academic achievement.
- Academic collaboration across subject areas/departments will be fostered.
- Teachers matter and have the potential for growth and improvement.
- Potential is realized when clear goals are established.
- District employees will model the ethics/values of the school district of trust, honesty, caring and concern for others, respect, and the courage of one's conviction.
- Everyone has potential. All members matter and are valued.
- Technology will be employed to support and enhance student, parent, teacher, and staff potential.

<u>Educational Value Statement for Administration</u>

The Forest Hills School District Builds Its Future On:
Leadership
Experience
Achievement
Potential
These four concepts should set the stage for the school district to strive to LEAP towards recognition as an exemplary school district on the regional, state, and national levels.

Through:

- Fostering communication between all staff members and the school/community.
- A commitment to continuous improvement and regular reporting of results.
- Increased opportunities for students, teachers, administrators, and staff to exhibit leadership.
- Embracing risk and learning from failure.
- All leaders are "servant leaders."
- Celebrating the successes and exceptional achievements of students, staff, and families.
- Development of positive attitudes, and the values of trust, honesty, caring and concern for others, respect, and the courage of one's conviction.
- Goals and procedures will be established to track and report to the school/community academic, community-based, athletic, and extracurricular progress.
- The impact of instructional and administrative technology will be monitored to gauge its impact on student and instructional achievement.
- A dedicated and standards-aligned curriculum will be authored and utilized consistently.
- The scope and sequence of the curriculum will be implemented faithfully.
- The resources available to the district will be maximized.

- Academic collaboration across subject areas/departments will be fostered.
- Small class sizes and adequate support staff will lead to achievement.
- Potential is realized when clear goals are established.
- Community, school, and family partnerships will be established to provide opportunities for community service.
- Service-learning opportunities and participation will be fostered.

Educational Value Statements for Parents/Guardians

The Forest Hills School District Builds Its Future On:
Leadership
Experience
Achievement
Potential

Through:

- Recognizing the potential for leadership that exists in the school community.
- Celebrating the successes and exceptional achievements of students, staff, and families.
- The transitions of life – career, advanced education, civic responsibility, relationships, and developmental changes.
- Welcoming new students and family members to the community.
- Development of positive attitudes, and the values of trust, honesty, caring and concern for others, respect, and the courage of one's conviction.
- Empowering all learners through recognition of achievement and identifying the practical worth and value of learning.
- Extra-curricular, co-curricular, and athletic activities.
- Learning is a result of a combined partnership between the students, family, and school. Active participation and effort of each member of the partnership are crucial to student achievement.
- Opportunities will be provided to engage in activities that focus on life skills, physical and social development, personal relationships, trust, and civic responsibility.
- Technology will be employed to support and enhance student, parent, teacher, and staff potential.
- Community, school, and family partnerships will be established to provide opportunities for community service.
- Service-learning opportunities and participation will be fostered.

Educational Value Statements for the Community

The Forest Hills School District Builds Its Future On:
Leadership
Experience
Achievement
Potential

Through:

- Recognizing the potential for leadership that exists in the school/community.
- Fostering communication between all staff members and the school/community.

- Celebrating the successes and exceptional achievements of students, staff, and families.
- Understanding and coping with the challenges of life.
- The transitions of life – career, advanced education, civic responsibility, relationships, and developmental changes.
- Welcoming new students and family members to the community.
- Goals and procedures will be established to establish, track, and report to the school/community academic, community-based, athletic, and extracurricular progress.
- Community, school, and family partnerships will be established to provide opportunities for community service.
- Service-learning opportunities and participation will be fostered.

FOREST HILLS
JUNIOR-SENIOR HIGH SCHOOL
STUDENT~~/PARENT~~ HANDBOOK
2026-2027 SCHOOL YEAR

P.O. Box 325
535 Locust St.
Sidman, PA 15955
Phone: (814) 487-7613
Fax: (814) 487-4605
www.fhrangers.org
info@fhrangers.org

Forest Hills Alma Mater

Through the years our loyalty
Will remain with thee
In Forest Hills we'll place our trust
For everyone to see
We'll cherish all our chosen goals
No matter what fate wills
In victory or in defeat
We're true to Forest Hills

School Colors
Green & Gold

School Mascot
Ranger

A Drug, Tobacco, and Alcohol-Free School

This handbook is prepared for both students and families enrolled in the Forest Hills Junior-Senior High School. Its purpose is to provide you with information regarding our rules and expectations as well as the opportunities available to you. We encourage students and families to familiarize themselves with the content in this handbook.

We hope this handbook will help you navigate the junior-senior high school, ensuring an educationally rewarding experience that sets you up for a lifetime of success.

*The 2026-2027 student handbook includes information for both the Junior High and Senior High. In previous years, the Junior High and Senior High handbooks were separate.

**The administration and school board reserve the right to amend, modify, or update policies and procedures, as described throughout this handbook, during the school year, as needed. Such changes may not be immediately reflected in this handbook. Teachers will be notified of significant updates in a timely manner.*

MISSION AND VISION STATEMENTS

The Forest Hills School District will develop career, college, and future-ready graduates in a learning environment that fosters perseverance, innovation, leadership, and a commitment to excellence.

The vision of Forest Hills School District is to promote personal and educational excellence and to empower our students to be career, college, and future-ready graduates who are capable of making a positive impact in the community and beyond.

NON-DISCRIMINATORY STATEMENT

The Forest Hills School District does not discriminate in educational programs, activities or employment practices based on race, color, national origin, sex, disability, age, religion, ancestry or any other legally protected classification. This policy is in accordance with state and federal laws, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990.

~~*WELCOME!*~~

~~The entire faculty and staff would like to extend our warmest wishes to you for a successful school year. We are excited to embark on another year of academic growth together. This year holds great promise for each and every one of you. We have full confidence in your abilities and the unique talents you possess. Let us work hand in hand to make this year outstanding and transformative for each of you.~~

~~Our objective is to assist you in further developing your talents in all areas, encompassing academics, the arts, and athletics, and fostering positive relationships with your teachers and classmates. We take pride in nurturing a well rounded education that encompasses not only intellectual growth but also personal and social development.~~

~~The Student Handbook has been prepared as a reference guide to school policies and regulations. All students and parents should take the time to read this information and become familiar with the materials. The staff and administration urge you to participate in activities and to strive for excellence in academic courses. It is through your personal involvement and commitment that you will develop a sense of pride. Forest HIlls High School is your school! Rangers display school pride by conducting themselves in a manner which reflects pride in the individual, the school, and the community.~~

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PERSONNEL

BOARD OF SCHOOL DIRECTORS

- Mr. Galen George - President
- Dr. Richard Knavel - 1st Vice President
- Mrs. Deborah Petrunak - 2nd Vice President
- Dr. Tim Ondrejik - Secretary
- Mr. Daryl Bodenschatz - Treasurer
- Mrs. Colleen Wolfhope - Assistant Secretary/Treasurer
- Mr. Todd Allison - Member
- Dr. Brady Hamady - Member
- Dr. Brandi Penatzer - Member
- Mr. Ronald Repack - Solicitor

ADMINISTRATION

- Dr. David Lehman - Superintendent of Schools
- Dr. Robert Dill - Assistant Superintendent
- Mrs. Kristin Wilson - Junior-Senior High Principal
- Mr. Christopher Evans - Assistant Junior-Senior High Principal

- Mrs. Rebecca Roberts - Coordinator of Student Services
- Mr. Denon Carpenter - Athletic Director
- Mrs. Olivia Kudlawiec - School Psychologist
- Ms. Jesslyn Anslinger - Food Service Director
- Mr. Walter Christ – Director of Facilities and IT Operations

STUDENT PERSONNEL SERVICES

- Dean of Students - Ms. Tammy Ohler
- Dean of Special Education Operations - Mrs. Cassandra Layman
- School Counselors - Mr. Jim Bowser, Mrs. Traci Hirsch, Mrs. Chris Valko
- School Nurse - Mrs. Claudine Yuhas
- REACH Counselor- Mrs. Erin Shutty
- RISE Counselor- Mrs. Becca LaBar
- School Resource Officer: Officer Jared Shope
- Head Cook - Janet Edwards

SECRETARIAL STAFF

- Main Office Secretaries - Mrs. Christina Christ, Mrs. Kelly Kmetz
- School Counselor Secretary - Mrs. Laurie Fessler
- Student Services Secretary - Mrs. Bernice Cononie

JUNIOR-SENIOR HIGH FACULTY

Art - Mrs. Krista Hershberger
Band - Mr. Mitchell Custer
Chorus - Mr. Phillip Parlock
Family and Consumer Science - Mrs. Sandra Bambino
Gifted Support - Mr. Patrick Kovalsky
English Language Arts - Mrs. Deborah Gdula, Mrs. Danielle Giles, Mrs. Melissa Livermore, Ms. Malyn Shoff, Mrs. Jennifer Raptosh, Mrs. Laura Yevchak, Mr. Michael Hribar
History - Mr. Tyler Farabaugh, Mr. James Fisher, Mr. Benjamin Grove, Mr. Robert Sakmar, Mr. Richard Shook, Mrs. Alyson Richardson, Mrs. Toni Wentzel
Special Education Support - Mrs. Amanda Herter, Mrs. Amanda Blanchetti, Mrs. Katlyn Kmetz, Mrs. Cassandra Layman, Ms. Tracy Locher, Mr. Brandon Martinazzi, Mrs. Erica McKnight, Mrs. Stephanie Partsch, Miss Hannah Ribblett, Mrs.Sarah Senft, Mrs. Jordan Stringent
Mathematics -Mrs. Michelle Beyer, Mrs. Sarah Charlton, Mrs. Shannon Curry, Mr. Scott Krise, Ms. Tammy Ohler, Mr. Dominic Vescovi, Mrs. Madelyn Burda, Mr. Tom Blanchetti
Physical Education/Health - Mrs. Gabrielle Bilchak, Mr. Jacob Strayer, Mr. George Wozniak
Science - Mrs. Kerry Dale, Ms. Corihna Harris, Mrs. Jaime McCloskey, Mr. Patrick Nelen, Ms. Loren Donatelli, Mrs. Morgan Patton, Ms. Alexis Zaragoza
Spanish - Mr. Richard Golden, Mr. Gary Miller
Technology - Mr. Justin Beyer and Dr. Jennifer Motter

SCHOOL CALENDAR, GRADING PERIODS and JUNIOR HIGH ROTATION DATES

**dates are subject to change, based on school cancellations*

2026-2027 SCHOOL CALENDAR

Quarter 1: August 26, 2026 to October 29, 2026
Quarter 2: October 30, 2026 to January 19, 2027
Quarter 3: January 20, 2027 to March 24, 2027
Quarter 4: March 30, 2027 to May 28, 2027

Junior High Elective Rotation Schedule
Rotation 1: August 26, 2026 to October 7, 2026
Rotation 2: October 8, 2026 to November 20, 2026
Rotation 3: November 23, 2026 to January 19, 2027
Rotation 4: January 20, 2027 to March 2, 2027
Rotation 5: March 3, 2027 to April 19, 2027
Rotation 6: April 20, 2027 to May 28, 2027

DAILY OPERATIONAL SCHEDULES

Click here to view the following:

- Regular Bell Schedule
- Activities Bell Schedule
- Two Hour Delay Bell Schedule
- Early Dismissal Bell Schedule

ATTENDANCE

~~**PERFECT ATTENDANCE**~~
~~A student must be present every period during the school day for the entire year to have *Perfect Attendance* for the year. The only exception is if the student is attending a School Sponsored Field Trip or Extra Curricular Event.~~

COMPULSORY ATTENDANCE:
Pennsylvania law requires all students attend school no later than age 6 and until age 18 or graduation, whichever occurs sooner. For more information regarding compulsory attendance law in Pennsylvania, please refer to the Basic Education Circulars website, provided by the Pennsylvania Department of Education.

~~School attendance rests with the legal guardian of the student. Unexcused absence is the absence of a student for one of the following reasons:~~

- ~~Absence through parental neglect~~
- ~~Illegal employment~~
- ~~Truancy~~
- ~~Unapproved vacations/extended trips~~

LAWFUL ABSENCES
A maximum of 10 days of cumulative parental-excused absences are permitted during a school year. All absences beyond 10 cumulative parental-excused days require an excuse from a physician.

SUBMITTING EXCUSES FOR ABSENCES

Electronic or written excuses are required for each period of absence, regardless of the reason, unless the child was sent home from school by the school nurse or administration. Excuses are to be turned in/submitted within three (3) days the student's return to school. Failure to provide an excuse from a parent or guardian within three (3) days of returning to school constitutes an unlawful absence.

Parental or medical excuses may be submitted by the following means:

1. **Electronic excuses:** Submitted via the school website.
    a. Electronic excuses via the school website are the preferred method, as they are convenient for families and it provides a receipt upon submission.
2. **Written excuses**: In-person excuses are to be given to the main office immediately upon return to school. Written excuses must contain the following information: student's full name (printed), specific reasons for the absence, the date of the absence, parent/guardian full name (printed), parent/guardian signature.
3. **Fax**: Our fax number is 814-487-4605.

MEDICAL EXCUSES

Medical excuses must be submitted within three (3) days upon return to school, or the absences may be recorded as unlawful/unexcused.

EXCUSED EARLY DISMISSAL DUE TO AN APPOINTMENT

All students leaving school early for appointments, etc. are to turn in a written or electronic excuse prior to first period. At the time of dismissal, the student must sign out at the main office. If returning to school the same day, the student must sign in at the main office.

LEAVING SCHOOL DUE TO ILLNESS

If a student is not feeling well and feels they need to leave school due to illness, they are required to see the school nurse. If a student is sent home from school by the nurse, due to illness, the absence will be considered medically excused. Only the school nurse, or in rare cases, administration, have the ability to send a student home early from school for medical reasons.

If a student contacts home about getting dismissed early due to illness and does not use the required protocols stated above (seeing the nurse), the absence will count as unexcused until a parental or medical excuse is provided within three (3) days upon their return to school. In the scenario just described, if a student has used their allotted ten (10) days of parent-excused absences, and they do not provide a medical excuse, the absence will be considered unlawful.

~~Failure to provide a written excuse within three (3) days of the absence constitutes an unlawful absence as per school code. Once a student reaches six (6) unlawful absences,~~

~~charges may be filed with the District Court as per state requirements. We believe that close cooperation and collaboration within the parents and the school is essential. We, therefore, solicit your efforts to ensure that your child attends school on a daily basis and provides an excuse when absent.~~

DAILY ATTENDANCE NOTIFICATION:
The Forest Hills School District utilizes an automated system to notify parents when their student is absent. These automated phone calls begin at approximately 9:00 AM, when school is in session.
~~*NOTE: In all cases of absence, a note must be sent to the school or received electronically using this link: Junior Senior High Absence Reporting | Forest Hills Junior Senior High when the student returns within three days or the absence will be marked unlawful.~~

TRUANT STUDENTS
A child is "truant" if the child is subject to compulsory school laws and has incurred **three or more** school days of unexcused absences during the current school year.

HABITUALLY TRUANT STUDENTS
A child is "habitually truant" if the child is subject to compulsory school laws and has incurred **six or more** school days of unexcused absences during the current school year.

TRUANCY AND INTERVENTION PROCEDURES
The law expressly requires schools to notify in writing the person in parental relation with a child within ten (10) school days of the child's third unexcused absence that the child has been "truant." This notice must include a description of the consequences that will follow if the child becomes habitually truant in the future; Must be in the mode and language of communication preferred by the person in parental relation; and may include the offer of an attendance improvement conference. If the child continues to be truant and incurs additional absences after this notice has been issued, the school must offer the student and parent a student attendance improvement conference. The school must hold the conference even if the parent declines to participate or fails to attend after the school provides advance written notice and makes attempts to communicate via telephone.

The procedure when a child is habitually truant (accumulates six unlawful absences) depends on the age of the child.

Habitually truant children under fifteen years of age.
If a habitually truant child is under fifteen (15), the school must refer the child to either: (1) a school-based or community-based attendance improvement program or (2) the county juvenile probation office for services or possible disposition as a dependent child under the Juvenile Act. Additionally, the school may file a citation against the parent of a habitually truant child under fifteen (15) in a magisterial district court.

Habitually truant children fifteen years of age and older.
If a habitually truant child is fifteen (15) or older, the school must either: (1) refer the child to a school-based or community-based attendance improvement program or (2) file

a citation against the student or parent in a magisterial district court or (3) the school may refer the child to the county juvenile probation office for possible disposition as a dependent child.

The law states that a person convicted of habitual truancy may be fined: (1) up to $300 per offense, with court costs, for the first offense; (2) up to $500 per offense, with court costs, for the second offense; and (3) up to $750 per offense, with court costs, for a third and any and all subsequent offenses. The law states that a court may jail a parent who fails to pay a fine or completed court-ordered community service for a period not to exceed three days in any one case.

SCHOOL SPONSORED FIELD TRIPS and/or EXTRACURRICULAR EVENTS

- Signed permission forms must be turned in at least one day prior to the field trip.
- ~~Unless the student has a doctor's excuse, the student must attend school a full day prior to the day of the field trip.~~
- For weekend events, the student must attend school on Friday (or the last school day before the event).
    - Exceptions may be made for an extended break.
- Upon returning to class, it is the student's responsibility to complete assignments.
- ~~Without exception,~~ Students are prohibited from driving to or from any school related field trip.
- If a student is sent home by the nurse or leaves due to illness during the day, they are prohibited from participating in practices or games that evening.
- A student on social probation may not participate in practices or games.
- A student serving an In-School Suspension or Out-of-School Suspension on the day of an event is ineligible to practice or compete that day.

TARDY TO CLASS

Students are expected to arrive and be prepared for class prior to the start of class. Students tardy to class will receive the following consequences:

- First time tardy - Teacher will have a conversation with the student about arriving to class on time. The teacher will document the incident as a minor in SWIS.
- Second time tardy - The teacher will have a conversation with the student and call the parent/guardian to let them know that should a third tardy occur, the office will receive a major referral in SWIS. The teacher will document a minor referral in SWIS and document the date and time of the parent/guardian conversation.
- Third time tardy - Teacher will submit a Major referral.

Consequences for excessive tardiness may include but are not limited to getting put on social probation, which will affect extracurricular activities.

TARDY TO SCHOOL

Students should arrive at school at a time where they can be in their first period class by 7:40 AM. After 7:25, students who arrive at school should report to their first period teacher, for attendance purposes, before checking-in with any other teacher.

Daily PowerSchool attendance is pulled from first period attendance. If a student is late to first period, they will be marked as "tardy to school" as well, even if they were in school prior to the 7:40 first period tardy bell.

Students arriving at school between the times of 7:40 AM and 8:07 AM will be considered tardy.

Note: A student who has a medical condition that may cause them to be tardy on several occasions throughout the school year must have a Doctor's excuse on file for the tardy to be considered an excused tardy and not be counted toward his/her total. This doctor's excuse must be renewed yearly if applicable.

A student who is tardy to school must report immediately to the main office and present an appropriate written excuse. A student will be marked tardy regardless of the reason unless a verified doctor's excuse is turned into the school within 3 days or at the discretion of the Administration. (Example note: Please excuse my child for being tardy. He/she missed the bus.) Late bus students must report to the main office prior to reporting to the first period.

Tardy to School Accumulations	Consequences
4	Written warning with discussion of consequences beginning at 6 accumulations.
6	One After School Detention and social probation for 1 school day following the 6th tardy.
12	Two After School Detentions and social probation for 2 days following the 12th tardy.
18	Three After School Detentions and social probation for 3 days following the 18th tardy.
24	Five After School Detentions and social probation for 5 days following the 24th tardy.

Student drivers who accumulate excessive tardies to school may get their parking privileges revoked. This will be up to the discretion of the building administration.

EDUCATIONAL FIELD TRIPS

When a student is going on a (non-school sponsored) educational trip, an educational trip form (click here to view) must be completed two-weeks prior to going on the trip. Failure to turn in the proper paperwork may result in the day(s) being considered an unlawful or parent-excused absence(s). Educational trips may not exceed ten (10)

cumulative school days per academic year. Consideration of requests will be reviewed by the principal for approval/disapproval according to the following criteria:

a. The trip should have a clear and significant educational purpose and component.
b. At the high school level, a visitation to a college or university location is an acceptable excused reason for student absence. Administration reserves The school authority reserves the option to request verification of a visitation from an admissions office.
c. It is the student's responsibility to gather all missed assignments for the time he/she will be absent from school. Teachers must be given at least a three day notice for all trips exceeding (5) five days.
d. It is the student's responsibility to complete all missed assignments within (5) five school days of his/her return.
e. Administration reserves the right to deny educational trips based on a student's attendance and/or academic record. record and failing grades will result in trips not being approved.

ATTENDANCE PROCEDURES FOR PARTICIPATING IN EXTRACURRICULAR / ALL AFTER SCHOOL ACTIVITIES

- Students participating in after school activities, sports, plays, band, dances, drama, practices, etc. must be in attendance on the day of the game or activity. Exceptions will be permitted for dental and doctor's appointments when the student provides a proper excuse from the dentist or physician to the coach or advisor on the day of the activity. This excuse must be presented upon the arrival of school.
- To be eligible to participate, students must be in school on the day of the activity by 8:30 AM the day of or if the event is on a Saturday, the day prior.
- A student who leaves school sick on the day of any event is ineligible to participate in the event later that day unless the student provides a Doctor's excuse that same day.

ENTERING/EXITING THE SCHOOL DURING A SCHOOL DAY

Between 7:37 AM and 2:40 PM, all students entering or exiting the school must use the main entrance. The only exception is if they are supervised by a teacher.

Unless called to a specific office (main, student services, guidance), between 2:25 and 2:40 PM, all students are to remain in their assigned classroom/area. Students requesting to use the restroom during this time, may sign-out using SmartPass. However, students must leave belongings in the classroom and must report back to the classroom prior to leaving for dismissal.

~~**EXCUSES FOR ABSENCE OR EARLY DISMISSAL APPOINTMENTS:**~~

- ~~A written excuse from the parent or guardian is required for all absences even when a phone call has been made to the office staff. The excuse must be turned in at the main office within 3 days of the absence. Excuses may be electronically submitted using the link: Junior Senior High Absence Reporting | Forest Hills Junior Senior High (fhrangers.org).~~

- ~~Even if a parent makes a phone call, students leaving school early for appointments, etc. are to turn in a written excuse prior to first period or a parent/guardian may electronically submit an excuse using the link: Junior Senior High Absence Reporting | Forest Hills Junior Senior High (fhrangers.org). At the time of dismissal, a student must sign out at the main office. If returning to school, the student must sign in at the main office.~~
- ~~A doctor's excuse is required for all doctor and dental appointments.~~

FAILURE DUE TO EXCESSIVE ABSENCES

~~Under Section 11.24 of the school code, students who miss ten consecutive school days shall be dropped for the active membership roll unless the school is provided with evidence the excuse is legal or the school is pursuing compulsory attendance prosecution.~~

- Any student who is absent (unlawful) from a semester course more than 15 days per semester ~~will~~ may fail the semester course.
- Any student who is absent (unlawful) from a yearlong course for more than 30 days may ~~will~~ fail the year-long course.
- ~~Any student arriving at school after 8:07 AM will be marked absent for that period and must turn in an excuse or the absence will be considered unlawful.~~

Exceptions for emergencies such as extended illness or hospital confinement shall be evaluated on an individual basis. Students who receive homebound instruction shall be exempt from this regulation during the period of confinement and homebound instruction.

MISSED ASSIGNMENTS WHEN ABSENT

It is the student's responsibility to seek missing work/assignments from their teachers, upon return to school, within the first few minutes of the period they have said teacher. Students have three (3) school days, upon return to school, to make up missing assignments due to absences.

Students with multiple consecutive **lawful** absences will be given a reasonable amount of time to make up missing work/assignments. Students are expected to talk to their teachers about timelines regarding missing work and extended absences.

PENNSYLVANIA EDUCATION FOR CHILDREN AND YOUTH EXPERIENCING HOMELESSNESS PROGRAM

The Pennsylvania Education for Children and Youth Experiencing Homelessness Program (PA ECYEH Program), assures execution of the federal legislation, McKinney-Vento Homeless Assistance Act of 1987. The Act defines the term "homeless children and youth" as individuals who lack a fixed, regular, and adequate nighttime residence. Implementation of this program ensures that homeless children and youth have equal access to the same, free, appropriate, public education; including preschool education, as provided to other children and youth.

Rights of Homeless Children & Youth Include:

- Continuing their education in their current school, and provide transportation to that school, (if feasible);
- Immediate enrollment in the school district where they are

temporarily housed;
- Assistance with obtaining school records *Note: lack of school records may not affect the right to immediate enrollment;
- Participation in all applicable school programs, including supplementary instructional programs, field trips, and other enrichment activities as well as after-school recreational programs, etc.;
- Assistance with school-related expenses, such as: supplies, clothing, uniforms, meals, etc.

Each school district in the United States has a designated Homeless Liaison. This person is responsible for assuring that each homeless child or youth receives all the services guaranteed by federal law. Dr. Rob Dill, Assistant Superintendent, is the Forest Hills School District Homeless Liaison. Please Contact Dr. Dill if you have additional questions or need assistance.

ENGLISH AS A SECOND LANGUAGE

The Forest Hills School District, in keeping with its goal of academic excellence, has established a quality ESL (English as a Second Language) program. In keeping with federal and state regulations related to the education of students who receive ESL services, the Forest Hills School District formally established and adopted District Policy #138- English as a Second Language/Bilingual Program, on July 10, 2002. The stated purpose of the policy is to enable identified success in English, specifically reading.

SPECIAL EDUCATION

The Forest Hills School District provides a variety of programs to meet the needs of students with disabilities. Students participating in a special education program are provided an individually designed educational program to meet their unique educational needs. Programs are either operated by the district or provided by contract with Appalachia Intermediate Unit 8.

Educational disabilities include autism, deaf-blindness, emotional disturbance, deafness, hearing impairment, specific learning disability, intellectual disability, multiple disabilities, orthopedic impairment, other health impairments, speech or language impairment, visual impairment including blindness, and traumatic brain injury.

The Forest Hills School District has developed procedures for screening and evaluating school-aged children who are experiencing academic and/or emotional/behavioral difficulties. Special education programs include Learning Support, Speech/Language Support, Life Skills Support, Hearing Impaired Support, Visual Impairment Support, Multiple Disability Support, Autistic Support, and Emotional Support.

The Forest Hills School District strives to ensure that all students with disabilities have available to them a free appropriate public education (FAPE). District educators are committed to individualizing and supporting students in general education classes to the maximum extent possible and to providing small group intervention when needed to meet individual needs. General and special educators work together as a team to meet the instructional needs of special learners.

Gifted education services are provided by the Forest Hills School District and focus on enrichment and/or acceleration activities that supplement the general education program. Instructional services are provided through direct instruction, consultation, and classroom enrichment. Services are provided to students who qualify as mentally gifted and who demonstrate a need for Gifted Education Services.

For additional information regarding Special Education Services, please access our website at: Special/Gifted Education / Special Education Homepage (fhrangers.org).

BEHAVIOR EXPECTATIONS

RULES AND REGULATIONS
The following information is presented to inform all students and their parents/guardians of our policies to maintain a safe and orderly educational atmosphere.

1. Use respectful, safe, and empathetic behaviors in and out of the building:

- Rangers are Prepared, Respectful, have Integrity, are Determined and show Empathy
- Rangers are familiar with safety procedures including: Run- Hide- Fight, Hard Lock Down, Soft Lock Down, and Hold and Secure
- Rangers refrain from using drugs, alcohol, tobacco or tobacco substitutes, vapes, protein supplements and/or body enhancing substances.
- Rangers refrain from throwing any objects on school grounds.
- Rangers refrain from using racial or discriminatory language.
- Rangers refrain from violence or inappropriate physical contact.

2. Be aware of activities that are taking place in the building during and after the school day.
- Be engaged and listen to announcements which are displayed in the classroom and hallways
- Additional announcements and events are posted on the school website, Instagram, Twitter (X), and Facebook.

3. ~~Be in the classroom by the bell.~~ Be in your assigned areas and do not leave without permission.
- Avoid loitering in the restrooms or hallways.
- To be excused from study hall or classrooms requires a properly completed SmartPass.
- If ill or injured, a student must report immediately to the nurse's office. If the nurse is unavailable, report immediately to the main office. In an emergency, seek help from the nearest adult.

4. Vehicle Access

- For safety and security purposes, students will not be permitted to return to their vehicles in the parking lot once they enter the building. ~~after the start of first period.~~ Exceptions may be made at the discretion of the administration.

5. Act appropriately in the common areas.
   - All hallway and stair traffic should keep to the right, two lanes in each direction.
   - Students will walk through the halls at an appropriate pace.

6. Follow guidelines for auditorium and gym use.
   - Students are permitted in the gym or in a locker room with supervision.
   - Food or drinks must remain outside of the auditorium or gym.
   - Students are permitted on the stage and in the auditorium with proper supervision.

7. Use lockers for safe keeping of books and personal belongings.
   - A locker is to be used only by the assigned student.
   - Valuables are not to be brought to school. If necessary to have valuables, keep these locked in your locker. During PE class, students must leave valuables locked in the PE teacher's office. The district is not responsible for any lost or stolen valuables taken from a locker, including cell phones. Do not share your locker combination with anyone, including friends.
   - Cell phones are to be placed in bookbags/lockers throughout the day with the exception of lunch (see technology section).
   - To avoid educational distractions, cell phones must be turned off and placed in bookbags or lockers.

8. Protect the integrity of the school and the individual.
   - Students will dress and groom themselves to meet fair standards of safety and health, as well as refrain from substantial disruption of the educational process.
   - Avoid inaccuracies and indecent or obscene language in the student newspaper, other publications, or on social media.
   - Protect and take care of the school's property.
   - Be aware of and comply with state and local laws.
   - Students will not take photos or videos of students or adults without the individual(s) prior consent.

9.Take an active role in the education process.
   - Satisfactorily pursue and complete the course of study prescribed by state and local school authorities.
   - Students are responsible to make arrangements for missing assignments or tests in study hall, activities period, or any time convenient to both teacher and student.
   - Attend school daily, unless excused, and be on time for all classes and school functions. Submit a signed excuse upon returning from an absence.
   - Assist the staff in operating a safe school.
   - Be willing to volunteer information in matters relating to the health, safety, and welfare of the school community and the protection of school property.

STUDENT RIGHTS AND RESPONSIBILITIES

Student Rights and Responsibilities as per Pennsylvania School Code may be located at www.pacodeandbulletin.gov. With regard to exclusion from school, please refer to Section 12.6, of the above mentioned "Guidelines".
Administration will use progressive discipline, as appropriate. Persistent, continual or excessive offenses which jeopardize student safety and interrupt the educational environment may result in expulsion and/or placement in alternative education.

JUNIOR HIGH CONDUCT AND DISCIPLINE

PBIS - POSITIVE BEHAVIORAL INTERVENTIONS and SUPPORTS

Positive Behavioral Interventions and Supports is an evidence-based, cost-effective, systems approach for establishing the social culture needed for schools to be effective learning environments for all students. It is a proactive approach that includes teaching expected behaviors and social skills, creating student behavioral health and academic support systems, and applying data-based decision-making to discipline, academics, and social learning. Our school will apply the elements of PBIS in a way that meets the unique needs of the students throughout our district.

Positive Behavior Interventions and Supports uses a three-tiered approach:

Tier I (universal) is the school-wide approach that provides a system of support for all learners. This includes teaching expected behaviors and reinforcing those behaviors.

Tier II (secondary) is a more intensive level of support for students who are "at-risk" or need more intervention than Tier I students.

Tier III (tertiary) is the most intensive level of intervention for students with the most significant behavioral or emotional support needs. It is important to remember that PBIS is intended for all students, not just students who receive special education services.

Characteristics of PBIS include:

- Planned interventions that are positive and proactive rather than punitive and reactive.
- Conditions and environments that contribute to inappropriate behavior are carefully managed or eliminated.
- Multiple opportunities for positive, corrective feedback are created while negative critical feedback is limited or eliminated.
- Prosocial behaviors are taught directly, practiced frequently, and routinely so that students develop positive behavioral habits.

The PBIS Model aligns with Pennsylvania's Multi-Tiered System of Supports (MTSS). MTSS is a broad set of evidence-based practices implemented across a system to include academic and behavior within a systematic problem-solving process. It has become apparent that in order to support students, both academic and behavioral needs must be addressed.

RANGER PRIDE: Prepared - Respectful - Integrity - Determined - Empathy

PBIS TEACHING MATRIX

Ranger Pride	Classroom	Cafeteria	Hallway	Bathroom/ Locker Room	Bus	School Wide
P **Prepared**	Have Chromebook charged Phone is off and in backpack or locker Have necessary materials (pencils, books, folders) Be organized	Be seated Patiently/quietly wait your turn to enter the food line	Be packed quickly and quietly Phone off and in backpack or locker Walk with purpose (be on time to next class)	Leave phones in backpack or locker When done, wash your hands, and return to classroom in a timely manner	Be ready for pick-up and drop off Enter and exit efficiently Stay in your seat and face forward	Be prepared to be positive Be present and on time Be organized
R **Respectful**	Be aware of and follow classroom expectations Be an active listener with your eyes and ears Respect all perspectives and ideas	Keep your hands to yourself Use normal voice level - left, right, and straight across Clean up your area	Walk on the right-hand side (this includes the stairs) Honor personal space Speak kindly and quietly	Honor personal privacy of yourself and others Keep environment clean (stalls, walls, and all)	Be courteous and keep noise levels down Follow safety rules Honor personal privacy of yourself, others, and especially your drivers	Be kind and make healthy choices Be aware of your attitude towards yourself and others - showcase positivity Be golden - treat others the way you want to be treated, look for positives!
I **Integrity**	Stand up for others Demonstrate tolerance Do your own work	Make good choices Be responsible for your own actions Stand up for others	Make good choices Be responsible for your own actions Stand up for others	Make healthy choices Be responsible for your own actions	Make good choices Be responsible for your own actions Stand up for others	Be mindful of your school environment and culture Be honest - honor yours and others' morals by doing the right thing (even when no one is watching) Be brave - advocate for and support others
D **Determined**	Strive for success, reach your personal best Be on task and engaged Persevere	Leave it like you found it Use good manners Be respectful with food items	Walk with purpose to be on time for class Be patient Respect personal space	Be respectful of privacy and personal space Display self-control Go, flush, wash, leave	Follow rules to arrive safely to destination	Be an active participant and be engaged throughout the school Be purposeful in your actions and words Be "R" best - strive for success to achieve your best
E **Empathy**	Cooperate and offer help to others Value others' ideas and opinions Be supportive of others successes, congratulate big and little wins	Engage positively with those around you Clean up your space Use good manners Be friendly to staff and peers	Engage positively with fellow students Do right by others	Communicate positively with fellow students Respect others' privacy	Use appropriate language, kind words, and quiet voices	Be mindful of others - put yourself in their shoes Be kind - speak/act kindly to others and yourself Be engaged - listen actively, respond thoughtfully, seek clarity, and speak kindly

***The Junior High has a PBIS program, as explained above. The High School uses a traditional demerit system of progressive discipline.**

BEHAVIOR, INFRACTIONS, AND CONSEQUENCES - JUNIOR AND SENIOR HIGH

DISCIPLINE RESPONSE STRUCTURE LEVEL I

DEFINITION:	EXAMPLES:	DISCIPLINARY OPTIONS / RESPONSES:
Minor misbehavior on the part of the student which impedes orderly classroom procedures or interferes with the orderly operation of the school or school-sponsored activities. These misbehaviors should be handled by the individual staff member. However, such misbehaviors may be indicative of a problem that should be reported to appropriate staff. PROCEDURES: ● There is immediate intervention by the staff member who is supervising the student or observes misbehavior. ● A proper and accurate record of the offenses and disciplinary action is maintained by the staff member. ● The staff member may discuss the behavior with the parents/guardians, the administrators, and/or appropriate support personnel.	(These are examples of, but not limited to possible Level I/ Minor behaviors) ● Low intensity disruption in the classroom, hallway, bus, cafeteria, auditorium, restroom, locker room ● Isolated classroom tardiness ● Phone use violation (first offense) ● Dishonesty and lying ● Low intensity instances of inappropriate language, non-directive offensive language or gestures ● Students engaged in brief or low intensity defiance (failure to follow directions, complete assignments, head down) ● Inappropriate written, verbal comments (jokes or remarks that may be considered offense); minor physical contact/activity (bumping, running, grabbing, horseplay) or visual abuse (staring, leering) ● Non Instructional use of Chromebook or other technological device ● Tardy to Class	(These are possible, but not limited to following consequences): Teachers must document the following into SWIS: First and Second offenses as minor/ teacher managed and Third as a discipline referral for major/office managed. ● First Minor Offense - Verbal reprimand and/or option(s) listed in the other category. ● Second Minor Offense - Call home, document call in SWIS and/or option(s) listed in the other category. ● Third Offense - Office referral becomes a Major. **Other applicable options for teachers:** ● Parental contact/ conference ● Special duties/activities ● Navigate 360 Tier 1 (Whole Class) ● Preferential seating ● Classroom contract/Behavior Plan ● Withdrawal of privileges ● Mediation/Intervention ● Confiscation of inappropriate materials ● Loss of credit or points for not completing an assignment ● Natural Consequences (clean up mess, sincere apology, make up work/assignment, establish a conflict resolution,)

		• Loss of cell phone privilege for one day

DISCIPLINE RESPONSE STRUCTURE LEVEL II

DEFINITION:	EXAMPLES:	DISCIPLINARY OPTIONS / RESPONSES:
Misbehavior which is frequent or serious enough to disrupt the learning climate of the school or school-sponsored activities. These infractions, which usually result from the continuation of Level I misbehaviors, require the intervention of personnel on the administrative level because the execution of Level I disciplinary options has failed to correct the situation. Also included in this level are misbehaviors which do not represent a direct threat to the health and safety of others but whose educational consequences are serious enough to require corrective action on the part of administrative personnel. <u>These behaviors may also warrant demerit points. Please note that administration has the right to change or modify the demerit points guidelines.</u> PROCEDURES: • The student is referred to the administrator for appropriate disciplinary action. • An administrator meets with the student and/or teacher and selects the most appropriate responses. • Parents/guardians are notified of a student's misconduct. • A proper and accurate record of the offense and disciplinary action is	(These are examples of, but not limited to possible Level II behaviors.) • Continuation of unmodified Level I misbehavior, but does NOT endanger or seriously threaten the health or safety of others. This misconduct warrants the Disciplinary Options or Responses offered under Level II for appropriate consideration. • Directed offensive language or gestures • Bullying • Repeated tardiness to school or class • Truancy • Cheating • Forgery (i.e. absence excuse, early dismissal, hall pass, student sign-in/out sheets, field trip forms, etc.) • Plagiarism* (i.e. text, exam, research paper, project, etc.) • Skipping class/leaving school • Lack of respect for staff • Possession of obscene material • Failure to comply with Level I disciplinary options. • Dressing in such a manner to cause disruption in the	(These are possible, but not limited to following consequences): • Navigate 360 Tier 2 - lunch and/or activity period - with a one page written reflection that identifies behavior change(s) to be made by the student and how the student intends to be sure those changes occur. • Parental conference (phone or in person) • Demerits (see guideline) • Schedule change • Exclusion from extra-curricular school-sponsored activities "social probation" • Referral (Diversionary & Restorative Practice): AS, ES, Guidance, Nurse, SAP, etc, • Detention - (principal/dean assigned) - after school and/or Saturday • In School Suspension • Out of School Suspension • Loss of bus privileges • Loss of parking privilege • Loss of computer/technological privileges • Academic penalty - Loss of credit for assignment

maintained by the administrator. ● The services of the Appalachia Intermediate Unit 8 or another appropriate agency or resource may be utilized to aid in better understanding the reason for the student misconduct.	educational process or safety hazard ● Dress Code Violation - First offense warning ● Misuse of school property including the misuse of restroom facilities (i.e. multiple students in a restroom stall) ● Bus misconduct ● Gambling ● Harassment/ethnic intimidation/bullying/ insensitive remarks/racial slurs (includes electronic communication that impacts on or relates to the school environment and the individual student's rights). ● Hazing ● Possession of any incendiary devices (e.g. lighters, matches, etc.) ● Violation of student parking policy/ guidelines ● Violation of User Agreement/ Internet guidelines ● Defiance ● Breach of Building Security (i.e. unauthorized admittance of visitors to building) ● Unauthorized possession/use of cell phone ● Possession of laser pointing device ● Unauthorized/inappropriate use of technology or electronic devices ● Unauthorized Audio Recording/Videotaping	● Loss of cell phone privileges for 5 consecutive days. ● Assigned seat in the cafeteria.

	of Students. Includes the sharing of audio/ video content that was attained via an unauthorized source ● Inappropriate conduct at any school-related event	

DISCIPLINE RESPONSE STRUCTURE LEVEL III

DEFINITION:	EXAMPLES:	DISCIPLINARY OPTIONS / RESPONSES:(These are possible, but not limited to following consequences):
Acts directed against persons or property but whose consequences do not seriously endanger the health or safety of others in the school. These acts might be considered criminal but most frequently can be handled by the disciplinary mechanism in the school. Corrective measures which the school should undertake are dependent upon the extent of the school's resources for remediating the situation in the best interests of all the students. <u>These behaviors will also warrant demerit points. Please note that administration has the right to change or modify the demerit points guidelines.</u> PROCEDURES: ● Disciplinary action is initiated by investigating the infraction and conferring with the staff. ● An administrator meets with the student and notifies the parent of the student's misconduct and resulting disciplinary action. <u>Law enforcement officials may be notified.</u> ● A proper and accurate record of offenses and	(These are examples of, but not limited to possible Level III behaviors.) ● Continuation of unmodified Level II misbehavior, but still do not seriously endanger the health and safety of others. The misconduct warrants a progressive approach that includes consideration of the Disciplinary Options / Responses offered under Level III. ● Bullying ● Assault/Battery (e.g. fighting) ● Vandalism (minor) ● Use/Furnishing/Selling/ Possession of tobacco products or tobacco look-alikes including vapor/electronic smoking devices and associated supplies. Penalties imposed extend to smokeless tobacco regardless of quantity. ● Petty theft (stealing) ● Threats to others that are verbal or non-physical in nature In these cases, the actual	● Navigate 360 Tier 2 or 3 - after-school detention - with a one page written reflection that identifies behavior change(s) to be made by the student and how the student intends to be sure those changes occur. Modify/update previous plan. ● Demerit points (see guidelines) ● Temporary removal from class ● Modified day ● Parental conference ● Agency referral ● SAP Referral (Intervention or Restorative Practice); referral for drug and alcohol evaluation ● Citation/Fine issued with the local Magistrate's Office ● Exclusion from extra-curricular school-sponsored activities

disciplinary actions is maintained by the administration.. ● There is restitution of property and damages if appropriate. ● The services of the Appalachia Intermediate Unit 8 or another appropriate agency or resource may be utilized to aid in better understanding the reason for the student misconduct.	physical act is NOT carried out, but the inferred or stated threat is clearly made. ● Leading or participating in a walkout ● Using/furnishing/selling /possession of prescription drugs and/or over-the-counter drugs ● Possession/Use of smoke bombs or simple explosive devices ● Unlawful Harassment or Sexual Harassment as defined herein. ● Look-alike weapons with the intent of intimidation or misrepresentation ● Inappropriate, unwelcomed, or mutual sexual advances, lewd behavior, request for sexual favors, deliberate or repeated written or verbal comments, gestures or physical contact of a sexual nature, including the use of electronic devices. ● Misuse or destruction of technology (computers, audio visual equipment, telephone, etc.) ● Failure to cooperate fully with school officials in the investigation of a Level IV offense. ● Noncompliance of administrative directive during a school emergency. ● Non-compliance with In-school suspension expectations ● Possession of ammunition	"social probation" ● In School Suspension ● Out of School Suspension ● Loss of privileges (bus, technological devices, etc.) ● Criminal prosecution, if appropriate ● Elevation to Level IV based on severity of circumstances. ● Loss of Cell Phone Privileges - 10 days with parent conference ● Alternative Educational Placement ● Attend Interventional Education program

	• Possession/use/distribution of novelty-type electronic shock device. • Unauthorized Audio recording /Videotaping of students who are in the act	

DISCIPLINE RESPONSE STRUCTURE LEVEL IV

DEFINITION:	EXAMPLES:	DISCIPLINARY OPTIONS / RESPONSES:
Acts which result in violence to another person or property or pose a direct threat to the health and safety of others in school. These acts are clearly criminal in nature or are so serious that they always require administrative action resulting in the immediate removal of the student from the school. Cases involving using/ furnishing/selling/possession of drugs or drug look-alikes, shall be considered Level IV offenses solely due to the threat posed to health and safety by the circulation of items whose chemical make-up is unknown. <u>These behaviors will also warrant demerit points. Please note that administration has the right to change or modify the demerit points guidelines.</u> PROCEDURES: • The administrator verifies the offense, confers with the staff and meets with the student. • The student is immediately removed from class.	(These are examples of, but not limited to possible Level IV behaviors.) • Continuation of unmodified Level III misconduct that specifically and physically threatens others. • Extortion • Bomb/terroristic threat • Harassment or Sexual Harassment as defined herein. • Possession/Use/Transfer of weapon or explosive device(s) or failure to report knowledge of weapon(s) or explosive device(s) • Assault/Battery (serious) • Vandalism • Theft/Possession/Sale of stolen property • Arson • Bullying • Using/Furnishing/Selling /Possession/ Under the influence of alcohol, any illegal drug or drug look-alike or any item defined and prohibited by the Pennsylvania Controlled Substance, Drug, Device, and	(These are possible, but not limited to following consequences) • Demerits (see guidelines) • Out of School Suspension • SAP Referral (Restorative Practice) • Citation/Fine issued with the local Magistrate's Office. • Expulsion • Criminal prosecution, if appropriate • School Board or administrative action which results in appropriate disciplinary act • Alternative Education Placement • Loss of cell phone privileges per the discretion of the administration

• Parents/guardians and/or law enforcement officials are notified. • A parental conference, as well as restitution of property or damages, may be required in some cases. • The services of the Appalachia Intermediate Unit 8 or another appropriate agency or resource may be utilized to aid in better understanding the reason for the student misconduct.	Cosmetic Act of 1972 as the same may be amended from time to time, and related paraphernalia. (Examples of such prohibited items include, but are not limited to, marijuana, opiates, and other narcotics.) • Leading or participating in a riot • Harassment through conduct or communications of a sexual nature; sexual assault.	

*** Please note that the description of student behaviors, infractions, and consequences is not comprehensive; therefore, it may be adapted by administrators when their judgment deems it necessary.

DEMERIT SYSTEM - SENIOR HIGH ONLY

The junior high school does not use demerits. When the word demerit is used throughout this handbook, it is referring to the senior high only. However, both the junior-high and senior high have a progressive discipline system; repeated offenses will result in increased consequences.

A student is assessed a certain number of points for each act of misconduct. These points are cumulative over the entire school year and will be kept on file.

DEMERIT POINTS GUIDELINE

*Note the Administration has the right to change or modify the Demerit Points and Consequences.

Misconduct	Demerit Assignments & Possible Consequences
Alcohol, Tobacco, or Vaping on School property	First Offense: 6 demerit points, required to participate in Student Assistance Program (SAP), attend an after school educational intervention program (Student will be placed on a social probation until the scheduled program is

	completed starting the day of the scheduled session) ** A doctor's note needed for all absences *** Refusal to attend the after school educational intervention program will result in a citation through the District Magistrate on first offense Second and proceeding Offenses: 6 demerit points and a citation determined by the District Magistrate. Disclaimer: Additionally, community service may also be assigned at the discretion of the magistrate.
Assaulting another student	6 demerit points/up to 10 Days OSS/possible expulsion
Belligerent, defiant, or disrespectful to staff	First Offense: 3 demerit points with Navigation360 assignment Second Offense: 3 demerit points with parent meeting Third Offense: 6 demerit points
Building Security & Access Violations	First Offense: 3 demerit points Subsequent Offenses: 6 demerit points with possible suspension
Bus incidents - belligerent and disrespectful to bus driver and/or other student(s)	First Offense: 3 demerit points with Navigation360 assignment Second Offense: 1 Day Bus Suspension and 3 demerits Third Offense: 3-5 Day Bus Suspension and 6 demerit points
Cafeteria disruption	First Offense: 3 demerit points with Navigation360 assignment Second Offense: 3 demerit points with parent meeting Third Offense: 6 demerit points and administrative assigned seating.
Classroom or Educational disruptions	First Offense: 3 demerit points with Navigation360 assignment Second Offense: 3 demerit points with parent meeting Third Offense: 6 demerit points
Cell phone/Electronic Devices Office	First Offense: Device is turned off by the student and placed in an office. The student may pick up

The Forest Hills School District prohibits the use of restricted and unauthorized devices, as defined in the policy, by students during the academic school day. The school administration recognizes the need for cell phones but prohibits cell phone use during instructional time.	the device in the office at the end of the school day. Second Offense: 3 demerit points and 5 consecutive school days, the device is turned off by the student and placed in the office at the beginning of each day. The device may be picked up in the office by the student at the end of each school day. Alternatively, the student may refrain from bringing the device to school for 5 consecutive school days. Subsequent Offenses: 6 demerit points and for each subsequent offense 5 additional consecutive school days, the device is turned off by the student and placed in the office at the beginning of each day. The device may be picked up in the office by the student at the end of each school day. Alternatively, the student may refrain from bringing the device to school for the duration of the consequence Failure to relinquish a device in any of these scenarios will result in the parent having to come pick up the device and/or student being suspended.
Cheating	First Offense: 3 demerit points Second Offense: 6 demerit points
Defacing or destruction of school property	First Offense: 6 demerit points and restitution
Destruction of another student's possession	First Offense: 3 or 6 demerit points and restitution
Dress Code Violations (Including hats and wearing hoodie over your head)	First Offense: Warning with discussion regarding responsibility and choices. Second Offense: 3 demerit points with Navigation360 assignment Third Offense: 6 demerit points
Failure to relinquish item	First Offense: 3 demerit points Second Offense: 6 demerit points
Fighting (each participant)	6 demerit points, 10 day OSS, and possible prosecution
Forged pass or excuse	First Offense: 3 demerit points

	Second Offense: 6 demerit points
Leaving building without permission	First Offense: 6 demerit points with possible after-school detention or ISS (administrator discretion)
Medications, including over the counter, in school without permission	First Offense: Relinquish to staff Second Offense: Consequences as per drug or alcohol use policy
Offensive language/gestures - Directed	First Offense: 6 demerit points and one day of ISS with a Navigate360 assignment Second Offense: 6 demerit points with OSS and parent meeting Third Offense: 6 demerit points with additional OSS
Offensive language/gestures - Non-Directed	First Offense: 3 demerit points with Navigation360 assignment Second Offense: 6 demerit points Third Offense: 6 demerit points
Out of Assigned Area	First Offense: 3 demerit points with Navigation360 assignment Second Offense: 6 demerit points Third Offense: 6 demerit points
Possession of a weapon	10 days OSS with possible consequences as per the weapons policy
Possession of a lighter/matches	First Offense: Relinquish to staff Second Offense: 3 demerit points Third Offense: 6 demerit points
Public display of affection	First Offense: 3 demerit points with discussion regarding responsibility, respect, and choices. Second Offense: 3 demerit points with Navigation360 assignment
Refusal to be searched	First offense: 6 demerits and 3 days OSS Second Offense: 6 demerits and 5 days OSS and meeting with Superintendent Third Offense: Continued progressive discipline
Riding to school without permission	First Offense: 3 demerit points Second Offense: 6 demerit points
Running in hallways and/or classrooms	First Offense: 3 demerit points with discussion regarding responsibility, respect, and choices.

	Second Offense: 3 demerit points with Navigation360 assignment Third Offense: 6 demerit points
Sexual Harassing or Harassing a student	3 to 6 points and possible consequences based upon harassment policy
Skipping class or leaving class without permission.	First Offense: 3 demerit points and an after-school detention Second Offense: 6 demerit points
Sleeping in class	First Offense: Warning with discussion regarding why, responsibility, respect, and choices. Second Offense: 3 demerit points with Navigation360 assignment Third Offense: 6 demerit points
Stealing	First Offense: 6 demerit points with possible suspension and citation and with Navigation360 assignment Second Offense: 6 demerit points with suspension and possible citation
Tardy to class or school	See "Tardy Procedures" Section of this handbook.
GJCTC students *NOT* reporting to scheduled classrooms or missing the bus.	First Offense: Warning Second Offense: 3 demerit points with Navigation360 assignment Third Offense: 6 demerit points

Demerit Points	Possible Consequences
Upon receiving 6 demerit points	The student will be assigned to one (1) after-school detention.
Upon receiving 9 demerit points	The student will be assigned one (1) day of In-School Suspension and one (1) day of social probation. Social probation will be served on the school day succeeding the earning of the 9th demerit.
Upon receiving 12 demerit points	The student will be assigned two (2) days of In-School Suspension and two (2) days of social probation. Social probation will be served on the school days succeeding the earning of the 12th demerit.
Upon receiving 15 demerit points	The student will be assigned three (3) days of In-School Suspension and three (3) days of social probation. Social

	probation will be served on the school days succeeding the earning of the 15th demerit.
Upon receiving 18 demerit points	The student will be assigned one (1) day of Out-of-School Suspension and three (3) days of social probation. Social probation will begin on the day of the suspension.
Upon receiving 21 demerit points	The student will be assigned two (2) days of Out-of-School Suspension and six (6) days of social probation. Social probation will begin on the day of the suspension. -A parent or legal guardian and the student must attend a meeting with the principal upon return from Out of School Suspension.
Upon receiving 24 demerit points	The student will be assigned three (3) days of Out-of-School Suspension and ten (10) days of social probation. Social probation will begin on the day of the suspension. The student will be considered as a candidate for placement in an Alternative School Setting. A parent or legal guardian and the student must attend an informal hearing upon return from Out of School Suspension.

**Changes in these procedures can be made at the discretion of the Administration.*

Procedures/Rules for Detention and Suspension

After school and Saturday detentions will be assigned regardless of prior commitments, activities, practices, and/or games. A parent/guardian will be responsible for providing transportation for drop off and/or pick-up.

After-School Detention

- Report to assigned classroom at dismissal where you will remain until 4:30 PM
- You are expected to complete assignments and/or read.
- You are expected to bring all materials that you will need to complete assignments and/or read to detention.
- You may not use your cell phone, sleep, or cause a disruption. You may not watch videos, listen to music, or wear earbuds.

In-School Suspension

- Any student who is suspended In-School will not be permitted to:
  - Attend classes
  - Participate in any school-related activities
  - Attend any school-related events
  - Be on school district property, on school transportation, or on property owned, leased, or used by the district outside of normal school hours.

- Any student suspended In-School is considered to be on social probation.
- Students must follow the instructions of the ISS teacher or further disciplinary action will occur at the discretion of administration.
- If absent on a day assigned to ISS, the administration will reschedule another day.
- Unless extenuating circumstances are approved by administration, leaving school early when assigned to ISS will require the entire ISS day to be repeated.
- Bring all books, notebooks, and other materials to ISS, including chromebook, pencils, pen and paper that will be needed for the entire day. Have an extra book to read.
- Assigned classwork must be completed by the end of the school day. Incomplete work will result in a zero.
- Students will not be permitted to leave the ISS room. Students, under the supervision of the ISS teacher, will be given the opportunity to use the restroom periodically throughout the day and will be escorted to the lunch line. Lunch will be eaten in the ISS room.
- Students will not be permitted to talk, sleep, eat, drink, or use personal electronic devices.
- The ISS/OSS days will count towards the attendance policy.
- Extreme emergencies such as death in the family or a doctor's excuse are the only acceptable excuses for absence from ISS.

Saturday Detention

- Detention is assigned from 8:00 AM - 12:00 PM.
- Transportation to and from Saturday Detention is not provided by the district.
- Doors will lock at 8:05 AM. There will be no admittance after this time.
- Students are expected to complete assignments and/or read.
- Students are expected to bring all materials that you will need to complete assignments and/or read to detention.
- Students may not use your cell phone, sleep, or cause a disruption. Students may not watch videos, listen to music, or wear earbuds.

Out-of-School Suspension

A student can receive out-of-school suspension for a period of one to ten days depending on the severity of the infraction.

- Any student who is suspended out-of-school will not be permitted to:
    - Attend classes
    - Participate in any school-related activities
    - Attend any school-related events
    - Be on school district property, on school transportation, or on property owned, leased, or used by the district

- Any student suspended out of school is considered to be on social probation.
- Any student suspended from school is responsible to make-up all school assignments.

Procedure/Guidelines for Students Placed in Alternative Education

The Forest Hills School District continues to strive to meet the individual needs of all students.

The district's goal is to create a structured educational environment, which is conducive to learning. Students will be placed in an Alternative Education Program, when established methods of discipline have failed. Alternative Education students are not eligible to participate in extracurricular events or activities while enrolled in the Alternative Education Program.

The following is a guideline established by the Forest Hills School District for placement of a Senior High Student in an approved alternative education program.

- Administration will use the adopted demerit system found in the student handbook as a guideline for placement in an alternative education program.
- Students will be assessed a specific number of demerit points depending on each infraction.
- After a student accrues 18 demerit points for the year, Alternative Placement will be discussed as a possible option in a meeting with parent/guardian, student, and administration. The student will be referred to the SAP team.
- After a student accrues 21 demerit points, a conference will be held with administration, parent/guardian, and the student to discuss behavioral concerns, and educational placement options including the probability of placement in alternative education. If determined as a need, the appropriate Alternative Educational Program Coordinator will be contacted.
- After a student accrues 24 demerit points a parent conference will be held to discuss behavioral concerns, and educational placement options including alternative educational placement with the superintendent, parent/guardian, administration, and students. Placement in an appropriate alternative program will be discussed and determined. Students may be placed out of school for at least three days or until alternative placement is arranged.

Reasons for placement in an Alternative Education Program may include, but are not limited to the following(Applies to Junior and Senior High students):

- Attaining 24 demerits within a school year (Senior High School Students).
- Disregard for school authority, including persistent violation of school policy and rules.

- Possession or use of a controlled substance on school property or during school affiliated activities.
- Possession of a weapon on school property
- Misconduct that would warrant suspension or expulsion while on school property.
- Incorrigibility

The minimum placement period shall be 45 days unless deemed otherwise by the Administration. Review of the student's progress with the alternative school administration will determine whether or not to continue placement. NOTE: Individual circumstances may deem it necessary to place a student in Alternative Education that is external from the normal procedures established by the Forest Hills School District. The Forest Hills School District and its Administration reserve the right to review each case on an individual basis and provide appropriate interventions as warranted by district policies or state and federal laws.

SOCIAL PROBATION

Social probation limits or restricts student attendance and/or participation in school related activities. Students who engage in a serious violation of the Code of Conduct, frequently disregard procedural policies, are chronically absent (unlawful or unexcused) or demonstrate a threat to the health, safety and welfare of the student body, staff, or general public may be placed on social probation at the discretion of the administration. Social probation includes the following:

- Students are not permitted on Forest Hills School District property outside of normal school hours.
- Students are prohibited from attending sporting events (home or away), plays, concerts, dances (Junior/Senior Prom, Dances), etc.
- Students are prohibited from participating in extra-curricular (team sports, academic competitions) or co-curricular (band, chorus, orchestra) activities.
- Students may not attend school sponsored field trips or overnight trips.
- The administration will review the circumstances on a case-by-case basis before imposing social probation. The degree and length of social probation will be clearly delineated to the student and the student's parent/guardian.

DRUG OR ALCOHOL USAGE - SCHOOL POLICY

The following policy guidelines have been approved by the School Board for Junior-Senior High School students as related to drug and/or alcohol related offenses. Any student who has been identified as violating this policy during the school day or any school-sponsored activity shall be disciplined in accordance with our action chart.

- First time offenders shall be disciplined as determined by the administration and referred to the Student Assistance Program (SAP) team.
    - Parents will be advised that the cost of out-of-school services shall be the responsibility of the parent.
    - If a student refuses to accept the conditions listed above, that student shall immediately be excluded from attending all school related activities for one calendar year. The student will also receive a ten-day suspension.

ACTION CHART FOR DRUG AND ALCOHOL RELATED INCIDENTS

Situation	Immediate Action	Locker Search/Parents Notified	Involvement By Police	Disciplinary Action	Other
Suspicion of drug, alcohol and/or steroids or body enhancing supplements use	Investigation of the problem	Yes/Yes If warranted	If safety of victim or student body at risk	Dependent upon out-come of investigation	Referral to SAP Team
Student demonstrates physical symptom of drug or alcohol abuse	Investigation by administration. Referral to school nurse	Yes/ Yes	If safety of victim or student body at risk	Suspension from school for 10 days to be effective immediately	Referral to SAP Team. Compliance with agency assessment & recommendation. If refused, or not completed, students shall be denied attendance to all out-of-school activities for one calendar year.
Student is found with drugs, alcohol, inhalants, or drug paraphernalia for the first offense (including look-alike and un-authorized over-the-counter drugs or controlled drugs or substances)	Investigation of the problem by principal/designee Confiscation of drugs or suspicious items. (see procedure)	Yes/ Yes	Yes	Suspension from school for 10 days to be effective immediately.	Referral to SAP Team. Compliance with agency assessment & recommendation. If refused, or not completed, students shall be denied attendance to all out-of-school

					activities for one calendar year.
Distribution or attempt to distribute drugs or alcohol (including look-alike and unauthorized over the counter or drugs or controlled substances)	Investigation of the problem by principal/designee Confiscation of drugs or alcohol (see procedure)	Yes/ Yes	Yes	Suspension from school for 10 days to be effective immediately – recommend possible expulsion to Board of School Directors	Referral to SAP Team and formal intervention. If refused, or not completed, students shall be denied attendance at all out -of-school activities for one calendar year.
Student is found with drugs or alcohol for a second or succeeding offense (including look-alike and unauthorized over the counter drugs or controlled substances)	Investigation of the problem by principal or designee. Confiscation of drugs or alcohol. (See procedure)	Yes/ Yes	Yes	Suspension from school for 10 days to be effective immediately – recommend possible expulsion to Board of School Directors	Referral to SAP Team and formal intervention. If refused, or not completed, students shall be denied attendance to all out of school activities for one calendar year or possible expulsion.
Student self-referral	Referral to SAP Team	If the safety of the victim/student body is at risk.	If the safety of the victim or student body is at risk.	Not applicable unless school policy is violated	D/A Assessment

DRUG OR ALCOHOL USAGE - EXTRACURRICULAR GUIDELINES

The following policy guidelines have been approved by the School Board for the Junior-Senior High School:

- Extracurricular activities include all sports, music groups, drama groups, and other school clubs and organizations that represent the junior-senior high school in interscholastic competition.
- A parent/student agreement contract must be signed prior to the start of the extracurricular activity.
- All athletic coaches and advisors for extracurricular activities shall include these guidelines as part of the activity rules and regulations.
- Any student participant who has been identified as using drugs or alcohol while participating in an extracurricular activity shall be disciplined as follows:

FIRST TIME OFFENDERS

- Students may not participate in any extracurricular or school-related activity until their suspension is fulfilled.
- After review of the student's infraction(s), the school suspension shall be ten days out-of-school and a meeting with the superintendent.
- In addition to the disciplinary action, the offender will also be required to participate in an awareness program conducted by a local agency.
- The cost of out-of-school services shall be the responsibility of the parent.
- If a student refuses to accept the conditions listed above, that student shall immediately be excluded from all extracurricular activities. Length of exclusion will be determined by administration.

SECOND TIME OFFENDERS

- Will be dismissed immediately from all extracurricular activities and shall not be permitted to participate in extracurricular activities for the remainder of the school year.

ASSISTANCE PROGRAMS

AGENCIES to HELP YOU or to HELP A FRIEND

- ALCOHOL & DRUG TREATMENT
  - Twin Lakes Center for Drug Rehabilitation - 814-535-8830 (Johnstown Office)
  - Cambria County Drug and Alcohol Program - 814-536-5388
- CHILD ABUSE & NEGLECT
  - Cambria County Children & Youth Service 814-539-7454
- CRISISGO
  - Bully Tip Line
- EMOTIONAL & FAMILY DISTRESS
  - Cambria County Mental Health Crisis Hotline - 814-535-8531
  - Cambria County Mental Health Intake Center - 814-535-8531
  - Cambria County Juvenile Probation - 814-472-4700
- IMPACT COUNSELING LLC

    - Out-patient school based drug and alcohol therapy - 814-515-3208
- R.E.A.C.H.
    - Individual, small group, and behavioral counseling service - contact school counselor or Student Resources | R.E.A.C.H. Reaching (reachschoolmentalhealth.com) R.E.A.C.H. 's mission is to provide client focused mental health care to all students, families, and faculty in the Forest Hills school system that result in greater academic achievements, stronger family units, and positive community impact.
    - Who can Benefit from School-Based Counseling Services
        - Students with anxiety, depression, ADHD, disruptive behaviors, or other diagnosed mental health concerns
        - Students without a mental health diagnosis who have concerns at home or school including stress, grief and loss, difficulty regulating emotions or behavioral responses
    - Types of Services
        - confidential individual, group, and behavioral skill building instruction offered during school and after school hours
        - Telehealth
        - Individualized treatment planning and goal setting with parents or guardians
        - Assessments and crisis support
        - Evidence-based interventions
        - Interagency communication conducted through written consent
        - Links to community and school resources and supports
    - How to Begin
        - R.E.A.C.H. Counseling Services directly at Student Resources | R.E.A.C.H. Reaching (reachschoolmentalhealth.com) or contact the School Counselor
        - Parent/Guardian consent must be obtained
        - An intake will be scheduled with parent/guardian over the phone or in person
- Suicide Hotline Dial 988
- SAFE2SAY SOMETHING
    - Youth violence prevention program - 844-723-2729 or www.safe2saypa.org

SAP

The Student Assistance Program utilizes a systematic process by which school personnel can determine which students are having problems and,

subsequently, refer these students for help. The heart of the program is the Student Assistance Team, which is a group of school personnel who have been specifically trained to work with these students.

- Role of the SAP:
    - identify high risk students having school related issues due to alcohol or drug use, depression, or experiencing other health problems
    - intervene and refer high risk students to appropriate community services
    - offer support needed to make lifestyle adjustments
    - offer prevention services, education, and other activities designed to promote, support, and reinforce healthy lifestyles among students.

- Reasons to Refer Self or a Friend
    - Drop in grades, truancy, change in personal appearance, erratic behavior, physical symptoms, family issues, visual signs or talk of self-harm, signs or suspicion of drug/alcohol use, vaping, and illegal activities.

Many school districts, as part of their school's Drug and Alcohol Policy, have required participation in a program of education for students who have been suspended for drug/alcohol involvement. In response, local agencies offer a six-week education-awareness-assessment program for school policy violators. Costs for these services are the responsibility of the parents.

DISMISSAL PROCEDURES

- Dismissal of students including walkers and students being picked up will be dismissed at 2:40 PM.
    - Bus dismissal is at both the gym and auditorium exits.
    - School provided van pick-up will be at the main entrance.
    - Parent pick up will be at the rear of the building. Parents should PARK in spots #16-30 and wait for your child. Parents should not arrive on campus before 2:30 PM for parent pickup.
        - This designated area must be utilized. Failure to do so could result in hazardous conditions for our students.
- When awaiting the buses, walking, or walking to cars, students must use the sidewalk until the buses have stopped. Running or pushing during dismissal is prohibited.
- On scheduled early dismissal days, students being picked up including drivers and walkers, will be dismissed at 11:30 AM.

DROP-OFF AND PICK-UP PROCEDURES

For safety purposes, students must be dropped off in the car lane at the AUDITORIUM entrance of the building. Drop off begins at 7:25. Doors automatically lock at 7:40 AM. Students must be in their homeroom by 7:40 AM. Attendance is taken at this time.

- School provided van pick-up will be at the main entrance.
- Parent pick up will be at the rear of the building. Parents should PARK in spots # 16-30 and wait for your child. Parents should not arrive on campus before 2:30 PM to pick up your child (ren), This designated area must be utilized. Failure to do so could result in hazardous conditions for our students.

MORNING PROCEDURES

All students should be in 1st their first period classroom by the ringing of the tardy bell at 7:40 AM.

- Buses arriving before 7:35 AM will unload at the gym entrance.
- In the rare instance a bus a bus arrives after 7:35 AM it will unload at the main entrance.
- Upon arrival to school, students may get a "grab and go" breakfast, but then must proceed to their 1st period classroom. Students should use a restroom in the vicinity of their 1st period classroom.
- ~~Students may use the lavatories in the vicinity of their 1st period and then proceed to 1st period, upon arrival to school.~~
- Students who arrive on a late bus or after 7:40 AM must report to the main office immediately upon entering the building in order to prevent being marked absent.
- AM GJCTC students must report to their assigned homeroom, no later than 7:30 AM to check in for attendance and take lunch count. The AM GJCTC bus leaves at 7:35 AM from the gymnasium entrance.

Virtual Instructional Day Expectations for Students

Virtual Instructional Days are a continuation of regular in-person learning, and students are expected to fully participate and engage in their classes. To ensure a successful learning experience, students should follow these expectations:

Start of the Day

Grade 7-12 students should begin each Virtual Instructional Day by logging into Canvas. Once logged in, students should access their teacher's Google Meet link and review the day's assignments and instructions.

VID Modified Schedule

Students will follow a modified schedule during a Virtual Instructional Day. Teachers will provide virtual instruction through Google Meet, post assignments, and offer support throughout the day. It is important for students to join sessions on time and be prepared to learn.

VID Attendance

Students are expected to attend and actively participate in all scheduled Google Meet sessions. Attendance will be recorded based on participation during the scheduled class period through one or more of the following: attendance in Google Meet, completion of a required check-in, or submission of the assigned instructional task for that day. Students who are unable to attend a scheduled Google Meet session remain responsible for completing all assigned work. Final attendance for the day will be determined by the student's completion and submission of required work within the established timeframe.

VID Participation & Behavior

Students are expected to: ● Have their cameras on during the check-in portion of their Google Meet sessions. If there are extenuating circumstances, families should communicate directly with the teacher. ● Engage respectfully and appropriately in the virtual classroom. ● Follow all teacher directions and school rules, just as they would during in-person learning.

~~**MODELS FOR FLEXIBLE INSTRUCTION DAYS (FIDs)**~~

~~The Pennsylvania Department of Education (PDE) approved the use of Flexible Instructional Days (FIDs) in place of a day that would be canceled due to inclement weather or building emergencies. FIDs count as a full day of school and will be implemented at the discretion of the Superintendent of Schools. On a Flexible Instructional Day, students will complete learning assignments at home in order to be marked present for the FID. Instruction may occur by a~~

~~Synchronous learning environment offered to students via multiple ways of interacting, sharing, and collaborating in real-time during live class instruction led by a teacher or by an~~

~~Asynchronous learning path offering students the ability to participate actively in their own learning through the use of online content lessons and additional resources. Students work through course content on their own. In an asynchronous path, students and teachers are not always online at the same time.~~

~~Teachers will be available via Zoom and/or email. The Forest Hills School District will use its current communication media tools to notify students, parents/guardians, and employees that a flexible instructional day has been instituted. Any student who fails to complete their FID assignment within three (3) school days will receive an unexcused absence. If an assignment is not completed, students may lose the point value or grade for the assignment. This loss could negatively impact a student's grade. Technology support will be available via the Technology Department link on the District website. As a reminder, available for use and at your discretion both the Elementary and Junior-Senior High Schools have Wi Fi hotspots available in the parking lots.~~

UNEXPECTED EARLY DISMISSAL OR SCHOOL CLOSURE

In the event of an unexpected early dismissal, the FHSD will use an automated emergency notification system to inform parents of the unexpected dismissal. If you wish to be informed via this system, you must complete the appropriate form on the Forest Hills website (Beginning of the Year Forms). On emergency dismissal days, all students will be notified of the appropriate dismissal procedure. All students must leave school property immediately after dismissal.

School may be closed when weather conditions are such that it is determined to be too dangerous for the school buses to travel or temperatures are determined to be detrimental to the health of children. The local television and radio stations, along with the school district website (www.fhrangers.org), Facebook pages and other FH social media sites, will keep you alerted as to when school is being closed due to poor weather conditions or other unexpected early dismissals. It is important in an emergency to keep the phone lines open. Please do not call the school office or the home of school officials. At the beginning of the school year, it is imperative that parents have a prearranged plan as to where your child should go after school if an emergency situation necessitates an early dismissal.

DRESS CODE

Students shall dress appropriately for school and shall avoid extremes in make-up, hairstyles, clothes, etc. Students must dress in a manner that does not interfere with the educational process.

A. Clothing that reveals undergarments, are see-through, or expose private areas are prohibited.
B. Students are not to wear shirts or tops that expose the midriff (the bottom of the top garment and the top of the bottom garment must meet, overlap, or be tucked inside the other), halter tops, strapless or one strap tops, see-through tops or mesh clothing, tank tops with straps that are too thin, low cut shirts or low cut armholes.
C. All pants/shorts must cover the waistline so that no undergarments or skin below the waist are visible.
D. No spiked jewelry or chains with potential for creating hazards.
E. Students are prohibited from wearing clothing displaying objectionable pictures, double-meaning wording, obscene language, and sexual, alcohol, drug or tobacco advertising.
F. Head coverings of a non-religious or non-medical purpose are prohibited.
    a. Hoodies may be worn, but hoods must remain off of the head.
    b. No hats on in the building unless given approval by administration
G. Gloves, coats, slippers, costumes, one-piece pajamas, and blankets are prohibited, unless it is an administration approved theme day.
H. Safety pins and other pointed objects are prohibited from being worn or attached to clothing.
I. Students are not permitted to walk barefoot throughout the building.
J. All shoes and sandals must adhere to safety and hygiene standards.
K. Appropriate shoe attire must be worn for gym, technology, and vocational classes.

Principal's discretion: The administration may deem dress unacceptable if it causes a distraction or interferes with the educational process. Students will be required to comply with the school's set standards. Failure to comply with set standards will result in disciplinary action.

AEROSOL PRODUCTS

Students are not permitted to bring aerosol spray products to school.

BODY PIERCINGS

Students with piercings may incur injuries as well as potentially cause accidental injuries to others. Students must remove all piercings while in physical education, technology, and vocational classes. In the event that students cannot remove the piercing(s), an alternative and appropriate activity will be offered to allow the student to participate in the class.

EXTRACURRICULAR ACTIVITIES AND STUDENT ORGANIZATIONS

Please Note: When schools and offices are closed, no inside practices may be scheduled, unless permission is granted from District Administration.

Senior High Extracurricular Activities	Coach/Advisor
Art Tech	Jennifer Motter
Astronomy	Morgan Patton
Baseball	Rick Baxter
Basketball	Girls - Carol Cecere Boys - Dom Vescovi
Bocce Ball	Jordan Stringent
Chess Club	Richard Shook
Chorus	Philip Parlock
Competitive Spirit	Christina Christ
Cross Country	Sarah Mihm
Drama	Melissa Livermore
eSports	Richard Shook
FBLA	Bonnie Makin
Fly Fishing	Mitch Custer
Football	Thomas Blanchetti
Forensics	Melissa Livermore
Golf	Michelle Beyer
Hockey	Chad Grattan
Indoor Majorettes	Amanda Penatzer
Jaycees/Jayceettes	Jen Raptosh
Junior Class Advisor	Michelle Vitez
LEO Club	Cassandra Layman/Jaime McCloskey/Tammy Ohler
Look Up Club	Student-Led
Majorettes/Color Guard	Martha Ringler/Toni Wentzel
Marching Rangers/Concert Band	Mitchell Custer
Mock Trial	Toni Wentzel
Morning Announcement Crew	Jennifer Raptosh
NHS	Morgan Patton
Prom	TBD
Reading Competition	Jennifer Raptosh
Rifle	Scott Borelle

Senior High Extracurricular Activities	Coach/Advisor
SADD	Shannon Curry
Scholastic Quiz Team	Pat Kovalsky
Senior Class Advisor	Pat Kovalsky
Soccer	Girls - Sarah Charlton Boys - Carlos Gonzalez
Softball	Krista Hershberger
Sophomore Class Advisor	Melissa Livermore
Spanish Honor Society	Rik Golden
Spirit Club	Jennifer Raptosh
Bocce Ball	Jordan Stringent
Student Council (HS)	Alyson Richardson
Tennis	TBD
Track	Girls and Boys - Denon Carpenter
Volleyball	Girls - Cassie Layman Boys - Nathan Valko
Wrestling	Dillion Charlton
Yearbook	Jennifer Motter

Junior High Extracurricular Activities	Coach/Advisor
Art Tech	Jennifer Motter
Basketball - Winter	Girls - Kaith Stigers, Boys - Mark Myers
Cheerleading	Allison Shrift, Amanda Petak
Chess Club	Richard Shook
Color Guard	Toni Wentzel
Cross Country	Emma Kissell
Drama	TBD
eSports	Richard Shook
Fly Fishing	Mitch Custer
Football	Ken Ashbrook
Forensics	Nancy Fagan
Hockey	TBD
Indoor Majorettes	Amanda Penatzer
LEO Club	Cassandra Layman/JaimeMcCloskey/Tammy Ohler
Lookup Club Jr.	Student-Led
Majorettes	Martha Ringler
Marching Rangers/Concert Band	Mitchell Custer

Math Counts	TBD
NJHS	Toni Wentzel
Reading Competition	Jennifer Raptosh
Soccer	Girls' - Kim Haupt Boys' - Denon Carpenter
Student Council	Michelle Beyer
Track - Spring	Denon Carpenter
Volleyball - Spring	Lauren Yakicic
Wrestling - Fall	**TBD**
Yearbook (Junior High)	Jennifer Motter

BAND – In order to participate in the band you must make this a course selection. An audition is also required. Contact Mr. Custer for more information.
CHORUS – In order to participate in chorus you must make this a course selection. An audition is also required. Contact Mr. Parlock for more information.
COLOR GUARD – Activities of this group include performing at football games and parades. Tryouts are in the spring. Contact Mr. Custer for more information

COMPLAINT PROCEDURE/CHAIN OF COMMAND

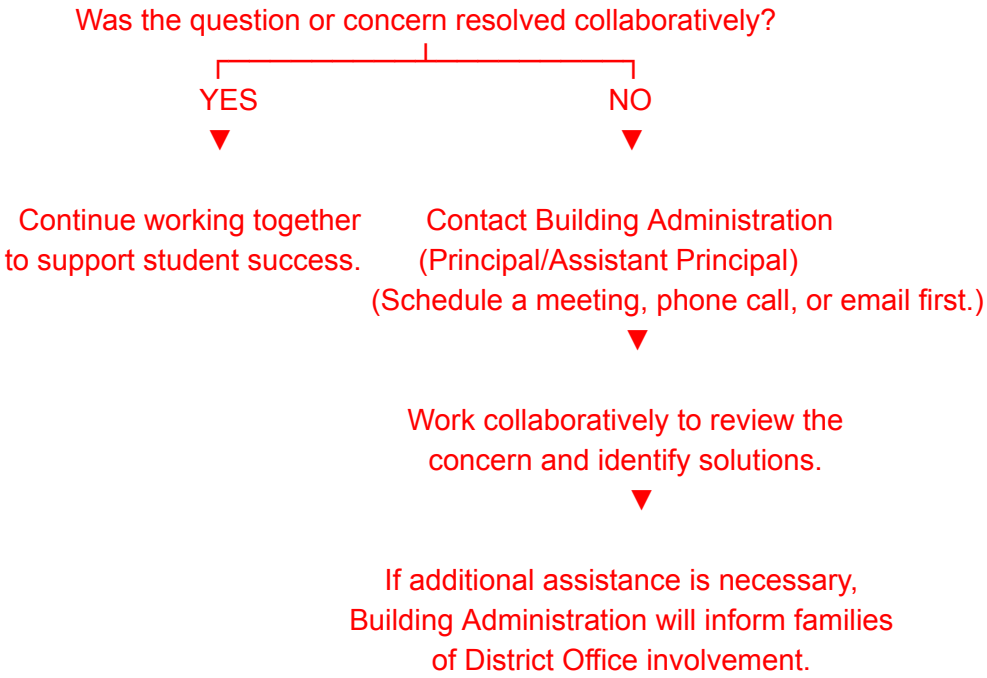
Strong partnerships between families and schools are essential to every child's success. We encourage parents and guardians to work collaboratively with your child's classroom teacher(s) first, as they are most familiar with their child's daily learning experiences, academic progress, and classroom expectations. In most cases, questions or concerns can be addressed quickly and effectively through open communication with the teacher.

If additional support is needed after meeting with the classroom teacher(s), parents and guardians are encouraged to contact the building administration. Building administrators are available to assist in resolving concerns, provide additional guidance, and work together with families and staff to support student success. If further assistance is necessary, district office administration may then be contacted. By following this chain of command, we can maintain open communication, foster positive relationships, and work together as a team to provide the best possible educational experience for every student.

WORKING TOGETHER FOR STUDENT SUCCESS

Parent/Guardian has a Question, Concern, or Needs Information
▼

Speak with your Child's Classroom Teacher(s) or Advisor
(Schedule a meeting, phone call, or email first.)
▼



~~The Forest Hills School District, in conjunction with its extracurricular staff, will follow the procedure listed below. The order of this line of communication must be followed if you elect to pursue any concern you may have with regard to the extracurricular program.~~

1. ~~Head Coach/Advisor~~
2. ~~Athletic Director (Sports Related)~~
3. ~~Building Principal~~
4. ~~District Administration~~
5. ~~Board of School Directors~~

ATHLETIC AND EXTRACURRICULAR ELIGIBILITY

All registrations for participation of a team sport should be completed prior to the first game/contest/competition. Any student going out for a sport may not be added to the roster later than mid-season. Exceptions will be made at the discretion of the athletic director and administration.

ATTENDANCE ELIGIBILITY

A student who has been absent from school during a semester for a total of twenty (20) or more school days, is ineligible to participate in an inter-School Practice, Scrimmage, or Contest until the student has been in attendance for a total of forty-five (45) school days following the student's twentieth (20th) day of absence. The following absences may be waived by the District Committee:

- days when the student was required to serve as the primary caregiver to a member of the student's immediate family or a near relative or a death in that student's immediate family or of a near relative, both as defined in Section 1154 of the Public Code of 1949, as amended;

- ❖ days when the student was absent due to the student's compliance with a court subpoena;
- ❖ days when the student was confined by quarantine;
- ❖ days when the student attended a religious activity/function which the church requires its members to attend;
- ❖ days when the student has an excused absence of five (5) or more school days due to the same confining illness or injury

If the establishment of any requirement necessary for the District Committee to exercise its discretion to grant a waiver of five (5) or more excused absences results from illegal conduct on the part of the student, other than absences during which the student, without there having been a criminal conviction or an adjudication of delinquency, is admitted to a substance abuse treatment facility, the District Committee may not grant the waiver. Attendance at summer school does not count toward the forty-five (45) school days required. Absence from school for an entire semester, or for several semesters, disqualifies a student for the same period as stated in this section.

WEEKLY ELIGIBILITY

Eligibility reports are run weekly for all students, including cyber students.
In order to be eligible, students must be passing the equivalent of at least four full credits, not have any incompletes, and not have more than two courses with failing grades. Eligibility shall be cumulative from the beginning of a grading period, shall be reported on a weekly basis, and shall be filed in the Principal's office.
Where a student's cumulative work from the beginning of a grading period does not, as of any Friday, meet the above referenced standards, said student will be issued an *"academic notice"*. Students who fail to meet academic eligibility standards as of the next Friday will be ineligible Sunday through Saturday of the following week.
Example:

Wk. 1	Cumulative to any Friday						Fri	Sat
Wk. 2	Academic Probation		Mon	Tues	Wed	Th	Fri	Sat
Wk. 3	Academically Ineligible	Sun	Mon	Tues	Wed	Th	Fri	Sat

The ineligible period will extend weekly (Sunday to Saturday) until the academic deficiencies are corrected.

QUARTER ELIGIBILITY

In order to be eligible, students must be passing the equivalent of at least four full credits. Incompletes in a course do not count as passing credits. In addition, students failing two full credits are ineligible. Any student not meeting this requirement on the report card, shall be ineligible to participate in extracurricular activities for a period of fifteen (15) school days, beginning on the first day report cards are issued. A student shall be reinstated to that activity following fifteen days, provided the student meets all curriculum standards.

END-OF-YEAR ELIGIBILITY
Use of Final Credits at the End of the School Year (PIAA BY-LAW, ARTICLE X, Section 5) - At the end of the school year, the student's final credits in the subjects rather than the student's credits for the last grading period shall be used to determine the student's eligibility for the next quarter. Students whose work does not meet the standards provided for in Article X, but attend summer school and correct their deficiencies, shall be eligible.

TRANSPORTATION TO EVENTS
Members of all clubs, activities and athletic teams, etc., riding school buses to school events must return the same way. The only exception is a written request by the parent or guardian. In these cases, the appropriate form must be completed and received in the junior-senior high school office no later than 11:00 AM of the day requested. Emails to the Athletic Director at athletics@fhrangers.org following the listed time frames are permitted.
The school district employee in charge of the event must also give permission.
Under no circumstances will a student be permitted to drive to an extracurricular activity.

ACTIVITIES/CLUBS
All students are encouraged to participate in at least one extracurricular activity. There are no regulations that limit the number of activities in which a student may participate. Satisfactory performance in scholastic work and in the activity is the only measuring stick for how much extracurricular participation a student should choose to do. Participation in some co-curricular clubs and organizations may be governed by the same eligibility requirements as established for athletics (see Academic Eligibility Requirements) these include:

CLASS OFFICERS
This is an elected activity. A student must sign up in the office and complete a petition with faculty and students' signatures. Class assemblies may be held to allow candidates to present speeches. If there are three or more candidates for any office, a primary election to determine the two candidates whose names will appear on the election ballot will be scheduled. This election will take place in the spring or the fall.

~~**DANCES - Junior High**~~
1. ~~Only Forest Hills students in grade 7-8 may attend a Junior High dance.~~
2. ~~Students must arrive no later than 15 minutes after the start time of the dance (except if a student is late due to participating in a pre-approved extracurricular activity).~~
3. ~~Students leaving early must be signed out of the dance by a parent or legal guardian.~~
4. ~~Once a student leaves the building, re-entry is prohibited.~~
5. ~~Students attending dances must abide by the rules set forth in the student handbook.~~
    a. ~~Any student asked to leave the dance for behavioral reasons may not attend further dances that academic year. Students on social probation are not permitted to attend dances.~~

SCHOOL DANCES

If a statement below does not specifically state "Senior High" or "Junior High", it applies to both groups of students.

1. Junior High dances are for Forest Hills students in grades 7 or 8. No outside guests are permitted at a Junior High dance.
2. Senior High dances are for students in grades 9-12 only.
3. Senior High students are allowed to invite a non Forest Hills guest to the Homecoming and Snowball dances.
    a. Non Forest Hills guests must have their school administration complete the proper permission slip and return the completed slip to the Forest Hills office. Photo identification must be presented with the form and at the dance. ~~All dances are held in the cafeteria or field house and students are restricted to the cafeteria area.~~
4. Prom is for students in grades 11-12 and has a specific set of regulations. The prom advisor will distribute this information closer to the time of Prom sign-ups.
5. Students must attend school for at least four full periods, the day of the dance, in order to be eligible to attend the dance.
    a. If the dance is on a weekend, this rule applies to the last school day before the dance.
6. ~~High School dances are typically held between 7:00 PM and 9:30 PM.~~ Students must arrive no later than 15 minutes after the start time of the dance (except if a student is late due to participating in a pre-approved extracurricular activity).
7. A sign-out sheet will be posted at the dance registration table for anyone departing before the end of the event. Signature and time of departure is required.
    a. Junior High students leaving a dance early must be signed out by a legal parent/guardian.
8. Students attending dances must abide by the rules set forth in the student handbook.
    a. Any student asked to leave the dance for behavioral reasons may not attend further dances that academic year.
        i. Students removed from dances for behavioral reasons will not receive a refund.
    b. Students on social probation are not permitted to attend dances.

SPANISH NATIONAL HONOR SOCIETY GUIDELINES

Students are considered for eligibility to the Spanish National Honor Society only after completing Spanish I, II, and III. Academic eligibility to this Society is based on the attainment of an A for the final grade of ~~each level of~~ Spanish I, II, and III. ~~study I through III.~~ Other rules and guidelines concerning induction into the society will be explained to the eligible students at the time of their academic notification. Students in the Spanish National Spanish Honor Society are strongly encouraged to continue their study of Spanish to level IV. Induction to the Spanish National Honor Society is typically held in November.

NATIONAL HONOR SOCIETY (NHS) GUIDELINES
Students are evaluated in the following four (4) categories for NHS membership: Scholarship, Character, Leadership, and Service. Juniors and Seniors are eligible. *Specific guidelines may be obtained from the advisor.*

NHS QUALIFICATIONS INCLUDE
Students qualify as a candidate after having satisfied the following INITIAL requirements:

a. A minimum, cumulative GPA of 3.75 as of the end of the previous year.
b. At least 6 credits completed in the previous year(s) as well as maintaining at least 6.0 credits in the year of consideration.
c. At least one advanced course (Article VII, Section 5) completed in Sophomore year at least 2 advanced courses completed in both the Junior and Senior years. Note: A list of advanced courses can be obtained from the guidance office.
d. Advanced achievement in all class work, maintaining at least a 3.75 GPA, in all classes in the year of consideration
e. No reports of cheating or violation of the District's computer use policy in the previous year or in the year of consideration.
f. No withdrawal from a class after the first 10 days of the start of class.
g. No incomplete grade in a course
h. No record of detention or suspension in the previous year or in the year of consideration.
i. No police record outside of school in tenth-grade year, eleventh-grade year, or in the year of consideration.
j. Adhere to the attendance policies of the district.

Once selected, students will be asked to compile a Google portfolio of artifacts that demonstrates proof that they have the qualities NHS is looking for: service, leadership, character, and scholarship. Faculty council will review the items to qualify the candidate.

Artifacts that could be used in these categories could be but are not limited to, exemplar projects done in conjunctions with coursework at school; descriptions of events they assisted with in conjunction with clubs, community, or church events; descriptions of athletic participation and leadership roles; letters of recommendations from coaches, advisors, or employers.

A rubric has been developed for scoring and will be provided to students if chosen to move forward in the NHS selection process. Inductions will be held in the Spring. The NHS process could take up to 6 weeks.

NATIONAL JUNIOR HONOR SOCIETY GUIDELINES (Includes Grades 7, 8, and 9)
The purpose of this chapter shall be to create enthusiasm for scholarship, stimulate a desire to render service, promote leadership, develop character, and encourage good citizenship in students of the Forest Hills School District. This chapter operates under the direction of and in full compliance with the National Constitution of NJHS. See

www.njhs.us/constitutions. Membership, an honor bestowed upon deserving students, shall be based on the criteria of scholarship, service, leadership, character, and citizenship.

NJHS Eligibility:

- Candidates eligible for selection to this chapter must be in the second semester of seventh grade or members of the eighth or ninth grade class and must have been enrolled for a period equivalent to one semester at Forest Hills Junior-Senior High School.
- Candidates shall have a minimum cumulative grade point average of 3.6 on a 4.0 scale. ~~Due to current calculation restrictions, cumulative GPA will be applied by the 2025 induction year for grade nine students, 2024 for grade eight students, and 2023 for grade seven students.~~ Students who fail a class are considered ineligible for NJHS induction.
- Upon meeting the standards above, candidates shall be considered based on their service, leadership, character, and citizenship.

NJHS Selection:

- Selection of members shall be by a majority vote of the faculty council who are appointed by the principal. The chapter adviser shall be the sixth, nonvoting, *ex officio* member of the faculty council.
- Selection shall be held once a year during the second semester of the school year.
- Prior to the final selection, the following shall occur:
    - Students' academic records shall be reviewed to determine scholastic eligibility.
    - Eligible candidates shall be notified and asked to complete and submit the candidate information form.
    - Faculty members shall evaluate candidates using the official input form provided by the chapter adviser.
    - Faculty council shall review the candidate information forms, faculty input, a character essay, and other relevant information to determine those who fully meet the selection criteria for membership.
    - Chapter size will vary from 30 to 50 members based on a "natural break" in applicant data.

NJHS Obligation:

- Members are expected to fundraise $40 per school year or pay $40 to the chapter before the end of the first semester.
- Members are entitled to wear the emblem adopted by the National Junior Honor Society. Any member who withdraws, resigns, or is dismissed from the chapter shall return the emblem to the chapter.
- A member's failure to uphold all of the requirements may result in dismissal.

NJHS Officers:

- Elected officers of the chapter shall be president, vice president, secretary, treasurer, and outreach coordinator.

The NJHS Advisor will release a full list of information regarding NJHS specifics, including eligibility requirements, the selection process, obligations, and officers, closer to the start of the NJHS consideration process date.

AFTER-SCHOOL WEIGHT ROOM

1. After-school weight room hours are generally from 3:30 to 5:00, Monday through Thursday (depending on weight room monitor availability).
    a. Students/Parents MUST join the SportsYou app to view weekly weight room hours and availability.
    b. SportsYou also allows the school to contact students/parents with non-emergency issues.
2. Students attending the after-school weightlifting program MUST stay in the high school cafeteria directly after school until approximately 3:30 P.M., when the weight room monitor arrives.
    a. Students are required to sign in at the cafeteria and sign in to the weight room upon arrival and sign out upon completion each day.
    b. Students are NOT permitted to leave school property between the end of the school day and the start of the after-school lifting program.
3. Students attending the after-school weightlifting program should engage in some type of planned strength training program where data is kept on their lifts (load, reps, intensity, sets, etc...)
    a. A strength and conditioning program utilized at this time should be approved by a coach, school athletic trainer, or the athletic director.
4. Students without a workout plan and that just wish to workout in general should come during open fieldhouse hours, 6:00 PM - 9:00 PM, Monday through Thursday.
5. Due to supervision issues, outdoor running/workouts are prohibited.
    a. Additionally, students must stay and remain in the weight room until their workout is concluded. Upon conclusion they must remain in the fieldhouse lobby until their ride arrives.
6. A weight room monitor will be present and has the ability to eliminate participation in the after school program for any misbehavior or acts/instances that they feel are inappropriate and/or puts a student or others at harm or at risk.
7. The maximum time a student is allowed to spend at after-school lifting is two (2) consecutive hours per day.
8. The Administration and Athletic Director may suspend after-school weight room access to students if they are academically ineligible.

**Administration and the Athletic Director reserve the right to change/amend after-school weight room availability and access guidelines at their discretion.*

FOOD SERVICE

BREAKFAST

Students may pick up a FREE Grab N' Go Breakfast from one of the breakfast carts located in either the Main Lobby or the Gym Lobby between the hours of 7:25 AM and 7:40 AM prior to 1st period (you must report to 1st period on time). A FREE second chance Breakfast will also be offered in the cafeteria during study halls, in the morning

before Lunch, for students who did not receive a breakfast from one of the breakfast carts in the morning. Breakfast will be FREE for the duration of the 2026-27 school year due Community Eligibility Provision.

LUNCH

Lunch will be FREE for the duration of the 2026-27 school year due to Community Eligibility Provision. Deposits to student lunch accounts may be made using a lunch envelope for cash or check, the student's name, pin number and grade are to be filled in on the envelope. Envelopes should be dropped off in the main office in the morning when entering school. You may also pay online through https://www.schoolcafe.com/fhsd. Students MUST have money in their account to purchase A La-Carte items. Additional Lunches and A La-Carte items will be charged to the students account.

Lunch accounts are accessed using a pin pad. Each student is responsible for knowing his/her pin number. Students may use their accounts only for their own purchases. Students may not purchase lunches or ala carte for friends using their account.

PDE requires that a student lunch must include at least 3 of the 5 reimbursable food items offered to qualify for the student lunch price. The five reimbursable food items are: meat or meat alternate, bread or other grain item, fruit, vegetable, and fluid milk (one item must be a fruit or vegetable).

PRICES - BREAKFAST AND LUNCH

Breakfast: FREE for the 2026-27 school year (due to Community Eligibility Provision)

Lunch: FREE for the 2026-27 school year (due to Community Eligibility Provision)

$3.75 for a second full lunch
$3.00 for a second entrée
$0.40 for additional milk
$0.75 for an additional serving of fruit or vegetables

PROCEDURES AND EXPECTATIONS IN THE CAFETERIA

1. Students will be assigned to one thirty-minute lunch period.
2. Bells will ring between lunch periods. It is your responsibility to get back to class on time. Running to lunch and/or leaving class early are strictly prohibited and will result in consequences.
3. Students must not cut in line after entering the cafeteria. Repeat-offenses will result in consequences.
4. After eating, you may use the restroom closest to the gymnasium. There may be a line, as only two students are permitted in the restroom at a time. You will be expected to wait your turn. Please be respectful of time in the restroom, as others will be waiting. Bags must remain outside of the restroom.
5. You may not leave the cafeteria without permission.
6. When possible, books etc. should not be brought to the cafeteria, and instead left in the classroom or in your locker.
7. Food or drinks must not be taken from the cafeteria.
8. Since other classes remain in session, hallway conversations are to remain quiet and respectful.

9. You are expected to sit at your table and speak quietly to peers while eating; this is not a time to visit other tables or areas of the cafeteria.
10. You are expected to clean up after yourself. If you spill it, wipe it up. If you drop it, pick it up. If it is trash, throw it away.
11. Refrain from touching or throwing items into the tray/food of other students. Keep hands, etc. confined to your own personal space.

GRADING & REPORTING PROCEDURES:

BONUS

Teachers shall be mandated to offer 2% of the total grade in bonus activities. *Bonus work will only be calculated when all course work is completed. Bonus work must be designed to enable all students the opportunity to achieve this option.*

GRADE CALCULATIONS - QUARTERLY AND FINAL

Quarterly and final average reporting will be graded with a letter grade that will be taken from the following percentage scale:
A (92-100%) Exemplary
B (82<92%) Superior
C (72<82%) Mastery (Average)
D (65<72%) Below Average
F (<65) Unsatisfactory

FINAL EXAMS

Final exams are required in the following course types:

- Full-Year and Semester Core Academic Courses, including:
    - Language Arts/English
        - All full-year English courses
        - English Language Arts 10 (LA 10)
        - Semester or half-credit English electives in grades 11 and 12 (e.g., Public Speaking)
        - Spanish
    - Mathematics – All courses
    - Social Studies – All courses
    - Science – All full- and half-credit courses

Exceptions:

- Courses with Keystone Exams will not administer a final exam. Keystone Exams will serve as the final exam for:
    - English Language Arts 9 (LA 9)
    - Algebra I (ALG)
    - Biology (BIO)
- Advanced Placement (AP) Courses
  The AP exam will serve as the final exam for all AP courses. No additional final is required.

Exam Content and Grading

- Cumulative Content: Exams should reflect student learning from the entire duration of the course, from beginning to end.

- Grade Weighting: Final exams will count as 10% of the student's overall course grade

GPA Calculation for Grades 9-12:

1. Students in grades 9-12 can take up to eight (8) credits per academic year.
2. Students are limited to one (1) study hall per academic year. This may consist of one period all year or the equivalent of one (1) credit of study hall. A student must be scheduled in at least seven (7) credits of coursework each year. Students do not receive credit for study hall.
3. Students receive a percentage grade for each course taken.
4. Percentage grades are converted into quality points using the following scale:
    - A = 4.0 quality points
    - B = 3.0 quality points
    - C = 2.0 quality points
    - D = 1.0 quality point
    - F = 0.0 quality points
5. Honors courses are weighted at 4.5 quality points for an A, and Advanced Placement (AP) courses are weighted at 5.0 quality points for an A.
6. A student's GPA is calculated by summing the quality points earned in all courses and dividing by the number of courses taken.
7. A GPA multiplier of 0.35 will be added for all students who take 7.5 (4.5 quality points X .35) or 8 (5.0 quality points X .35) credits to eliminate any advantage previously afforded by having a reduced divisor from taking a study hall.

Valedictorian and Salutatorian Determination:

1. The GPA used to determine class rank distinctions will reflect the application of the 0.35 multiplier for students who take 7.5 (4.5 quality points X .35) or 8 (5.0 quality points X .35) credits.
2. This ensures fairness in determining valedictorian and salutatorian by standardizing the GPA calculation, regardless of study hall scheduling.
3. Transfer students must attend Forest Hills High School for at least two years and earn a minimum of 15 credits to qualify for valedictorian or salutatorian.

High School Credit and GPA Weighting for Accelerated 8th Grade Students: Students who are accelerated in 8th grade by taking a weighted high school-level course (such as Honors or Advanced Placement, when applicable) will receive both high school credit and GPA weighting. The course will be included in the student's high school transcript and GPA calculation following the applicable weighing scale.

Rationale: The previous GPA calculation system unintentionally advantaged students who took a study hall, as their GPA was divided by fewer courses. Applying a 0.35 multiplier for students who take a full schedule (7.5 or 8 credits) ensures equity for all

students. Additionally, recognizing and rewarding academic acceleration in 8th grade reinforces the district's commitment to rigor and achievement.

Externally Earned Credits Policy

Purpose: Coursework completed by students through a secondary school other than the Forest Hills School District, an intermediate unit, or a postsecondary educational institution may be recognized by the Forest Hills School District toward a student's graduation requirements, subject to compliance with this policy and a review of the academic content and rigor of the course.

Credit and GPA Consideration: Upon completing the coursework, a student will receive credit towards graduation; however, the student's Quality Point Average (QPA) will not be affected.

Procedure for Requesting Externally Earned Credits: If a student wishes to obtain externally earned credits, the student must:

1. Present a written request for consideration of an externally earned credit to the building principal a minimum of twenty (20) days before the starting date of the requested course. This written request should include the course title, location, timeline, and reasons for the request. Any requests not submitted at least twenty (20) days in advance shall be denied.
2. Provide the building principal with a copy of the syllabus for the requested course.
3. Receive written pre-approval from the building principal and appropriate guidance counselor before enrolling in the requested course.
4. The student must provide written verification of completing the minimum instructional hours from the school or educational institution from which the credits are earned within two days of receipt of the final grade or by no later than May 15 of each year.
5. Complete the approved course with a minimum of:
    - Sixty (60) instructional hours for 0.5 credit
    - One hundred twenty (120) instructional hours for 1.0 credit
    - One hundred sixty-eight (168) instructional hours for 1.4 credits

District Discretion: The Forest Hills School District shall have the exclusive discretion to grant or deny any request for recognition of externally earned credits on a case-by-case basis.

Transcript and Final Approval: When satisfactorily completed, and if the course has received prior approval, the principal will issue the necessary directive to add the course to the student’s transcript and record this course and grade credit with the appropriate identifier. Satisfactory ratings on standardized tests or course final exams may also be required before final acceptance and recording of an externally earned credit and grade on a student's transcript.

Financial Responsibility: The grant of recognition of an externally earned credit shall not result in the district's assumption of or responsibility for any tuition, transportation, or other costs

associated with the course(s). All tuition, transportation, or other costs related to the external course shall be the exclusive responsibility of the student and his/her parents/guardians

- FINAL EXAM COURSE CALCULATION
  Default: 4.0 Honors: +.5 AP + 1.0

FINAL EXAM GRADING MULTIPLIER					
CORES SUBJECTS 9-12					
FINAL EXAM (FX) IS 10% OF CREDIT VALUE					
Q1	Q2	Q3	Q4	E1	CREDIT
0.3375	0.3375	0.3375	0.3375	0.15	1.5
Q1	Q2	Q3	Q4	FX	CREDIT
0.225	0.225	0.225	0.225	0.1	1
Q1	Q2	FX	CREDIT		
0.225	0.225	0.05	0.5		

PROGRESS REPORTS

Students, earning less than 65% at the midpoint of the semester core course, will receive a progress report printed by the course teacher. The report will include the following statement: "Please let me know if you would like to schedule a parent/teacher conference, sign, and return the progress report within five (5) school days. If at any time during the course of the year, a parent/guardian wishes to receive a progress report and does not have access to PowerSchool, the parent/guardian may contact the Guidance Office for a report. The Guidance office will send the report home with the student.

THREE FAILING GRADES PER COURSE

Students who receive three failing grades in any year-long course shall fail the subject for the year regardless of the other grade(s). There will be no exceptions to this regulation.

INCOMPLETE GRADES

An incomplete (I) may be given when graded assignments and assessments are not completed. A student is permitted two weeks from the last day of the grading period to make up an incomplete grade. Teachers will have discretion, regarding credit given, on incomplete (I) work that is either partially done or missing entirely. ~~Credit will not be given until work is completed. An "I" does not automatically become an "F".~~ A student is responsible to contact the teacher and make arrangements to complete graded assignments.

HONOR ROLL RECOGNITION

At the end of each grading period and at the end of the school year, students will be recognized for academic excellence according to the following criteria:

High Honor Roll:

- Students earning "A" grades in all subjects for the grading period (no incompletes).

Honor Roll:

- Students earning only "A" and "B" grades in all subjects for the grading period (no incompletes).

In a pass/fail course, students with a "fail" grade are automatically excluded from Honor Roll recognition. Any "I" (Incomplete) grade for the marking period also disqualifies a student until the incomplete is resolved within the designated grading window.

Continued Recognition:

- Students achieving Honor Roll status for the first three consecutive quarters will receive a certificate.
- Honor Roll lists will be compiled each quarter and may be published in the newspaper and/or other district-approved communications.

GRADUATION REQUIREMENTS

Graduating seniors should demonstrate proficiency on all three Keystone Exams: Literature, Algebra 1, and Biology. If proficiency is not obtained, alternative pathways are outlined in Act 158, Pathways to Graduation through the Pennsylvania Department of Education.

In grades 9, 10, 11, and 12, every student shall obtain at least 24 units of credit as follows:

1. 4 Units of English
2. 3 Units of Science
3. 4 Units of Math
4. 3.5 Units of Social Studies
5. 1 Unit of Physical Education
6. .25 Units of Health
   .25 Units of Safety Education
7. 8.0 Units of Elective Full Credit Courses or Equivalent as listed in the course description booklet
   OR
   Minimum of 8 Units of GJCTC electives if attending GJCTC (4 credits/year)
8. Completion of Financial Literacy Course ~~curriculum or Business Math~~

~~**GRADUATION DRESS POLICY**~~

~~Forest Hills High School graduation has maintained a tradition of excellence and dignity. Formal dress shall be a standard and enforced. Students who fail to comply will not, under any circumstances, participate in graduation ceremonies. The following dress~~

~~code will be enforced. Male students must wear a dress shirt with a tie, dress pants and dress shoes. Jeans and tennis shoes are not permitted. Female students must wear dress slacks or skirts with a blouse or dress top. Absolutely no flip-flops, tennis shoes, or Adidas shower shoe type sandals will be permitted.~~

~~Again, students who fail to comply with this policy will not under any circumstances participate in graduation ceremonies.~~

GRADUATION CEREMONY

School counselors and administration will release specific instructions and information regarding commencement ceremonies, closer to graduation. All graduating seniors must adhere to and abide by the instructions and information, regarding graduation, that is released by the District.

SCHOOL COUNSELORS

PHILOSOPHY

Our school provides school counselor services for all students. The counselor program in Forest Hills Junior-Senior High School is based upon the following goals:

1. To assist the individual in understanding self through intellectual capacities and through social, moral and economic relationships in society.
2. To help the student understand the relationships between work and education; to utilize to their best advantage the opportunities of the school.
3. To assist the students in gaining knowledge of occupations.
4. To assist the students in the selection of a curriculum to develop social, mental, and educational abilities to a level where they will be able to direct themselves into a field of work or advanced study. This would enable the students to derive the greatest benefit and achieve maximum success and happiness.

Mrs. Traci Hirsch is the school counselor for 11th and 12th grade students. Mr. Jim Bowser is the school counselor for 9th and 10th grade students. Mrs. Valko is the school counselor for 7th and 8th grade students.

Though counselors are assigned a grade level, they may speak to any and all junior-senior high students, based on student needs.

SCHEDULING/SCHEDULE CHANGES

When making selections for next year's class schedule, students should consult with their parents. Classes are set according to the student's original selection; changing a schedule is very difficult and sometimes impossible. Therefore, no schedule changes will be made except in cases where there is a real need or problem for the student.

- If any changes are necessary, the student and the parent will complete a "Permission to Change Schedule" sheet. The administration will review the request and then approve or deny it. Students will follow their original schedule until a change has been processed.

- Student schedules may not be changed for any course after the first five days of the course, without a medical excuse or principal's permission.
- Any student who withdraws from the class after the first five days will receive a withdrawal/fail (WF) for the course.

DROP/ADD CLASSES POLICY
Since student course selection plays a key role in determining the staff needs of the coming year, students will be expected to accept full responsibility for their course selections and to fulfill their commitment to these selections. Career aspirations will be reviewed by the student's counselor. It is expected that students will not change courses once selected except in the following circumstances: summer school makeup, computer errors, schedule conflicts, elimination of study halls, and special program placements.

SCHOOL RECORDS AND CONFIDENTIALITY
The educational interests of the pupil and of society require the collection, retention, and use of information about individual pupils and groups of pupils. The Board also is concerned with protecting the right of each student against an unwarranted invasion of privacy. The primary purpose of pupil record keeping shall be the educational welfare and advancement of the pupil. Confidential information may be revealed when the health, safety or welfare of the student or others clearly is in jeopardy. Use of the term may designate this as a local decision rather than a mandated one. In addition, the regulations state that the use of confidential communications in a legal proceeding is determined by the specific laws and regulations governing that particular proceeding.

STUDENT TRANSFERS
When a student enters Forest Hills High School he/she must sign an AFFIRMATION OF PRIOR DISCIPLINE RECORD as stated in Act 26.

MEDICAL SERVICES

WATER BOTTLES
Students will be permitted to carry water bottles containing water only. Students may not bring coffee mugs, including but not limited to, Sheetz, Dunkin Donuts, Starbucks, etc. Soda, coffee, energy drinks, etc. are not permitted. Exceptions for some drinks may be found in our Wellness Policy and/or may be made due to a medical need.

DRUG TESTING KITS
The Forest Hills School District will make available upon parental/guardian request, a urine-screening device at no cost. This will enable a parent/guardian with a means to do an in-home screening. A parent/guardian would then decide whether to pursue further diagnostic measures. In the event that positive results are confirmed by additional laboratory testing, a parent/guardian may contact a building principal for treatment resources through the Student Assistance Program.

MEDICATION
All medication should be administered at home. However, under circumstances where a child is required to take medicine while in school, the student must comply with school

policy. Under no circumstance will any student be permitted to transport medication to school, except for inhalers for asthma. Guidelines are available in the nurse's office.

NURSE'S SUITE
The nurse's suite is located on the first floor of the building. Students who become ill or sustain an injury must report immediately to the nurse's suite. Students are not to be in the nurse's suite unless there is a need. If the nurse's room is locked, students should immediately report to the main office. Students should be fever free for 24 hours, without medication, in order to return to school.

HEALTH FORMS
Required health forms such as medication forms, physical forms, asthma action plans, and bee sting allergy plans may be obtained from the nurse or by accessing the web site at *www.fhrangers.org* and clicking on Health Forms.

STUDENT ACCIDENT AND DENTAL INSURANCE
Accident and dental insurance is made available to all students at a nominal cost. We strongly recommend that you consider this option, especially if you have limited or no insurance coverage. Forms can be found on our website at *www.fhrangers.org*

AMBULANCE
The Forest Hills School District has contracted with the Forest Hills Ambulance Association to provide emergency ambulance service. In the event that it would be deemed necessary by School District personnel to have a student transported to the hospital from school in an ambulance, the cost of the ambulance service would not be encumbered by the parents/guardians.

EVERY STUDENT SUCCEEDS ACT (ESSA)
The Every Student Succeeds Act (ESSA) was signed into law in December 2015 and reauthorizes the Elementary and Secondary Education Act of 1956 (ESEA). The main purpose of ESSA is to make sure public schools provide a quality education for all kids. ESSA gives states more of a say in how schools account for student achievement. This includes the achievement of four key groups of disadvantaged students: students in poverty, minorities, students receiving special education services, and students with limited English language skills Under ESSA, states get to decide the education plans for their schools within a framework provided by the federal government. The law also offers parents a chance to weigh in on these plans. This is important if your child gets special education services. You have the opportunity to make sure your child's needs are taken into account. The plan must include a description of the following: academic standards, annual testing, school accountability, goals for academic achievement, plans for supporting and improving struggling schools, and state and local report cards ESSA provides funding for literacy programs and other grants and encourages innovation. ESSA can be accessed for further review at https://www.ed.gov/essa

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)
The Family Educational Rights and Privacy Act (FERPA) is a federal law that affords parents the right to have access to their children's education records, the right to seek to have the records amended, and the right to have some control over the disclosure of

personally identifiable information from the education records. When a student turns 18 years old, or enters a postsecondary institution at any age, the rights under FERPA transfer from the parents to the student ("eligible student"). The FERPA statute is found at 20 U.S.C. § 1232g and the FERPA regulations are found at 34 CFR Part 99.

SAFE SCHOOL ENVIRONMENT

SCHOOL RESOURCE OFFICER (SRO)

Forest Hills School District, in conjunction with the Adams Township Police Department, employs a full-time school resource officer. The officer may be available in each building and may assist with school safety and procedures both during the school day and at after-school events. The officer may provide educational programs for students and may assist and/or lead investigations. To email the SRO, use sro@fhrangers.org.

Additionally, the Forest Hills School District welcomes a partnership with our local Police Departments. At times, other local police officers may be present in our schools and/or district-provided transportation. These appearances may or may not be announced in advance.

BULLYING/CYBERBULLYING

In a proactive effort to educate students about bullying, interventions will be utilized for whole, small, and individualized instruction.

Single incidents between equals, whether in person or online are not defined as bullying, and while these single acts can cause distress, they do not fit the definition of bullying unless someone is deliberately and repeatedly doing them.

According to Pennsylvania Statute 24 §13-1303.1-A, "Bullying" means an intentional electronic, written, verbal or physical act, or a series of acts:

1. Directed at another student or students;
2. Which occurs in a school setting;
3. That is severe, persistent or pervasive; and
4. That has the effect of doing any of the following:
    a. Substantial interfering with a student's education;
    b. Creating a threatening environment; or
    c. Substantially disrupting the orderly operation of the school.

For purposes of the foregoing, "school setting" means any conduct or activity which occurs in the school, on school grounds, in school vehicles, at a designated bus stop or at any activity sponsored, supervised or sanctioned by the school, including travel to and from such activity. All forms of bullying by students are prohibited. This prohibition includes "cyberbullying," which involves the use of electronic devices to engage in any of the conduct described above.

The district will consider all forms of bullying by district students in non-school settings and will enforce consequences provided under Board Policy #249 (click link) to acts of bullying occurring in a non-school setting to the fullest extent permitted by law.

Administrative actions and interventions related to non-school settings will be determined based upon the incident's alignment to criteria 1, 3, and 4 listed above.

Guidelines for Recognizing and Identifying Bullying and Cyberbullying

• *Power*: It is bullying and not just playing around, when two people are unequal in power; and the one with the greater power takes unfair advantage of the less powerful person. Power can be physical size or strength, numbers, socio-economic strata, verbal skill, level of intelligence, popularity, and athletic ability, to name a few. The 'bully' watches for opportunities to pick on, humiliate and tease the target. The target feels defenseless and hopeless…it seems that nothing will stop the treatment.

• *Intentional Acts or Series of Acts*: Negative actions are repeated, happening over and over in many different settings. Usually, adults are unaware or are not present when they occur. The person doing the bullying does it on purpose, and the intent is to hurt another person.

• *Different levels of Feeling*: You can tell that it is bullying and not just playing around when the people involved show unequal levels of feeling (affect). Instead of both people smiling or looking like they are having fun, one person is smiling or looking triumphant ("I gotcha!), and one is crying or looking frightened, humiliated, confused, or angry.

Examples of bullying could include but are not limited to physically, emotionally or mentally harming a student; damaging, extorting or taking a student's property; placing a student in reasonable fear of physical, emotional or mental harm; placing a student in reasonable fear of damage to or loss of personal property; creating an intimidating or hostile environment that substantially interferes with a student's educational opportunities; or perpetuation of conduct by an individual or group, with the intent to demean, dehumanize, embarrass, or incite a student.

Reports of "bullying" should be made to a building principal, assistant principal, school counselor, teacher, or any trusted adult. Students trained to use an electronic means of reporting bullying are encouraged to do so.

Bullying/cyberbullying may have Level II or higher consequences. Conduct that constitutes bullying or cyberbullying may also constitute unlawful harassment, discrimination or hazing that are also prohibited under applicable law and board policies and may carry additional disciplinary consequences.

DATING VIOLENCE POLICY

Purpose

The purpose of this policy is to maintain a safe, positive learning environment for all students that is free from dating violence. Dating violence is inconsistent with the educational goals of the district and is prohibited at all times.

Definitions: Dating partner shall mean a person, regardless of gender, involved in an intimate relationship with another person, primarily characterized by the expectation of affectionate involvement, whether casual, serious or long-term. Dating violence shall mean behavior where one person uses threats of, or actually uses, physical, sexual, verbal or emotional abuse to control the person's dating partner.

Authority: The Board encourages students who have been subjected to dating violence to promptly report such incidents. The district shall investigate promptly all complaints of dating violence and shall administer appropriate discipline to any student who violates this policy. When a student's behavior indicates a threat to the safety of the student, other students, school employees, school facilities, the community or others, district staff shall report the student to the threat assessment team, in accordance with applicable law and Board policy.

Title IX Sexual Harassment and Other Discrimination

Every report of alleged dating violence that can be interpreted at the outset to fall within the provisions of policies addressing potential violations of laws against discrimination shall be handled as a joint, concurrent investigation into all allegations and coordinated with the full participation of the Compliance Officer and Title IX Coordinator. If, in the course of a dating violence investigation, potential issues of discrimination are identified, the Title IX Coordinator shall be promptly notified, and the investigation shall be conducted jointly and concurrently to address the issues of alleged discrimination as well as the incidents of alleged dating violence.

Discipline of Student Convicted or Adjudicated of Sexual Assault

Upon notification of a conviction or adjudication of a student in this district for sexual assault against another student enrolled in this district, the district shall comply with the disciplinary requirements established by state law and Board policy.

Complaint Procedure: When a student believes that they have been subject to dating violence, the student is encouraged to promptly report the incident, orally or in writing, to the building principal, guidance counselor or classroom teacher. The building principal shall conduct a timely, impartial, and comprehensive investigation of the alleged dating violence. The building principal shall prepare a written report summarizing the investigation and recommending disposition of the complaint. The complainant and the accused shall be informed of the outcome of the investigation. If the investigation results in a substantiated finding of dating violence, the building principal shall recommend appropriate disciplinary action, as circumstances warrant, in accordance

with the Code of Student Conduct. The district shall document the corrective action taken and, where not prohibited by law, inform the complainant.

Dating Violence Training: The district may provide dating violence training to guidance counselors, nurses, and mental health staff at the high school as deemed necessary. At the discretion of the Superintendent, parents/guardians and other staff may also receive training on dating violence.

Dating Violence Education: The district may incorporate age-appropriate dating violence education into the annual health curriculum framework for students in grades nine through twelve. The district shall consult with at least one (1) local domestic violence program or rape crisis program when developing the educational program._A parent/guardian of a student under the age of eighteen (18) shall be permitted to examine the instructional materials for the dating violence education program. At the request of the parent/guardian, the student may be excused from all or part of the dating violence education program.

HAZING POLICY

The purpose of this policy is to maintain a safe, positive educational and extra-curricular environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the Forest Hills School District and are prohibited at all times.

Hazing occurs when a person intentionally, knowingly or recklessly, for the purpose of initiating, admitting or affiliating a student with an organization, or for the purpose of continuing or enhancing membership or status in an organization, causes, coerces or forces a student to do any of the following:

- Violate federal or state criminal law.
- Consume any food, liquid, alcoholic liquid, drug or other substance which subjects the student to a risk of emotional or physical harm.
- Endure brutality of a physical nature, including whipping, beating, branding, calisthenics or exposure to the elements.
- Endure brutality of a mental nature, including activity adversely affecting the mental health or dignity of the individual, sleep deprivation, exclusion from social contact or conduct that could result in extreme embarrassment.
- Endure brutality of a sexual nature.
- Endure any other activity that creates a reasonable likelihood of bodily injury to the student.

Aggravated hazing occurs when a person commits an act of hazing that results in serious bodily injury or death to the student and

- The person acts with reckless indifference to the health and safety of the student; or
- The person causes, coerces or forces the consumption of an alcoholic liquid or drug by the student.

Organizational hazing occurs when an organization intentionally, knowingly or recklessly promotes or facilitates hazing. Any activity, as described above, shall be deemed a violation of this policy regardless of whether:

- The consent of the student was sought or obtained, or
- The conduct was sanctioned or approved by the school or organization.

Student activity or organization means any activity, society, corps, team, club or

service, social or similar group, operating under the sanction of or recognized as an organization by the district, whose members are primarily students or alumni of the organization.
For purposes of this policy, bodily injury shall mean impairment of physical condition or substantial pain.
For purposes of this policy, serious bodily injury shall mean bodily injury which creates a substantial risk of death or which causes serious, permanent disfigurement, or protracted loss or impairment of the function of any bodily member or organ.

HARASSMENT POLICY
The District strives to maintain a safe, positive learning environment for all students that is free from discrimination, Discrimination is inconsistent with the educational and programmatic goals of the District and is prohibited on school grounds, at school-sponsored activities, and on any conveyance providing transportation to or from a school entity or school-sponsored activity. For purposes of this policy, harassment shall consist of unwelcome conduct such as graphic, written, electronic, verbal or nonverbal acts including offensive jokes, slurs, epithets and name-calling, ridicule or mockery, insults or put-downs, offensive objects or pictures, physical assaults or threats, intimidation, or other conduct that may be harmful or humiliating or interfere with a person's school or school-related performance and which relates to an individual's or group's race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy or handicap/disability when such conduct is:

- Sufficiently severe, persistent or pervasive; and
- A reasonable person in the complainant's position would find that it creates an intimidating, threatening or abusive educational environment such that it deprives or adversely interferes with or limits an individual or group of the ability to participate in or benefit from the services, activities or opportunities offered by a school.

<u>Sexual Harassment</u>
Sexual harassment is a form of discrimination on the basis of sex and is subject to this policy. For purposes of this policy, sexual harassment shall consist of unwelcome sexual advances; requests for sexual favors; and other inappropriate verbal, nonverbal, written, graphic or physical conduct of a sexual nature when:

- Submission to such conduct is made explicitly or implicitly a term or condition of a student's status in any educational or other programs offered by a school; or
- Submission to or rejection of such conduct is used as the basis for educational or other program decisions affecting a student; or
- Such conduct deprives a student or group of individuals of educational aid, benefits, services or treatment; or
- Such conduct is sufficiently severe, persistent or pervasive that a reasonable person in the complainant's position would find that it unreasonably interferes with the complainant's performance in school or school-related programs, or otherwise creates an intimidating, hostile, or offensive school or school-related environment such that it unreasonably interferes with the complainant's access to or participation in school or school-related programs.

Federal law declares sexual violence a form of sexual harassment. Sexual violence

means physical or sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual may also be unable to give consent due to an intellectual or other disability. Sexual violence includes but is not limited to rape, sexual assault, sexual battery and sexual coercion.

LIMITS OF CONFIDENTIALITY

If an employee has reasonable cause to suspect that a child is a victim of abuse, Mandated Reporters (all school employees) are required to make a report of suspected child abuse. Please be reminded that there should be no expectation of confidentiality if written or verbal information shared by a student contains any information in the bulleted list below and that parents/guardians and/or responsible school officials will be contacted immediately.

- disclosure of suicidal thoughts with plans, intent, and means
- report of child abuse or child neglect
- report of immediate self-harm behaviors or plan to self-harm
- specific plans of violence towards others or verbalized/expressed intent to harm others
- current drug or alcohol use, displays visible impairment or discloses use in the school setting
- receipt of a legitimate subpoena or court order

NUTRITION POLICY

The Forest Hills Board of Education approved the Forest Hills Student Wellness Policy #246 on June 14, 2006. The policy can be found on the District's website at www.fhrangers.org.PDE guidelines for schools participating in the NSLP and NSBP allow no more than 10 food fundraisers each year that are exempt from meeting Smart Snack guidelines.

- All packages must be sealed/wrapped.
- Any baked items must be store purchased or made by a licensed baker.

SEARCH PROCEDURES

As a part of the overall educational process and safety the following procedures have been adopted related to sniff searches of lockers, backpacks, bookbags, and cars located on school premises.

An administrator may seize any evidence indicating that a student is violating or has violated the law or a school rule, which the administrator may find as a result of a search of a student's property, clothed body, or area designated for student use if the search is proper and reasonable. A student who refuses the request for a search by an administrator that is proper and reasonable may be disciplined under the district's discipline policy. Actions may include suspension or referral to the board for an expulsion hearing.

BOOKBAGS

Students who choose to carry book bags, backpacks, etc…must understand that, first and foremost, the Forest Hills School District has a responsibility to create a safe educational environment conducive to learning. Carrying a backpack to school is a privilege given to a student, and the School District has the right to

conduct canine sniff searches, and seize any or all items that are deemed suspicious or may prove to be a threat to the welfare of students or other individuals.

LOCKERS

Lockers are and shall remain the property of the school district. As such, students shall have no expectation of privacy in their lockers. Students must keep their assigned lockers closed and locked. Students are not permitted to share lockers. In all circumstances, the contents will be considered the property of the student assigned the locker. The Board reserves the right to authorize its employees to inspect a student's locker at any time for the purpose of determining whether the locker is being improperly used for storage of contraband, a substance or object which is illegal, or any materials which pose a hazard to the safety and order of the school. Students shall be notified at least annually concerning the contents of this policy. Prior to a locker search, the student shall be notified, when possible, and given an opportunity to be present. A Locker Policy Waiver Form will be sent home with students the first day of school. The form will be completed by parents and returned to school. (NOTE: The form states that failure to sign and return the form in a timely manner does not relinquish parent or student responsibilities).

PARKING LOT

The student parking lot is an extension of the Forest Hills Junior-Senior High School. Students who are granted the privilege of parking in the parking lot must understand that, on occasion, their vehicles may be subject to a canine sniff search. Completing and signing the Forest Hills High School Permission to Drive or Permission to Ride Forms, in essence, will grant the School District the right to conduct random sniff searches in identified vehicles. Students and parents must understand that these identified vehicles will be subject to search by school administrators and legal authorities, to include but not limited to the police. Students will be issued a parking pass tag after the permission to drive form is submitted.

TOBACCO AND VAPING PRODUCTS POLICY

State law defines the term tobacco product to broadly encompass not only tobacco but also vaping products including Juuls and other electronic cigarettes (e-cigarettes). Tobacco products, for purposes of this policy and in accordance with state law, shall be defined to include the following:

- Any product containing, made or derived from tobacco or nicotine that is intended for human consumption, whether smoked, heated, chewed, absorbed, dissolved, inhaled, snorted,or ingested by any other means, including, but not limited to, a cigarette, cigar, little cigar, chewing tobacco, pipe tobacco, snuff and snus.
- Any electronic device that delivers nicotine or another substance to a person inhaling from the device, including, but not limited to, electronic nicotine delivery systems, an electronic cigarette, a cigar, a pipe and a hookah.
- Any product containing, made or derived from either:
    - Tobacco, whether in its natural or synthetic form; or

    - Nicotine, whether in its natural or synthetic form, which is regulated by the United States Food and Drug Administration as a deemed tobacco product.
- Any component, part or accessory of the product or electronic device listed in this definition, whether or not sold separately.

The Board prohibits possession, use, purchase or sale of tobacco and vaping products, including the product marketed as Juul and other e-cigarettes, regardless of whether such products contain tobacco or nicotine, by or to students at any time in a school building; on school buses or other vehicles that are owned, leased or controlled by the school district; on property owned, leased or controlled by the school district; or at school-sponsored activities that are held off school property. The Board prohibits student possession or use of products marketed and sold as tobacco cessation products or for other therapeutic purposes, except as authorized in the Board's Medication policy.

The Board prohibits student possession of any form of medical marijuana at any time in a school building; on school buses or other vehicles that are owned, leased or controlled by the school district; on property owned, leased or controlled by the school district; or at school-sponsored activities that are held off school property. The Board authorizes the confiscation and disposal of products prohibited by this policy.

A student who violates this policy shall be subject to prosecution initiated by the district and, if convicted, shall be required to pay a fine for the benefit of the district, plus court costs. In lieu of the imposition of a fine, the court may admit the student to an adjudication alternative. Refusal to participate in our Student Assistance Program (SAP) will be referred back to court. The student will be referred to the SAP Team of the district. An assessment will be required with the Cambria County Behavioral Health Liaison. The student will be required to sign a release form permitting the Cambria County Behavioral Health Liaison to send the assessment results to the SAP Team. The student will be required to comply with and complete any program recommended by the Cambria County Behavioral Health Liaison and/or principal.

Devices will be tested and may be referred to Policy 227, Controlled Substances/Paraphernalia. Tampering with devices installed to detect use of tobacco or vaping products shall be deemed a violation of this policy and subject to disciplinary action. In the case of a student with a disability, including a student for whom an evaluation is pending, the district shall take all steps required to comply with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement, and Board policies.

WEAPONS POLICY

The Board recognizes the importance of a safe school environment relative to the educational process. Possession of weapons in the school setting is a threat to the safety of students and staff and is prohibited by law. Weapon - the term shall include but not be limited to any knife, cutting instrument, cutting tool, nunchaku, firearm, shotgun, rifle, replica of a weapon, and any other tool, instrument or implement capable of inflicting serious bodily injury. Possession - a student is in possession of a weapon

when the weapon is found on the person of the student; in the student's locker; under the student's control while on school property, on property being used by the school, at any school function or activity, at any school event held away from the school, or while the student is coming to or from school. The Board prohibits students from possessing and bringing weapons and replicas of weapons into any school district buildings, onto school property, to any school-sponsored activity, and onto any public vehicle providing transportation to school or a school-sponsored activity or while the student is coming to or from school. The Board shall expel for a period of not less than one (1) year any student who violates this weapons policy. Such expulsion shall be given in conformance with formal due process proceedings required by law. The Superintendent may recommend modifications of such expulsion requirements on a case-by-case basis. In the case of a student with a disability, including a student for whom an evaluation is pending, the district shall take required steps to comply with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement, and Board policies. When a student enters Forest Hills School District, the parent must sign an Affirmation of Prior Discipline Record as stated in Act 26.

TECHNOLOGY

ACCEPTABLE USE POLICY FOR SCHOOL ISSUED COMPUTERS

The Forest Hills School District has developed an Acceptable Use Policy to provide information and guidelines for utilizing the District's Technological/Telecommunications Systems. In order to assure the understanding of this policy regarding use of the Internet, Local Area Networks, Computers and Related Technological Telecommunications Systems used in the District, the student, parent, and sponsoring teacher must read and sign the Acceptable Use Policy document. Students shall respect the computer privileges and refrain from:

- giving password to another individual or using another individual's account;
- illegally downloading or uploading copyrighted materials from the Internet;
- accessing sites on the Internet that contain inappropriate or explicit material;
- harming or destroying data of another student or person, the Internet, or other networks;
- creating, downloading, or uploading computer viruses;
- accessing sites other than those related to classroom instruction; and
- violating any rule outlined in the Acceptable Use Policy

USE AND CARE OF SCHOOL-ISSUED DEVICES

Students are responsible for the condition of their school issued chromebooks and/or devices. If something is broken/missing upon receipt of said item, it needs to be brought to the attention of the IT Department immediately. Abuse of school-issued technology may result in disciplinary action. Students may be responsible for the cost of replacing school-issued technology if they lose, misplace, or damage their school-issued technology item.

CELLULAR PHONES AND PERSONAL ELECTRONIC DEVICES

- Respect for the Educational and Social Environments - *Cell phones are to be placed in bookbags/lockers throughout the day with the exception of lunch.*
- All non-school issued electronic devices (including cell phones and smart watches) will be collected at the office during in school suspension. Students may pick up their devices at the end of the day.
- Respect for Privacy Rights - Students shall not photograph, record, or videotape other individuals, including employees of the Forest Hills School District, at school or at school-sponsored activities without their knowledge and consent, except for activities considered to be in the public arena, such as sporting events or public performances. Students shall not email, post to the Internet, or otherwise electronically transmit images of other individuals, including employees of the Forest Hills School District, at school without their express written consent. Absolutely no videos or photographs may be taken in locker rooms or restrooms.
- Assuring Academic Integrity - Students shall not use cellular phones or other personal electronic devices in any way that may cause a teacher or staff member to question whether the student may be cheating on tests or academic work or violating copyright policy. A teacher or staff member may require students to place their cellular phones or other personal electronic devices in a secure area of the classroom or testing area during assignments and exams.

- Compliance with Other District Policies - Use of cellular phones or other personal electronic devices must not violate any other district policies, including those regarding student privacy, copyright, cheating, plagiarism, civility, Student Code of Conduct, electronic technologies acceptable use, or harassment. If a violation occurs involving more than 1 district policy, consequences for each policy violation will apply.

ARTIFICIAL INTELLIGENCE

Please reference policy 815.1 Use of Generative Indigence in Education (800 Operations)

Introduction

Forest Hills School District recognizes the importance of artificial intelligence (AI) as a learning tool. AI provides exciting opportunities for creativity, collaboration, critical thinking, and enhancing educational experiences. Students must use AI tools responsibly, ethically, and in accordance with district policies.

Terms

AI Tool: Any software that generates text, images, audio, or other content (e.g., ChatGPT, DALL·E, Bard).

AI-Assisted Work: Student products that incorporate AI outputs.

Acceptable Use of AI Tools
Students may utilize AI tools, (such as ChatGPT, Grammarly, Bard, Canva AI, or similar software) for:

- Brainstorming ideas and project planning
- Clarifying concepts or information learned in class
- Enhancing creative expression in writing, art, or multimedia projects
- Assistance with grammar, style, spelling, or language learning
- Exploring educational resources and additional learning materials
- Idea Generation and Brainstorming
- Proofreading and Editing Support to check spelling, grammar, or suggest stylistic improvements
- Outline Creation
- Learning and Revision Tools
- Assistance with problem-solving routines in mathematics
- Troubleshooting

Guidelines for Ethical and Responsible AI Use

When using AI, students must:

1. Academic Integrity:
    - Indicate when AI tools have been used in their assignments or projects.
    - Refrain from presenting AI-generated content as original work without acknowledgment.
    - Ensure submitted work reflects their own knowledge, insights, and analysis.

2. Transparency and Attribution:
    - Attribute any direct content or substantial ideas obtained from AI appropriately, following the guidelines provided by teachers.
    - Avoid plagiarism or dishonesty through accurate documentation.

3. Privacy and Confidentiality:
    - Protect personal privacy by avoiding inputting sensitive personal information into AI platforms.
    - Respect the privacy of others by not sharing their personal details or identifiable information through AI tools.

4. Respect and Digital Citizenship:
    - Ensure that AI-generated content aligns with school rules regarding respectful behavior, bullying prevention, and appropriate digital citizenship.
    - Refrain from using AI to generate harmful, offensive, inappropriate, discriminatory, or unethical content.

5. Accountability and Oversight:

- Please be aware that the use of AI tools on school-issued devices and accounts may be monitored to ensure compliance with district policies.
- Report misuse or inappropriate use of AI tools to school staff immediately.

Prohibited Uses of AI:

Students must not use AI tools for:

- Cheating or unauthorized assistance during assessments or exams.
- Submitting entire assignments generated by AI as the student's original work.
- Creating or distributing false, misleading, harmful, or inappropriate content.
- Violating copyright or intellectual property rights.
- Engaging in harassment, bullying, or cyberbullying.

Consequences of Policy Violations:
Violations of the AI Use Policy may result in disciplinary actions, including, but not limited to:

- Loss of privileges to use school technology or AI tools.
- Grade reductions or disciplinary actions consistent with academic dishonesty.
- Parental notification and administrative conferences.
- Other actions as outlined in the District's Code of Conduct.

Teacher and Administrative Support:

Teachers and administrators will:

- Provide guidance on the appropriate and effective use of AI in classroom assignments.
- Clearly outline expectations regarding AI use in specific assignments or courses.
- Educate students about responsible AI practices, digital citizenship, and ethical considerations.

TRANSPORTATION

BUS/VAN

Bus students are expected to conduct themselves in a manner that will promote the safety of the students who ride the bus/van. During the bus/van run, the driver shall be in complete charge of all students on the bus/van. Any student whose behavior may jeopardize the welfare of other students may be denied the privilege of riding on the bus/van. Students should be at the bus stop 3 to 5 minutes before it arrives. The bus driver will not wait for tardy students. To do so would cause the bus to run late and would adversely affect the students who are waiting for the bus.

Students are encouraged to use the transportation provided by the school district while attending school. If students drive/ride, they must be registered in the main office, and park in the school parking lot.

DRIVING TO SCHOOL

All vehicles parked on school property must be registered in the main office. The following information is required:

- PA DRIVER'S LICENSE NUMBER
- VEHICLE'S LICENSE NUMBER
- VEHICLE'S MAKE, MODEL, COLOR
- REASON FOR DRIVING
- PARENTS' SIGNATURE

Parking spaces will be assigned randomly through a lottery or on a first come, first served basis with seniors receiving priority. Administration reserves the right to assign spots at their discretion.

Driving privileges will be revoked for the following reasons:

1. Driving to school without permission after (1) warning by the Administration.
2. 6 tardies
3. Not parking in your assigned parking spot.
4. Reckless Driving or other school related infractions

PARKING ASSIGNMENTS/REGULATIONS

After completing the proper permission forms, each licensed driver will be issued a numbered parking space on a first-come, first-serve basis. Students must park in the assigned space. Failure to do so may result in a temporary loss of driving privilege. Students participating in evening activities are not permitted to park in the high school faculty lot until 2:55.

Under no circumstance will a student be permitted to drive to any type of extra-curricular activity.

Students who drive recklessly may lose their parking privileges temporarily or permanently.

PARKING LOT ACCIDENT PROCEDURES

A student(s) involved in a vehicle accident during school hours on school property should follow the procedures listed below:

1) Notify Administration (Administration will contact the parents)
2) Exchange driver's license and insurance information with all parties involved.
3) A signed written statement describing the incident should be turned into the main office no later than the day after the accident occurred.
4) It is the obligation of the parent to notify the police in all non-reportable traffic accidents.

TRANSPORTATION TO/FROM GJCTC

Students must ride the bus to and from the GJCTC.

Only students participating in co-op are permitted to drive to GJCTC provided all the proper forms are completed.

Any student driving to GJCTC without permission will receive one ISS and suspension of ~~driving~~ parking privilege for two weeks.

Any student riding to GJCTC with another person without permission will receive one (1) ISS and suspension of driving privilege for two weeks.

Forest Hills Academy of Digital Learning
Teacher Handbook
2026-2027

This document represents the minimum expectations, protocols, and guidelines for the Forest Hills Academy of Digital Learning.

Vision of the Forest Hills Academy of Digital Learning:

The Forest Hills School District believes that students achieve optimal outcomes when physically present in a classroom, receiving real-time instruction from our teachers. Nonetheless, we acknowledge that this may not always be feasible and are committed to offering alternate options that will best serve the needs of our families and students. In response, the Forest Hills Academy of Digital Learning has been established as a flexible educational platform that is tailored to meet the unique needs of students and families who may consider cyber schools as a viable alternative. Our objective is to maintain our students within the scope of our educational system, enabling them to succeed in online learning with the option to smoothly transition back to in-person instruction.

The Forest Hills Digital Academy will be managed through a learning management system that offers personalized learning opportunities to our students within the confines of remote, digital instruction. The Edgenuity online learning program will serve as the primary platform for facilitating student learning, although other management systems will be utilized as needed.

Forest Hills Academy of Digital Learning
Asynchronous learning environment
Digital learning curriculum and instructional platforms
Attendance based on student progress checkpoints and active, logged hours
Fully customizable and personalized
Specialized services provided to assist the eligible students
Device and technology support for enrolled students

Facilitator Role and Responsibilities:

Facilitator Job Description for Forest Hills Academy of Digital Learning:

Our primary objective is to foster strong, positive relationships with our students and their families, to provide continuous support while leveraging all available resources, to collaborate with Ranger families to remove obstacles that impede cyber students' success, and to create a constructive educational framework that optimizes students' opportunities for achievement. To this end, course facilitators will be responsible for monitoring and scoring coursework, for offering adequate support to and implementing approved modifications for students, and for ensuring frequent and ongoing communication with students, families, and support staff regarding student progress. Facilitators may be provided time in their schedule or pay for extra-duty as per the CBA hourly rate.

Facilitators for the Forest Hills Academy of Digital Learning will:

1. Establish contact with each student to introduce themselves and clarify course expectations within one week of a student's official course start date.
2. Receive notification of student enrollments via email by the guidance counselor or secretary. The nine-week course module will be added according to the established school calendar, with guidance counselors or secretaries enrolling students in the facilitator's instance of PowerSchool.
3. Remove relevant online course modules from students' Edgenuity accounts by specified deadlines or within two school days of receiving notification of a student's addition to cyber.
4. Review and/or develop educational and communication plans with the Special Education Director and/or assigned support facilitator, if the student is eligible for support services and to ensure continuity of services.
5. Check his/her school Gmail and Edgenuity email inboxes regularly.
6. Respond to student, parent, teacher, and administrator email and telephone messages within **72 hours.**
7. Regularly monitor student progress and connect with students. The type of connection required will depend on the student's progress with the following minimum expectations:
    a. **Enroll students on or prior to their start date.**
    b. Connect with each student at least twice per nine-week marking period.
    c. Communicate adequate progress through email updates, but initiate personal check-ins for students who are not progressing or who are failing. This may involve a phone call home to offer supportive intervention and promote student progress. Support may include meeting on site in the Digital Learning Academy Lab or through virtual meetings.
    d. **Notify students and their parents/guardians of impending course failure as soon as possible.**
    e. Follow a logical progression of notice if initial contact attempts fail - starting with email, then a follow-up email with a phone call, and finally a letter requesting a meeting and referral to the counselor and program coordinator.
    f. **At the end of each quarter, disable or mark every student's course as complete.**

    All student contacts outside the email platforms (phone calls, meetings, virtual connections, etc.) should be documented and include the time, date, and duration of the contact.
8. Grade all assignments within a reasonable time of submission and provide ongoing feedback and support where needed. **Grades are to be entered, at least weekly, in PowerSchool.**
9. Report any students who are not making adequate progress to the building administration and/or cyber attendance monitor **(currently Tammy Ohler).** If the

student is eligible for special services, the assigned support facilitator and the **Coordinator of Student Services** should also be notified.

10. Where eligible and appropriate, the assigned special education facilitator will complete required IEP related contacts, documents, progress monitoring, and related reporting.
11. Grade and record end of course results, and then communicate those results to the appropriate counselors, school administrators, special service providers, students, and parents.

Student Enrollment Procedures for the Forest Hills Academy of Digital Learning:

1. Students and/or families interested in enrolling in the Forest Hills Digital Learning Academy are encouraged to contact their Guidance Counselor to schedule a meeting regarding courses and graduation credits.
2. **Parents/guardians** will complete the online student application.
3. After a successful enrollment application and process, the Digital Academy Learning TEAM will establish a proposed start date and educational plan for the student.

If the applicant requires special services, the following steps will be taken before, during, and after formal acceptance into the Forest Hills Digital Learning Academy:

1. The Building Principal will notify the **Coordinator of Student Services**.
2. The **Coordinator of Student Services,** Guidance Counselor, and Building Principal will review the online application and proposed education plan.
3. The **Coordinator of Student Services** will contact the Special Education facilitators to determine student Cyber Case Management.
4. After the initial orientation meeting, the IEP will be revised within ten (10) school days to reflect the Parent/Guardian/Student choice to enter the Forest Hills Digital Learning Academy. Modifications to reflect the digital, remote learning modifications and adaptations of the IEP may occur at this time.
5. A meeting must be held including the student, parent/guardian, and appropriate TEAM members to finalize proposed IEP modifications and revisions, obtain approval from the **Coordinator of Student Services**, assign a case manager, and establish a communication plan.
6. After formal acceptance, the revised plan will be communicated to facilitators for implementation.

Parent/Guardians with Students Enrolled in the Forest Hills Academy of Digital Learning will:

1. Accept the responsibility to directly supervise their students as they complete assignments and work virtually.
2. Provide a work environment supporting the learning process.
3. Maintain a regular learning schedule or routine.

4. Monitor student's online attendance and progress. Parents/guardians are responsible for submitting excuses and/or doctor excuses.
5. Ensure students are completing all work independently.
6. Acknowledge that if the student does not maintain adequate progress and attendance, they may be removed from the Forest Hills Digital Learning Academy.
7. Communicate with students' Forest Hills Digital Learning Academy course facilitators.
8. Supervise students' computer usage to guarantee appropriate handling, utilization, and upkeep of computer equipment and activities.
9. Notify the school of any residency or contact information changes.
10. Communicate issues or concerns with the appropriate staff, facilitator or administrator in a timely manner.
11. Ensure that students attend on-line or face-to-face sessions when needed/assigned.

Students Enrolled in the Forest Hills Academy of Digital Learning will:

1. Follow established policies and procedures established in the policy and handbooks.
2. Practice academic integrity procedures.
3. Check District provided email and Edgenuity inbox at least once a day.
4. Attend any assigned in-school activity as requested.
5. Contact the appropriate person with questions or concerns while attending the Academy.
6. Follow the Acceptable Use of Internet, Computers, and Network Resources Policy.

Issue Resolution and Points of Contact:

ISSUE	CONTACT
Technical Problem	Technology Department
Attendance Issue	Building Assistant Principal or designee
Behavior Issue	Building Assistant Principal or designee
Questions about Edgenuity Platform, Grading, Programmatic Concerns	Building Principal or **Coordinator of Student Services**
Questions about Offerings/Schedule	Guidance Counselor
Special Education Services	**Coordinator of Student Services**

Special Education Services

If a student is eligible and requires special education services, students enrolled in this remote/digital programming may receive additional supportive services through an Individualized Education Plan. Enrolled students meeting these guidelines will be required to

meet with the **Coordinator of Student Services** and/or assigned support facilitator to review programming goals and to adjust specially designed instruction which will be prescribed to accommodate the remote learning experience. Certain enrolled students may be eligible for additional supportive services which can be delivered in the school setting (ie., physical therapy, occupational therapy, speech and language therapy, etc).
The **Coordinator of Student Services** and the assigned Special Education Facilitator will be the primary points of contact for issues related to specialized instruction. The chain of command when addressing issues under this purview may include:
Student and Parent/Guardian, Assigned Regular Education Facilitator, Assigned Special Education Cyber Facilitator (If Applicable), Coordinator of Student Services (Special Education), Building and/or Assistant Principal, Superintendent and/or Assistant Superintendent

Available Resources

The Forest Hills School District is dedicated to providing real-time resources to eligible students. These services can be provided remotely or on site as deemed appropriate. The following represent a sample of such resources which may be available for eligible students and families:

- School Counselor Services - These services can be provided for academic support, traditional support, or future career planning. School Counselors can be reached by scheduling an appointment.
- Academic Support Services - These services can be provided through the instructional liaison or by scheduling services with the school counselor.
- REACH Programming - The REACH program provides various mental health and related services for eligible students. These services can be secured by completing an intake form and by scheduling an appointment.
- Speciality Services - Eligible students may receive speciality services either remotely or through scheduling appointments as deemed appropriate.
- Other Services - Students may be eligible for additional services including ~~those offered by the After School Program sponsored by Respective Solutions,~~ the Student Assistance Program, Student Support Services (SSS).

Attendance Guidelines for Forest Hills Academy of Digital Learning Students:

General Information

Regular attendance is necessary to ensure a student's best performance in school and is also required by state law. Each student's school attendance record is very important.

Students in Forest Hills School District's Academy of Digital Learning program should expect to work within the learning management system a minimum of 30 minutes per number of online classes per school day. For full-time online students, instances of truancy defined by the habitual failure to log required online hours and/or perform adequate work progress will be handled according to Forest Hills School District Board of School Directors policy.

For the purposes of school attendance, especially concerning the accumulation of Unexcused Absences, students will be monitored based on our FH Academy of Digital Learning Tiered System. **See below.**

Standardized Testing Expectations

As a requirement of enrollment in the Forest Hills Digital Learning Academy, students are expected to comply with all state-mandated testing procedures, including adherence to prescribed testing schedules and designated testing venues. ~~It should be noted that in certain cases, these testing periods may span up to one week in duration.~~

~~**Forest Hills Digital Learning Center:**~~

~~The Digital Learning Center is a resource available to students to support and monitor their online learning progress. Students who are not making adequate progress on assignments may be required to attend the Digital Learning Center.~~ Enrolled Digital Learning students who do not sustain adequate progress and/or attend support or check in sessions as assigned will be removed from the Forest Hills Digital Learning Academy.

In some cases, Digital Learning Academy students may be required to report on campus to receive services and support. When these students are scheduled to be on campus, the impacted support staff and the building principal shall be notified in advance. Additionally, the Digital Learning Academy student will need to report to the Building Office to sign in upon arrival and departure.

On-Line Academic Supports

Resources	**Description**
Edgenuity: The Student Experience (Video)	Take a tour of the Edgenuity student experience.

Assigned Areas

When a Forest Hills Digital Learning Academy student is on campus during the school day, the student is expected to remain in his or her assigned area.

Tiered Intervention for Academy Students:

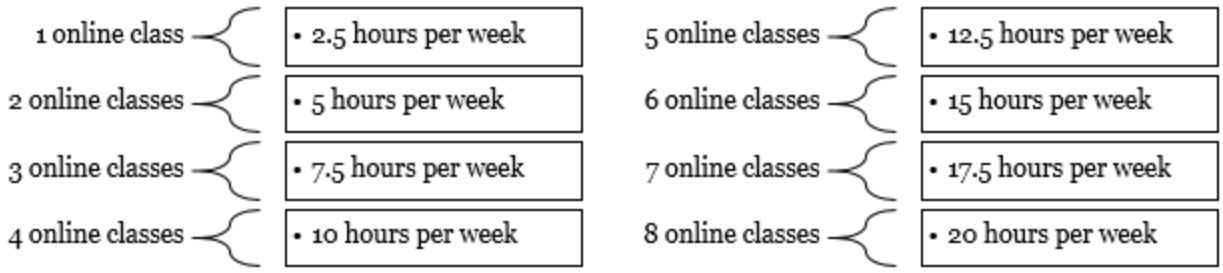
Forest Hills Academy of Digital Learning students must maintain adequate progress in order to avoid being referred to the next level of the tiered intervention plan. Adequate Progress for students is defined as maintaining a pace of assignment completion that keeps a student on track to pass the Academy course(s) that they are taking. Facilitators have the authority to

allow students latitude on attendance as they see fit as long as they are in regular contact with the student/family.

Students who maintain Tier I or Tier II status will be able to continue to work remotely as long as they maintain adequate progress towards passing their classes. Such adequate progress will avoid the need to follow the mandated attendance policy that is explained in the FH Academy attendance guidelines.

Tier Level	Explanation of Tier Level	Actions
Tier I	All students begin on Tier I. Students who continue to meet minimum expectations for the Academy program will remain here.	Students will continue normal communication with all assigned advisors, coaches, and/or teachers.
Tier II	Students not meeting minimum expectations (passing ALL classes or actively seeking help in any class they are failing) for the Academy program are moved to Tier II.	The student, family, and district will be sent an email indicating that the student has been added to the Tier II Watch List. The student will need to work with their facilitator(s), counselor, coach, etc. to create a plan to get back on track in all courses. ~~**Students in Tier II are recommended to attend the FH Academy of Digital Learning Center for all or some of the days of the school week.**~~ Once meeting expectations, the student, family, and district will receive an email that the student has been removed from the Tier II Watch List.
Tier III	Students who showed little or no improvement after being placed on Tier II, and/or are at risk to not earn credit for course(s) are moved to Tier III.	Students will be moved to Tier III if a student has been on Tier II for two weeks and is failing two or more classes. An email notifying the student, family, and district will be sent indicating that the student has been added to the Tier III Watch List and will include a meeting request for all parties. ~~Students who are in Tier III will be recommended to regularly attend the Digital Learning Center for traditional in-person learning. Attendance will be based on attendance in the Academy Center, and will no longer be based on required Edgenuity hours and completion of coursework.~~ An intervention plan will be created at the meeting with a defined timeframe. At the end of the timeframe, the plan will be reviewed and the student's continuation in the online program will be decided by the district.

Full-time online students should use the following chart to determine the minimum number of online hours required per week in order to meet Forest Hills School District Attendance requirements; other students (non-full-time online students) should use the following chart to determine the recommended minimum number of online hours per week in order to maintain adequate progress:



Students must be aware that in order to successfully complete their online coursework, they **may** need to log more than the minimum number of hours required (full-time online students) or suggested (non-full-time students).

Additional Information for Full-time Students:

Absences:

- All absences are considered unexcused and illegal (if a student is seventeen years of age or younger) or unexcused (eighteen years of age or older) until a valid excuse is received by school personnel.
- Written/scanned copies of excuses will be accepted only through the fourth morning after an absence occurs.
- After ten absences, only medical excuses may be accepted.
- Excuses for absence(s) that claim "computer problems," "Internet problems," etc. deemed invalid by the Technology Department will become illegal and/or unexcused.
- ~~Students enrolled in the Academy program have the option of coming to school to work in the Academy Center. In the Academy Center, students have access to a facilitator.~~
- ~~Failing grades and attendance concerns may result in recommended attendance in the Academy Center (Tier II and Tier III).~~

If Chronic non-completion of coursework occurs, steps may include, but are not limited to:

- If a student is not successful with Academy Tier I and II phases, then that student will be moved to Academy Tier III, which may include in-person attendance.
- Convening of a meeting among the student, parent/guardian, course instructor(s), school counselor, and school administrator.
- School Attendance Improvement Conference (SAIC) will be held with student, parent, administrators, and other stakeholders to discuss ways to improve attendance and academic performance.
- Truancy Charges will be filed with the District Magistrate.
- Recommendation that the student return to building-based courses.

Grading Policy:

Grading will follow the established grading scale. Progress monitoring for students enrolled in the Forest Hills Digital Learning Academy will occur frequently. Parents will receive updates

electronically. It is also the responsibility of the parent/guardian to routinely check their students' progress regularly. ~~Digital Learning Academy students will receive a report card at the conclusion of each grading period.~~ Work that is not completed by the end of the grading period will be scored as a zero (0). Building administration may grant approval for an incomplete grade to be issued in a course. The district process for incomplete grading will be followed.

To maintain PIAA Academic and extracurricular eligibility, progress will be monitored and will follow the established protocols and procedures for eligibility.

Academic Integrity:

Students enrolled in the Forest Hills Digital Learning Academy are expected to maintain the highest of academic standards and will be expected to do their own work. Academic dishonesty includes but is not limited to copying assignments and submitting as his or her own work, allowing someone else to copy your work or to submit work for you, plagiarizing materials, and or cheating by any other means. If a student is found to have not complied with these ideals, the discipline for the infraction will follow the procedures established in the student handbook on a case-by-case basis depending on the seriousness of the infraction, prior infractions, and other factors.

Artificial Intelligence (AI)

Please reference policy **815.1** Use of Generative Indigence in Education (800 Operations)

Artificial Intelligence, a tool in the realm of education, supports students in homework assistance, problem-solving, language learning, etc. However, while using AI, it's essential to ensure that your actions remain within the framework of academic integrity.

Guidelines for AI Use and Academic Integrity

Understanding the Difference Between Assistance and Cheating:
AI can assist in finding information and explaining concepts. However, AI should never be used to complete your assignments, tests, or any form of graded work entirely on your behalf.
Cite AI-Sourced Information: When using AI for research or gathering information, ensure that you properly cite the sources provided. Not doing so could result in academic dishonesty. AI does not exempt you from acknowledging the original creators of information.
Do not Use AI to Circumvent Learning: AI is here to complement your learning, not replace it. Using AI to bypass understanding concepts or doing the work yourself defeats the purpose of education, which is to develop your knowledge, skills, and competencies.
Understand the Limitations of AI; While AI can be very helpful; it is not infallible and should not be wholly relied upon for accuracy. Always cross-verify information from multiple sources and do not hesitate to ask your teachers if you're unsure about something.

Consequences of Misuse: The misuse of AI, such as using it to cheat on tests, plagiarize work, or misrepresent that the work was done by the student, will be treated as a serious violation. We encourage you to use AI as a learning tool, but to do so responsibly and ethically. The goal of your education is not just about earning grades; more importantly, it's about learning, growing, and preparing yourself for the future. Responsible use of AI aligns helps you become a better learner and future leader.

Health Records and Screenings:

The school nurses are available in each of the District's school buildings. In some cases Forest Hills Digital Learning enrolled students may be contacted by the school nurse to participate in the state mandated health screenings and examinations as set forth by The Pennsylvania Department of Health and Education. In some cases parents may elect to have their family physician/dentist at a cost to the family. The required forms for these mandated reports can be obtained from the school nurse or the building office. The school district is also mandated to ensure all students have the proper immunizations and can request these records. If you have any questions about required immunizations, please contact your family physician or the school nurse.

School	Nurse	Contact
Elementary School Nurse	Mrs. Elise Long	814-487-7613 ext. 3609
Junior Senior High School Nurse	Mrs. Claudine Yuhas	814-487-7613 ext. 3709

Key Contacts:

Contact	Position	Email
Dr. Robert Dill	Assistant Superintendent/Academy Coordinator	rdill@fhrangers.org
Tammy Ohler	Junior Senior High School Cyber Attendance Facilitator	tohler@fhrangers.org
Kristin Wilson	**Junior Senior High School Principal**	**krwilson@fhrangers.org**
Christopher Evans	Junior Senior High School **Assistant Principal**	cevans@fhrangers.org
Traci Hirsch	Junior Senior High School Counselor	thirsch@fhrangers.org
James Bowser	Junior Senior High School Counselor	jbowser@fhrangers.org
Chris Valko	Junior Senior High School Counselor	cvalko@fhrangers.org

Jamie Montag	Elementary Counselor	jmontag@fhrangers.org
Julie Eppley	Elementary Counselor	jeppley@fhrangers.org
Rebecca Roberts	Coordinator of Student Services (Special Education)	rroberts@fhrangers.org
Amanda Wagner	Elementary Attendance Secretary	awagner@fhrangers.org
Kelly Kmetz	High School Attendance Secretary	KeKmetz@fhrangers.org
IT Department	Device related issues	rbarrett@fhrangers.org

District-Family Connection:

The best way to stay informed and current regarding important information is to refer to the following sources:

Site	**Access**
Forest Hills Website	www.fhrangers.org
Forest Hills School District Twitter	@ForestHillsSD
Forest Hills School District Facebook	Forest Hills School District
Forest Hills School District Instagram	foresthillssd

FOREST HILLS ELEMENTARY SCHOOL
TEACHER HANDBOOK
2026-2027

Teacher Handbook Purpose

The purpose of this teacher handbook is to provide practical direction to all staff members in the Forest Hills Elementary School. This booklet should serve as a set of guidelines to assist in making Forest Hills Elementary School a place in which all students and faculty are safe and enjoy a positive learning environment.

The administration and school board reserve the right to amend, modify, or update policies and procedures, as described throughout this handbook, during the school year, as needed. Such changes may not be immediately reflected in this handbook. Teachers will be notified of significant updates in a timely manner. This handbook does not supersede school board policies or superintendent directives.

Nondiscriminatory Statement

The Forest Hills School District does not discriminate in educational programs, activities or employment practices based on race, color, national origin, sex, disability, age, religion, ancestry or any other legally protected classification. This policy is in accordance with state and federal laws, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990.

FOREST HILLS SCHOOL DISTRICT

District Office Administration

Superintendent of Schools……Dr. David Lehman

Assistant Superintendent of Schools ……Dr. Rob Dill

Director of Federal Programs/Elementary Principal……..Mr. Lucas Jacobs

Elementary Assistant Principal……...Mrs. Elissa Boyd

School Psychologist……Mrs. Olivia Kudlawiec

Business Manager……Mrs. Stacey Thomas

Forest Hills Board Of School Directors

President……..Mr. Galen George
First Vice President……Dr. Richard Knavel
Second Vice President……Mrs. Deborah Petrunak
Secretary……Dr. Timothy Ondrejik
Assistant Secretary/Treasurer……Mrs. Colleen Wolfhope
Treasurer……Mr. Daryl Bodenschatz
Member ……Mr. Todd Allison
Member……Dr.. Brandi Penatzer
Member……Dr. Brady Hamady
Solicitor……Ron Repak Esq.

District Website: www.fhrangers.org

Forest Hills Elementary School
P.O. Box 290
547 Locust Street
Sidman, PA 15955
814-487-7613
814-487-4404 Fax

Through the years our loyalty
Will remain with thee
In Forest Hills we'll place our trust
For everyone to see
We'll cherish all our chosen goals
No matter what fate wills
In victory or in defeat
We're true to Forest Hills

Forest Hills Elementary School

Office Staff

Mr. Lucas Jacobs, Director of Federal Programs/Elementary Principal, ext. 3600
Mrs. Elissa Boyd, Elementary Assistant Principal, ext. 3601
Mrs. Regina Fyock, Secretary, ext. 3604
Mrs. Annette Shaffer, ext. 3603
Mrs. Amanda Wagner, Attendance Secretary, office ext. 3602, 4101
Mr. Dillion Charlton, Elementary Dean of Students, ext. 2644
Mrs. Cassandra Layman, Dean of Special Education Operations, ext. 2627

School Counselors

Mrs. Julie Eppley, ext. 3607
Mrs. Jamie Montag, ext. 3606

Cafeteria

Mrs. Jesslynn Anslinger, Food Service Director, ext. 3672
Mrs. Jill Wolfhope, Secretary, ext. 3673
Mrs. Theresa Mayes, Head Cook, ext. 2671

Nurses Office

Mrs. Elise Long, School Nurse, ext. 3609
Mrs. Kathleen Malesky, ext. 2670

FOREST HILLS SCHOOL DISTRICT MISSION

The Forest Hills School District will develop career, college, and future-ready graduates in a learning environment that fosters perseverance, innovation, leadership, and a commitment to excellence.

FOREST HILLS SCHOOL DISTRICT VISION

The vision of Forest Hills School District is to promote personal and educational excellence and to empower our students to be career, college, and future-ready graduates who are capable of making a positive impact in the community and beyond.

FOREST HILLS SCHOOL DISTRICT SHARED VALUES

Our school will continue to serve as the learning centers of our communities, providing new opportunities for all students to acquire and apply the skills and knowledge required in an ever-changing world.

Continuous changes in society impact the dynamics of our students' environment which need to be identified and addressed in order to implement a comprehensive educational program.

Our school district will develop productive citizens with the skills, attitudes, and knowledge developed through an educational program that requires a curriculum which is comprehensive and balanced and promotes high expectations for all students and stimulates critical thinking and lifelong learning.

Our school district will adopt practices that recognize diversity of cultures, language, interests, and beliefs to develop students who are socially conscious.

Our school district will create and maintain safe and secure schools. The school district will develop strategies for violence prevention and emphasize high expectations for student conduct, responsible behavior, and respect for others.

2026-2027 Building Focus

Forest Hills Elementary School

Home of the RANGERS!

- SAFETY– To create, maintain, and continually improve a safe and secure learning environment for all students and staff.

- LEARNERS' EXPERIENCE – To foster a dynamic learning culture that actively engages students, promotes explicit instruction, and is grounded in research-based best practices and aligned curriculum.

- CULTURE – To build and sustain a positive welcoming, and collaborative school culture where all students and staff feel safe, connected, and valued.

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ANNEX A 39

Daily Schedule

The workday at the elementary building is designed to begin at 8:15 AM and end at 3:45 PM, a (7 ½) hour contractual obligation. The following schedule is representative of time expectancies for the professional staff:

8:15 -- Teachers are present in their assigned areas
8:45 -- Initiate Homeroom Tasks
(a) Individual Student Assistance
(b) Attendance/Lunch Count/Etc. (send by 9:00 AM)
8:45 -- Morning Announcements
8:55 -- Initiate formal instruction
3:10 -- Formal instruction ends
3:10 -- Dismissal procedures begin for certain students
3:45 -- Teacher Dismissal

1. Other than scheduled preparation periods, lunch breaks and sanctioned exceptions, starting with the 8:15 AM reporting time and continuing through the scheduled departure time, a teacher must be with their students. The 8:15 AM – 8:45 AM time requires the physical presence of the teacher for supervision of students.

2. Cell phones should not be turned on or used during class instruction or duty time. Exceptions must be cleared by one of the principals or should be limited to school business (CrisisGo, Duo Mobile, etc.). School phones should not be used for personal matters unless an emergency situation arises. Unless an emergency situation occurs, all outgoing calls should be made during prep periods. If needed, teachers are to contact the office to arrange for class coverage.

3. Departures prior to the designated 3:45 PM time must be approved by a building administrator. When possible, please communicate such requests in writing through email.

4. Early dismissal for emergency reasons (inclement weather, systems malfunctions, etc.) may necessitate the immediate departure of students. If or when emergency dismissals are warranted, all teachers will remain in the building until notified by the office.

5. Teachers are not permitted to leave the building grounds during preparation periods unless approved by the principal or assistant principal in the absence of the principal.

6. Teachers must inform the secretarial staff if he/she leaves the building other than during the designated lunchtime recess opportunities.

Reporting Off Work

The CSIU system is in place for reporting off work.
All FHSD faculty must submit an electronic absence submission via the CSIU portal for ALL absences, including conferences, field trips (if substitute required), administrative approved days (i.e. in-house training, graduation practice, full IEP days, etc.), sick days, personal days, and bereavement.

1) When possible, submit absences ahead of time through the CSIU portal. The administration will receive a notification email, and once approved, the employee will receive email notification of the request (no phone call or text to an administrator will be needed).
2) If you are calling off the night before (after 3:45 PM) OR the morning of your absence, you must also text Mr. Jacobs (814) 659-2122 or Mrs. Boyd (814) 442-6223.
    a) Calls should not be made between the hours of 9:00 PM and 6:00 AM. If texting, be sure to receive a response.
    b) Do not leave a message on an answering machine/voicemail without checking back to make sure the message was received.
3) No call-offs will be accepted via email.
4) The CSIU portal will replace the need for documentation for reporting off requests.
5) If a teacher is planning a field trip and needs to take a half or full day off for said field trip, the absence needs to be submitted in CSIU. This rule only applies to field trips that require a substitute teacher for your absence.

NOTE: Please refer to the teacher contract for a description on various other types of leave. Proof of illness in the form of a medical certificate may be required if an employee's absence exceeds three (3) consecutive days. Refusal to present said certificate shall result in a loss of pay for those days.

Reminder: We assume the teacher will return to work unless informed otherwise. Where sickness in the immediate family requires the employee's absence from work, employees may use not more than eight days of such leave entitlement in each calendar year for that purpose. Proof of illness in the form of a medical certificate may be required if an employee's absence exceeds three (3) consecutive days.

Unavoidable emergencies arise that cause personnel to arrive late or not at all. Please be certain to call the school office immediately to ensure that no classroom lacks proper student supervision because the building administrative staff is not aware that a teacher or aide is not at their respective station. Teachers should call the office if an assigned paraprofessional or substitute does not show up to their classrooms.

Substitute Availability

The list of available substitutes usually diminishes between the beginning of each year and spring college graduations. Because of this, there are those times, though few in number, when exhaustive attempts to secure substitutes are futile. When/if this occurs, there are three alternatives that the office will consider for adequate coverage of the room.

1. The use of teachers during their preparation time. This will be done on a rotating basis to ensure equity.
2. There could be a division of the students among the balance of rooms within the pod.
3. Altering teaching schedules of other professional staff members as necessary.

Determining the alternative to be used will be based on continuity of instruction and available staffing. Teachers should NOT contact the office to inquire about his/her assigned substitute.

Accident/Injury Reporting

In the event that an employee of the Forest Hills School District is injured while on the job, it is essential that the injured employee take the following steps to report the injury:

1. Employee must notify his/her supervisor immediately to complete an accident report form (form to be completed by supervisor).
2. District office personnel must be notified within twenty-four (24) hours of the time that the injury occurred. District office personnel will assist the employee in completing any other paperwork regarding the injury and file the report with the insurance company within this timeframe.

Ambulance Service

The Forest Hills School District contracted the Forest Hills Ambulance Association to provide emergency ambulance service. In the event that it would be deemed necessary by School District personnel to have a student or employee transported to the hospital from school in an ambulance, the cost of the ambulance service would not be the responsibility of the parents/guardians or the employee.

Teacher Responsibilities

1. Have readily accessible the following materials: ~~Attendance, lunch count forms, nurse's forms, and maintenance forms.~~
    a. Teaching and room schedule.
    b. Handbook for Teachers
    c. Plan books with completed plans for the current day and the following two school days. Plans for several days with additional suggestions should be available if more than one day of absence is anticipated by the teacher.
    d. Up-to-date seating chart.
    e. Schedules for assigned time in cafeteria, library, music, gym, art, pod/playground duty.

f. Fire and emergency preparedness plans.
g. List of pupils in various reading groups and current activity groupings.
h. Description of procedure for restroom breaks.
i. Desk copies of textbooks, manuals, and curriculum guides. Marked piles of worksheets by subject.
j. Names of pupils and time schedules for leaving the classroom for instrumental lessons, gifted class, remedial classes, L.S., and speech class, etc.
k. General procedures of your pod for fluoride delivery, pick up, and attendance.
l. Check with the nurse to ensure that you are aware of any student(s) in your class that have specific health-related needs. Information can be found in the student profile in the PowerSchool program.
m. Class roster for accountability and attendance

2. Classroom Keys:
    a. Classroom keys should be retrieved from mailboxes each morning.
        i. Neither keys nor mail should be retrieved by students as there is often confidential information in the mailboxes.
    b. Classroom keys should be left in the teacher's mailbox at the end of each day.
    c. Please add to your substitute plans that your keys can be obtained in the office at the start of the day and should remain with the substitute until 3:45 when they return them to the main office.
    d. In the event that you are in the building but cannot access your mailbox or keys, lock boxes are located in the Pod B and Pod E work rooms. A general classroom key is in each of these boxes for the purpose of allowing teachers into a room until they can get their own keys. These keys should be returned to the lock box ASAP.
        i. The code to access the lock boxes is 7613
        ii. These keys will not open the office, any storage space, or any special classroom.

3. Prepare the class for your possible absence by creating a sense of responsibility on the part of the pupils for carrying on in your absence.
4. Familiarize yourself with any applicable 504 Plans and/or Individualized Educational Plans (IEPs). An IEP is a legal document. Be sure to follow all parts of the IEP, especially all Specially Designed Instruction (SDI) elements.
5. Each teacher will:
    a. maintain order and discipline within the room beginning at 8:15 AM and continuing throughout the school day;
    b. submit a daily attendance report and lunch count using PowerSchool <u>by 9:00 AM</u>; send envelopes with lunch money to the office promptly. Be sure that each envelope has the student's first and last name and homeroom teacher's name on it;
    c. send students' excuses for absences to the office in the designated envelope. Be sure each excuse has the student's name, grade, and homeroom teacher's name on it
6. Any time that a teacher determines a need to keep a child in the classroom during non-instructional time for work completion, detention, etc., the teacher or his designee (other teacher) must be present in a supervisory capacity.
7. Out of concern for the safety and welfare of the child, each teacher will devote their fullest attention to the supervision of specifically assigned duty stations. Teachers should not be congregating, but continuously moving around their assigned duty area, especially during recess.

8. Supervision of Classrooms/Homerooms and Coatrooms
   A teacher may not leave their room unsupervised at any time. Pennsylvania Law establishes that a school district is not liable for injuries or damages resulting from negligent acts of its employees. The same immunity does not extend to the employees. A teacher, like any other person, is liable personally for damages or injuries caused by his/her negligence. Where the negligence of a teacher results in an injury to the student, the student and their parents have legal recourse against the teacher.
9. Teachers are responsible for ensuring that classroom telephones are answered only by the classroom teacher or authorized school staff. This practice helps protect the confidentiality and privacy of students, staff, and families, as phone calls may involve sensitive or protected information.

A teacher who leaves a group unsupervised is negligent.

If a teacher has a need for a personal guest to visit during the school day, the teacher must get prior approval from the building administration. Teachers are NOT permitted to have personal guests, friends, or relatives (children or grandchildren) for all-day non school-related visitations. In addition, the guest must have his/her driver's license processed through the entry security system, and wear a proper visitor badge while in the building.

Chain of Command

Teachers are expected to follow the appropriate chain of command when addressing concerns.

a. Building-level concerns should be addressed with either the union representatives or directly to the building administration, then upper administration.
b. Teacher to teacher issues should be addressed with the specific colleague first, then union representatives, then building administration, then upper administration.

School Volunteers

The elementary administration values the unique contributions made by parent/guardian and community volunteers to the educational programs of the Forest Hills Elementary School. Accordingly, the administration encourages the participation of parent/guardian and community volunteers, subject to certain requirements and procedures as set forth below.

Volunteer – an adult, whose role is more than that of a visitor, who voluntarily offers a service to the district without receiving compensation from the district. A volunteer is not a school employee.[10]

The two (2) classifications of volunteers are:

Position Volunteer - an adult applying for or holding an unpaid position with a school or a program, activity or service, as a person responsible for the child's welfare or having direct volunteer contact with children. Examples include, but are not limited to, field trip chaperones, tutors, coaches, activity advisor, recess or library aides, etc.

Guest Volunteer - an adult who voluntarily provides a service to the district, without compensation, who: (1) works directly under the supervision and direction of a school administrator, a teacher or other member of the school staff; and (2) does not have direct volunteer contact. Examples include, but are not limited to, volunteering to assist in classroom celebrations, school assemblies, or school concerts; reading to students; collecting tickets at sporting events; working concession stands; participating in “Career Day,” etc.|

The names of all guest volunteers shall be submitted for approval by the building principal or designee.

Volunteers need to be processed through the CrisisGo System for each day/time for which he/she is volunteering. Teachers need to notify the office secretaries of all volunteers at least a week prior to any event.

Each volunteer shall be under the supervision of a designated school administrator, teacher or other member of the school staff.

No volunteer may be permitted access to confidential student information unless the supervisor has determined that such access is necessary for the volunteer to fulfill their responsibilities. Volunteers with access to confidential student information shall maintain the confidentiality of that information in accordance with district policies and procedures and applicable law. If a volunteer has questions about confidentiality of student information, the volunteer should consult with the building principal.[22][23]

Positive Behavior Support/Discipline

All faculty should maintain a positive classroom environment at all times and use positive reinforcement to encourage desired behaviors. Establish and consistently enforce clear expectations for students as soon as possible and re-teach expected behaviors as needed. Build strong and supportive relationships with students that show them you care about their success and well-being. Please utilize the Positive Behavior Intervention and Support System (PBIS) that the PBIS team has put in place. Please reward positive behavior by giving out PBIS tickets when you see appropriate behavior. Being a part of the PBIS system is not optional and every faculty/staff member is expected to adhere to the rules/plans set forth by the administration and PBIS Steering Core Team.

Maintaining order in classrooms, halls, bathrooms, and the cafeteria should be the goal of every teacher. It is the duty of all to help attain this goal. All staff members are responsible for discipline anywhere in the building. When minor infractions are noted, it should be handled on the spot by the teacher. More serious incidents should be referred to the administration according to the classroom vs. office-managed T-Chart. Both Major and Minor referrals should be documented through SWIS (School-Wide Information System). A teacher should try to handle his/her own classroom management problems; however, if the teacher needs help, he/she should confer with a Dean of Students, Assistant Principal or Principal before the issue escalates. Though teachers may communicate routinely with parents/guardians via email or app, if/when misbehavior continues to go unresolved, a phone call home is expected as difficult conversations are better to

have “live” and not through text/email.

Definitions and Bullying Recognition

Bullying policy must be posted and reviewed in each classroom. Please refer to policy number #249 *(updated 9/11/2025)***.**

Single incidents between equals, whether in person or online are not typically defined as bullying, and while these single acts can cause distress, they usually do not fit the definition of bullying unless they meet the following criteria:

According to Pennsylvania Statute 24 §13-1303.1-A, “Bullying” means an intentional electronic, written, verbal or physical act, or a series of acts:

1. Directed at another student or students;
2. Which occurs in a school setting;
3. That is severe, persistent or pervasive; and
4. That has the effect of doing any of the following:
    a. Substantial interfering with a student’s education;
    b. Creating a threatening environment; or
    c. Substantially disrupting the orderly operation of the school.

Guidelines for Recognizing and Identifying Bullying and Cyberbullying

• *Power*: It is bullying and not just playing around when two people are unequal in power, and the one with the greater power takes unfair advantage of the less powerful person. Power can be physical size or strength, numbers, socio-economic strata, verbal skill, level of intelligence, popularity, and athletic ability, to name a few. The ‘bully’ watches for opportunities to pick on, humiliate and tease the target. The target feels defenseless and hopeless…it seems that nothing will stop the treatment.

• *Intentional Acts or Series of Acts*: Negative actions are repeated, happening over and over in many different settings. Usually, adults are unaware or are not present when they occur. The person doing the bullying does it on purpose, and the intent is to hurt another person.

• *Different levels of Feeling*: You can tell that it is bullying and not just playing around when the people involved show unequal levels of feeling (affect). Instead of both people smiling or looking like they are having fun, one person is smiling or looking triumphant (“I gotcha!), and one is crying or looking frightened, humiliated, confused, or angry.

Examples of bullying could include but are not limited to physically, emotionally or mentally harming a student; damaging, extorting or taking a student’s property; placing a student in reasonable fear of physical, emotional or mental harm; placing a student in reasonable fear of damage to or loss of personal property; creating an intimidating or hostile environment that

substantially interferes with a student's educational opportunities; or perpetuation of conduct by an individual or group, with the intent to demean, dehumanize, embarrass, or incite a student.

Reports of "bullying" should be made to a building principal, assistant principal, school counselor, teacher, or any trusted adult. Students trained on CrisisGo are encouraged to electronically report bullying.

Bullying/cyberbullying may have Level II or higher consequences. Conduct that constitutes bullying or cyberbullying may also constitute unlawful harassment, discrimination or hazing that are also prohibited under applicable law and board policies and may carry additional disciplinary consequences.

Forest Hills School District: Checklist/Protocol for Handling Reports of Bullying

Once a report of alleged "bullying" has been made:

Step 1: Investigation

1. Teachers promptly create a "Major" SWIS referral to document available details
    a. Teachers should email/call administrators if not enough space is available in SWIS
    b. If applicable (JSH), teachers should encourage students to use the Crisis Go app to report bullying
2. Administration and/or a Dean of Students will investigate and collect information from:
    a. Alleged perpetrator and alleged victim
    b. Witnesses
    c. Video evidence from school or bus cameras
3. Administration and/or a Dean of Students complete the "Informal Student Incident Complaint Resolution Form" to document gathered information.
4. Parents/Guardians of the alleged perpetrator will be notified by the administration.
5. Parents/Guardians of the alleged victim will be notified by the administration.

Step 2: Assessment of Evidence/Action Steps

Scenario 1:

If the evidence does meet the criteria to be considered "bullying behavior", it will be handled as a Level I incident and should be addressed by the classroom teacher and closely monitored by the staff member.

a. The teacher will reach out to parents/guardians of the alleged perpetrator and/or victim to let them know the teacher is aware of the situation and will be monitoring/addressing the undesired behavior. The teacher will follow-up with the parents/guardians periodically.
b. The School Counselor may be notified

c. Consequences may be administered at the administration's discretion based on the offense

Scenario 2:
If the evidence meets the criteria to be considered "bullying behavior", the following steps will be taken:

1. The School Counselor will be notified
2. "Need to know" personnel are notified (teachers, bus drivers, paraprofessionals, etc) if immediate steps need to be taken to ensure student safety.
3. The School Resource Officer may be notified
4. A "Plan of Action" is created by the administrative team and school personnel. Some steps might include:
    a. A change in classroom and/or seating
    b. A mediation meeting between both parties and guidance (if agreed upon by both parties)
    c. Support services offered to the victim (SAP, school counselor, Reach, etc.)
    d. Bullying is considered, at minimum, a Level II behavior
        i. The perpetrator will receive a minimum 1-3 days of suspension for the initial offense.
        ii. The perpetrator will complete mandatory restorative lessons via Navigate 360, Tier 2.
        iii. The perpetrator will be offered support services (SAP, Reach, School Counselors, etc) which will work to uncover and resolve the root cause of the negative behavior.

<u>Step 3: Follow Up</u>

1. School personnel will be assigned "check-ins" with both parties periodically.
    a. Both the perpetrator's and victim's parents/guardians should be updated periodically.
2. Unmodified behavior by the perpetrator could lead to additional suspensions, an informal due process hearing, and possibly expulsion.

Explicit Instruction

Explicit Instruction is a structured, systematic, and effective methodology for teaching academic skills. It involves clear, direct teaching with a focus on step-by-step instruction. This approach ensures that all students, regardless of their initial level of understanding, can grasp new concepts and skills effectively. Part of explicit instruction is making sure all students are actively engaged in each lesson. The following template should be used when designing your instruction:

- **Clear Objectives:** Lessons are designed with specific goals in mind, ensuring students understand what they are expected to learn.
- **Direct Teaching:** Teachers provide clear, straightforward explanations and demonstrations

of new skills or concepts. Complex tasks are broken down into manageable steps.

- **Modeling:** Teachers model the process, showing students exactly how to approach and complete a task. Teachers should verbally model their thinking process to make their cognitive strategies visible to students.
- **Guided Practice:** Students practice new skills with teacher support, receiving immediate feedback and corrections while the teacher gradually reduces assistance as students become more competent.
- **Formative Assessments:** Regularly check for understanding through informal assessments like thumbs up/down, exit tickets, or quick low-stakes quizzes.
- **Independent Practice:** Students gradually move to practicing independently, applying what they have learned to new situations.
- **Reflect and Improve:** Regularly reflect on your teaching practices. Identify areas of strength and areas for improvement. Collaborate with colleagues to share strategies, solve problems, and improve instruction.

Lessons Plans

Be sure to have your lesson plans on your desk, clearly visible to administration, completed at least two days in advance and preferably several days in advance. Your plans are to be thorough enough so that they can be easily followed by a substitute. A lesson plan should be written for every class/subject/instructional activity.

A. Objective: A brief description, subject or title of the lesson. The words "the student will be able to" (SWBAT) will be assumed.
B. Materials: List any equipment, hand-out, study guide, text pages, workshop, reference, multimedia, manipulatives, etc.
C. Procedure: An outline of the activities and strategies to be accomplished during the lesson. Abbreviations and planned course terms will be included in this section. Worksheet and chapter titles are needed for reference.
D. Assessment: Include any review, product, test, quiz, speech, video, writing, homework, observation, anecdotal notes, etc.
E. Standards: List the PA Core Standard(s) number/letter. Standards for all subject areas have been approved by the State Board of Education and can be found at: *http://www.pdesas.org*

With publication of Chapter 4 in the Pennsylvania Bulletin, the new regulations took effect on March 1, 2014. As part of the new regulations, Pennsylvania Core Standards offer a set of rigorous, high-quality academic expectations in English Language Arts and Mathematics that all students should master by the end of each grade level. The PA Core Standards are robust and relevant to the real world and reflect the knowledge and skills our young people need to succeed in their life after high school, in both post-secondary education and a globally competitive workforce.

Example: CC.1.2.3.A: Determine the main idea of a text; recount the key details; and explain how they support the main idea.

If applicable, list the more specific PA Assessment Anchor(s) in Math, English Language Arts, and Science instead of the more generic PA Core Standards Assessment anchors can be found at: *http://www.pdesas.org* Example: E03.B-K.1: Key Ideas and Details

Note: A copy of the above format must be attached inside the front cover of the plan book. Copies of the courses should be kept with the planbook and the substitute teacher handbook.

** Good planning is the key to successful teaching.

During the 2025-2026 school year, the District will be utilizing Canvas and/or Google as its Learning Management System for both in-person and remote learning. Please keep in mind that written plans may be necessary for substitute teachers.

Grading Procedures

Pre-K, Kindergarten, and Grade 1 report cards indicate progress in developmentally appropriate areas using individualized/group testing, teacher observation, and performance assessment.

Report cards are sent home three (3) times per year – every twelve (12) weeks.

	Consistent Strength	Developing	Practice
	Proficient - meets grade level standards.	**Basic** - approaching grade level standards.	**Below Basic** - not yet making sufficient progress toward grade-level standards.

Progress is noted in the areas of social and motor development, reading and math skills development, and letter/number knowledge.

Grades 2, 3, 4, 5 and 6

- Language Arts - Reading, English and Spelling assessment scores will be combined to form one (1) letter grade for Language Arts four (4) times per year – every nine (9) weeks.

- **Grade 2** – Report cards sent home four (4) times per year – every nine (9) weeks Letter grades are received in Math and Language Arts. *Please note this change from Grade 1. Science, Social Studies, Art, Music, Phys. Ed., STEAM and Library are Satisfactory unless otherwise noted.

- **Grades 3, 4, 5 and 6** – Report cards are sent home four (4) times per year – every nine (9) weeks. Students will be graded with a letter grade based on the following percentage scale:

A	100 - 92	Exemplary
B	91 - 82	Superior
C	81 - 72	Mastery (Average)
D	71 - 65	Below Average
F	64 or lower	Unsatisfactory
S	72-100	Satisfactory (A-B-C work)
N	45-71	Needs Improvement and Unsatisfactory (D-F work)

The final grade (F1) is calculated by adding the four quarter percentages and dividing by four, then applying the current grading scale to assign a letter grade.

1. For averaging purposes, the minimum percent grade will be 45% for a final nine-week grade.
2. Teachers shall be mandated to offer 2% of the total grade in bonus activities in grades 3-6. A letter from the teacher to the parents will be sent home detailing the type of bonus work students will be permitted to submit. Bonus work will not be accepted until all regular course work is completed. The acceptance will be at the discretion of each individual instructor in compliance with student rights and responsibilities.
3. Teachers will send a preliminary progress report home at the midpoint of the marking period for students in grades 2-6 who are receiving a D or F. These reports are reviewed by the administration and given to the IST teachers for monitoring “at-risk” students.
4. Level I screening will be conducted by administrators at the end of every nine-week marking period to make sure those students needing instructional support have been referred.
5. Students in IST – teachers will test and grade students in the Instructional Support Program according to the adaptations recommended by the Instructional Support Team, of which the parent is an integral part.
6. Students with an IEP – teachers will test and grade the students according to the recommendations on the Individualized Education Program. Teachers are required to monitor individual students utilizing the school nurse, school psychologist, guidance counselor, Title I Teachers and instructional support teachers to insure flexibility in testing and grading when deemed necessary.
7. Honor Roll – students in grades 4, 5 and 6 attain honor roll status by achieving all B’s or better during a nine week marking period.
8. An incomplete (I) may be given for work not completed. Credit will not be given until work is completed. An “I” does not automatically become an “F.” A student is responsible to contact the teacher and make arrangements for make-up work.

a. The student must contact the teacher involved within three days after returning from an absence. A student is permitted two weeks to make up an incomplete nine-week grade.
b. A teacher will present the student with a schedule of work to make up the missed assignments. A student is permitted two days to complete the make-up work for each day missed, beginning with the day after the schedule is presented to the student.
c. A student not adhering to the above procedure will be referred to the office and possibly forfeit his right to make up missed work and exams. This could result in an incomplete grade for the year.

9. Students who fail their ELA and Math courses for the year may be retained. Students will only be retained as a last resort and such analysis will be conducted in correlation with the District Team and Retention and Administrative Regulation Procedures.

Classroom Attendance

Students must be accounted for at all times during the school day. Therefore, the following guidelines have been established.

Morning Attendance

1. Morning attendance must be accurately taken and submitted through PowerSchool by 9:00 AM.
2. The daily lunch count should also be recorded through PowerSchool.
3. Teachers are responsible for submitting student excuses to the main office, as provided by the parent/guardian. Teachers should continue to remind students that excuses for absences must be turned in within three (3) days of the date of absences. Failure to turn in an excuse within three (3) days will result in an unlawful absence.
4. Parents may submit an excuse via:
    a. Paper: If a written excuse is given to a teacher, the teacher should inspect the excuse to make sure the student's first and last name are clearly stated. After inspecting the excuse, the teacher should submit it to the office in the daily envelope.
    b. Through email, classroom App, etc.: The excuse or message for early dismissal should be promptly forwarded to the office.
    c. Online: Parents/guardians may submit excuses online through the district website.

General Classroom Attendance

1. Since the safety of students and building security are always priorities, students must always be under the supervision of a professional staff member.
2. A staff member or administrator should have knowledge of the location of a student.
3. A student may not opt to go to the library, the restroom, another class, etc. without the prior permission of the faculty member to whose class the student is assigned.
4. Teachers must take roll at the following times/scenarios:
    a. The beginning of class
    b. The beginning of specials and Band/Chorus
    c. Upon return from specials (Grades 4-6)
    d. Upon return from lunch/recess

e. After assemblies
f. After emergency drills

5. If a student is not present in class and his/her name is not on the absentee sheet, the teacher must immediately contact the office.
6. If a student is present but his/her name is on the absentee sheet, please contact the office as soon as possible.
7. If a student becomes ill, the teacher should contact the school nurse for direction.
8. Band and Chorus are considered a class and students are not to be withheld from these classes.

Confidentiality

The Family Educational Rights and Privacy Act (FERPA) of 1974 ensures that all information concerning a student's behavior, academic standing, attendance, and home life be confidential. This Act permits parents to access their children's educational records and gives them a right to challenge the information kept on their children's educational records. When discussing student behaviors, academic standing, home life, or other confidential information with support personnel, patrons, or other educators, please be sure to follow FERPA guidelines.

Professional Decorum

It is the responsibility of each faculty member and administrator to maintain an academic environment conducive to the positive educational development of all students and fellow faculty members. This standard of professional conduct requires each member to behave in a manner which is free of intimidation and harassment based on sex, race, religion, politics or professional interest. Employees of the Forest Hills School District are expected to be professional in their relationships with staff, administration, students, parents and guests.

It is expected that all employees will:

- Promote a climate of mutual respect and dignity promoting the District's positive image.
- Be mindful of the way you talk about other faculty/staff or school business during or outside of school hours.
- During an emergency, drills, or non-routine situations, be mindful of your outgoing communication so as not to contribute to confusion and/or speculation about school happenings.
- Serve as a role model for students in their dress, behavior and attitude.
- Interpret the rules and procedures described as set forth to students. Seek to develop close, cooperative relationships with parents for the educational benefit of the student.
- Treat with dignity and respect fellow staff members, students, parents, administrators, guests and presenters.

Administrators may take corrective measures or impose disciplinary actions in the event an employee's performance is less than the reasonable standard of performance or if the employee's conduct is not in keeping with what is expected in the working environment of the Forest Hills School District.

Types of disciplinary action may include verbal warning, written warning, suspension or discharge. The type of disciplinary action will be determined by the nature; severity and effect of the problem; by the type or frequency of serious problems; by the period of time elapsed since a previous problem; and by any circumstance relevant to the problem.

Written records will be kept regarding disciplinary actions taken and will be maintained in the employee's personal file.

FHSD Policies And Procedures

A copy of all school district policies and procedures is available in the main office as well as on the District's website (www.fhrangers.org) *It is the responsibility of each teacher to understand and follow the policies and procedures of the Forest Hills School District.*

Dress Code

The Professional Dress Code Guidelines, as adopted by the Board of School Directors on September 12, 2019, and as set forth below, must be followed at all times.

Purpose
Professional employees set an example for their students to follow in dress, grooming and decorum, and should present an image of dignity and encourage respect for authority. These factors act in a positive manner towards the maintenance of school and classroom discipline.

Authority
The Board has the authority to specify reasonable dress and grooming guidelines for staff, within law, that will prevent an adverse impact on the educational program.

Delegation of Responsibility
If an employee feels that an exception to this policy would enable him/her to carry out assigned duties more effectively, a request should be made to the principal.

Professional Dress Code Guidelines
All faculty members shall be physically clean, neat, well-groomed, and dressed in a manner reflecting their professional status.

Guidelines for acceptable dress (gender appropriateness will apply):

Male:

1. Collared long/short sleeved buttoned dress shirt (no polo shirts) and appropriate ties are required.
2. Optional but recommended: suits, sports jackets, blazers, and sweaters.
3. Dress pants or khakis (blue, black, gray, brown) that are ironed, neat, and clean (no jeans or cargo pants).

4. Dress shoes are required (no sneakers, tennis shoes, boots, or Crocs).

Female:

1. Dress slacks, pantsuits, skirts, blouses, sweaters, dresses, or dress shirts (collared or noncollared), no dress shorts.
2. Dresses/Skirts must be no shorter than 2" above the knee.
3. Dress shoes. No crocs, flip-flops, or beach sandals will be permitted.

Guidelines for unacceptable dress:

1. Tight clothes. No yoga pants. No leggings unless covered by a dress or shirt of appropriate length (no shorter than two inches [2"] above the knee).
2. Clothes that are too revealing, i.e., low-cut, short, see-through, etc.
3. Shorts (including those made of spandex or jersey material, running shorts, or those considered ("casual" attire) jeans, and sweatshirts.
4. Clothes that would create the impression of having an unkempt, untidy, or rumpled appearance or any type of flamboyant attire that would cause a classroom distraction.

The only exceptions to the dress guidelines shall be the following:

1. Physical education teachers shall wear appropriate professional physical education teaching attire when teaching physical education classes.
2. Manufacturing, CNC Programming/Robotics, Engineering Technology, Art, Family/Consumer Science, science lab classroom teachers, and nurses may wear appropriate alternate attire when required by working conditions.
3. Teachers will dress appropriately as determined by administration when chaperoning students on field trips; at athletic events; supervising students during outdoor classroom activities, e.g., nature trail hikes; or with other extracurricular educational activities.
4. Appropriate alternative attire may be worn on in-service days administratively defined as clerical in nature. Questions concerning proper alternate attire should be presented to the first level supervisor/building administrator.
5. Professional staff members may dress down on district-wide designated dress down days.

Appropriate attire for teachers instructing physical education classes (gender appropriateness will apply) will be:

1. Windsuit.
2. Polo shirt/collared coaching shirt.
3. Casual dress slacks.
4. Appropriate shorts for teaching physical education (e.g., coaching shorts, Dockers-type shorts, or walking shorts; running shorts, jersey material shorts, or spandex shorts are not appropriate).
5. If a non-collared shirt is worn, a wind suit top must be worn when not involved in a physical education class.

Physical education teachers will follow the district professional dress code guidelines when teaching classes other than physical education classes. If a teacher has a schedule that requires more than two (2) clothing changes in a day, s/he is to consult the building principal for directions as to what is acceptable.

District approved “Green & Gold Day”/Dress Down Day dress code guidelines (gender appropriateness will apply):

1. Casual dress slacks/pants.
2. Male: Casual collared shirt or polo shirt. Female: Casual collared or non-collared shirt or polo shirt.
3. Blue jeans that are neat in appearance and promote a role model image (jeans with holes, faded, worn, or tattered jeans are not acceptable).
4. Sneakers and tennis shoes that are neat in appearance and promote a positive role-model image (soiled, worn, or tattered shoes are not acceptable).
5. No Crocs, flip flops, or beach sandals will be permitted.
6. Shirts, jerseys, or sweatshirts promoting the Forest Hills School District.
7. Hats will not be permitted at any time.
8. These days will be limited to the last day of the student week.
9. All staff members must pay to participate.

NOTE: Professional dress (shirts and ties) may be required at any time as per administration request and will be at the discretion of administration. Example given: parent/teacher conferences, inservice days with guest from outside the district, etc.

It is the responsibility of each faculty member and administrator to maintain an academic environment conducive to the positive educational development of all students and fellow faculty members. This standard of professional conduct requires each member to behave in a manner which is free of intimidation and harassment.[2]

Employees of the Forest Hills School District are expected to be professional in their relationships with staff, administration, students, parents/guardians, and guests.

Lunch Schedules

Lunch schedules for the school year will be distributed prior to the beginning of the school year. Please note that the administration may have to adjust lunch schedules as needed. Such changes will be communicated with the staff.

Inclusion Of Students With Special Needs

Failure to comply with the identified modifications and specially designed instruction could have personal and district repercussions as per federal law. Please include Special Needs students in all homeroom/seasonal activities, including pictures taken of the craft/event.

An Individualized Education Program (IEP) and all of its components, including Specially Designed Instruction (SDI), are legal documents protected under state and federal law. All students identified for support services (including learning support, emotional support, speech and language, hearing, and gifted education) who are participating in the general education setting must have their specified accommodations, modifications, and supports fully implemented.

General education teachers are responsible for understanding and implementing all provisions outlined in a student's:

- IEP (Special Education)
- GIEP (Gifted Individualized Education Plan)
- Section 504 Accommodations Plan

If you have any questions about a student's plan or how to provide the appropriate support, please reach out to the relevant Special Education Teacher, Gifted Support Teacher, School Counselor, or Building Administrator.

Failure to comply with the identified modifications and specially designed instruction could have personal and district repercussions as per federal law. Please include Special Needs students in all homeroom/seasonal activities, including pictures taken of the craft/event.

Instructional Time

Professional employees are expected to make good use of instructional time, as every minute of instructional time is considered valuable. Teachers should aim to minimize downtime and distractions to maximize the effectiveness of learning opportunities. Ineffective classroom management results in the loss of instructional time and, consequently, student achievement. Instruction should begin at the scheduled time and should continue until the specified dismissal in order to maximize student engagement and time on task.

Observation/Evaluations

Tenured teachers will have at least one formal observation, one simplified observation, or participate in the differentiated supervision plan each year. Teachers who do not have tenure status will have a minimum of two formal observations each school year. Each formal observation will be accompanied by a post-observation conference at which time specifics of the observation relating to the commendations and recommendations will be discussed. Please refer to the collective bargaining agreement between Forest Hills School District and FHEA for additional information. Additionally, please refer to the Forest Hills School District Differentiated Supervision Schedule for the 2026-2027 School Year to see which faculty members must complete a formal observation.

Differentiated Supervision recognizes the level of experience, the effectiveness, and professionalism of teachers as well as the intensity and time commitment of the formal observation process using the Danielson Framework for Teaching. Differentiated Supervision provides a framework for professional growth designed to improve teacher effectiveness, instructional practices, and student achievement

The Cycle of Supervision is four (4) years in duration. For example, in a four-year Cycle of

Supervision where a teacher is assigned to the Formal Observation Model in the second year of the cycle, the teacher would be placed in Differentiated Supervision in years one, three, and four of the cycle.

Walk through observations will be conducted throughout the school year for all professional employees and will be unannounced.

Eligibility Criteria of the FHSD Differentiated Supervision Plan:

- Professional tenured employees who have received a Satisfactory summative evaluation in the previous two years (A Satisfactory performance rating using PDE Act 13 (formerly PDE 82-1 and 82-2 evaluations)).
- Newly hired tenured professional employees will be eligible to participate in Differentiated Supervision only after successfully completing the first year in the Formal Observation Model.
- Administration reserves the right to remove a teacher from Differentiated Supervision at any time and place the teacher in the Formal Observation Model or assign the teacher to a Performance Improvement Plan with Intensive Supervision.

*Note: Non-tenured professional employees will be assigned to the Formal Observation Model until they receive tenure. After receiving tenure, the professional employee will be placed in a Differentiated Supervision cycle.

Differentiated Supervision Modes:

- *Simplified Observation Mode*: Unannounced observation using the simplified Danielson Observation form with a post conference meeting.

- *Self-Directed/Action Research Mode*: Professional employees will develop a structured, on-going reflection of the practice related issue that aligns with one or several Danielson components. Professionals may work individually or in small groups to complete the action research project. Meeting notes, resources, data collection tools, and the results of the project will be shared with administration and/or with faculty.

Whenever an unsatisfactory rating is given, it is absolutely imperative that the District work with the employee to establish an action plan for improvement (professional improvement plan (PIP). Please be aware that the mere existence of a Professional Improvement Plan (PIP) may not be sufficient. The administration must demonstrate that they attempted to help the employee improve. Key components of the PIP include:

1. Clearly communicated goals and/or expectations.
2. Time frame for completion.
3. Monitoring and follow-up action by the responsible administrator.
4. Feedback to the employee.
5. A clear and continuous documentation trail.

Text Adoptions

The elementary building philosophy concerning new text adoptions is based on the premise that teachers use and, therefore, evaluate and make recommendations to administration. New

textbook adoptions are made in consultation and collaboration with the Assistant Superintendent and the building administration.

The administration strongly suggests the ongoing re-assessment of teacher-chosen curricular materials. Some things to consider are whether or not the current resources used are engaging for your current students and meeting the learners' needs and interests.

Use of Core Instructional Resources

The Forest Hills School District has invested in instructional resources that are expected to be used daily for core instruction. Using instructional resources daily for core instruction, with fidelity, is crucial for ensuring consistent, high-quality education. This practice helps maintain a structured learning environment, providing students with clear expectations and reliable support. Additionally, it promotes equity by ensuring all students have access to the same high-standard materials and teaching methods. Fidelity in using these resources also enables accurate assessment of student progress and the effectiveness of the instructional strategies employed.

Water Bottles

Students in grades Pre-K-6 are permitted to have water bottles in school. These bottles can be filled throughout the day at the water-bottle filling station. In the event that a student mishandles or uses the bottle for anything other than its intended purpose, this privilege may be revoked.

Recess

Recess is not a mandated part of the school day but is encouraged to support the wellness initiatives. However, the following guidelines must apply:

1) Students will go outside for recess if the temperature is at or above 33 degrees, and there is no precipitation.
2) In the event that the ground is wet, a grade-level representative will check their respective playground to determine whether recess is outdoors for the specific day.
3) K-6 students will receive approximately twenty to thirty (20-30) minutes of recess per day, depending on grade levels.
    a) Student discipline/consequences may result in a partial loss of recess time, but students are NOT to lose their full recess.
4) "Second recess" should be on a limited basis and will be at the discretion of administration.
5) Please remember to take a radio and communicate with the main office if you are taking your students out for ANY recess.
6) All students must be in the building by 3:00 PM. It is recommended that all teachers check their email and/or voicemail after returning to the classroom to ensure student updates are received in a timely manner.
7) Indoor recess consists of interactive play and activities within the classroom for students in grades K-5.
8) When an entire pod goes out for recess, there MUST be a minimum of 4 of the total pod teachers outside at one time. In order to provide optimal safety when working with large

numbers, student/supervisor ratios must be minimized.

9) From the balance of teachers, it is expected that one teacher will supervise a room within the pod for students not going outside (sickness, consequence, or make-up work). If the numbers not going outside are too large for one room, then a second room and another supervisor must be utilized.
10) Out of concern for the safety and welfare of the child, each teacher will devote his/her fullest attention to the supervision of specifically assigned duty stations. Teachers should not be congregating, but continuously moving around their assigned duty area, especially during recess.
11) Teachers should only take away time from recess from a student to complete missed work in extreme circumstances. Students should not lose recess time to make up general missing assignments for day-to-day absences.

Chromebook/Computer Cart Procedures

1. Chromebook and other mobile computers are purchased by the district to enhance educational opportunities for students and teachers.
2. These devices should be used to supplement solid instructional practices; they should not be used to supplant instruction.
3. These devices are only used for educational purposes; any other uses are strictly prohibited.
4. When sharing carts between and among teachers, sign-out procedures should be mutually developed and followed by the sharing teachers to ensure equity in the availability and uses of the computers.
5. The following uniform procedures must be followed for students' use:
    a. Students must be assigned to a particular mobile device. Each mobile device is tagged with a number.
    b. A daily sign-out sheet must be maintained accurately to record the students' names and assigned computer numbers.
    c. Students must gently remove the charging cord from the computer before using it. Conversely, when returning the computer, students must insert the charging cord in the designated area of the computer, and place the device into the correctly numbered spot in the cart.
    d. When transporting the chromebook/laptop computer, students must carry it with both hands.
    e. Before using the device, students should be encouraged to inspect it quickly for any damages; any and all damages must immediately be reported to the teacher.
6. When logging onto the Chromebook, students must use their school-issued Google credentials.
7. When using any school-issued electronic device, students must use Google by signing in with their school-issued account credentials.
8. Students are reminded that *GoGuardian*, a web filtering, monitoring, and management system, is utilized by the Forest Hills School District. Therefore, students' web activities are being monitored and recorded by *GoGuardian*.
9. Computer use must be closely monitored by teachers, including the retrieval and return of the computers to the docking carts.
10. Any misuses or damages of the computer must be reported to the building administration immediately.

Office Regulations

1. Only office secretaries, administrators, and those teachers assigned to the office shall be permitted in restricted areas.
2. Students must report to the office secretaries before seeing the principal or assistant principal. During morning arrival, students must check in with their teacher before reporting to the office.
    a. For the safety of students, do not send students to the office (for disciplinary reasons) unannounced.
3. Check email and mailboxes upon arrival at work, at lunchtime, and before leaving in the evening to get phone messages or notices that might be important. You are asked to use your key to retrieve mail from your mailboxes. ~~Secretaries should not be asked to get teachers' mail for them.~~
4. To maintain confidentiality, students are not permitted to pick up materials from teacher mailboxes or carry confidential information.
5. For building safety and for unexpected absences from school, teachers' room keys must be placed in their mailboxes every day before leaving.

Workstations

Teacher work stations are located in Pods B and E. Laminators, refrigerators, coffee pots, and other necessary preparatory items will be located in these areas. Remember to leave the work stations neat and orderly. The workstation doors should remain closed at all times. Please be certain to empty the refrigerator of old/spoiled items regularly.

Teacher Lunches

Out of concern to maintain a sense of professionalism as relates to teacher lunches and/or snacks, we will observe the following:

1. Cafeteria purchased lunches and/or coffee purchases are not confined to the staff dining area.
2. Food/beverage items will not be consumed while in a teaching/student supervision situation.
3. Coffee/Tea cups must be covered if transporting the beverage from one area to another in order to avoid accidental spillage.
4. If students are used to return lunch trays, one student is never permitted to carry more than one tray.
5. All trays must be returned to the cafeteria by 1:00 PM on the day in which a lunch is purchased. ~~If after 1:00 PM, please return the next morning.~~

Exhibits/Displays

Exhibits and displays (whether wall type or tabletop in classrooms and halls) are an integral part of the teaching/learning atmosphere in every student-centered elementary school. It is expected

that teachers display students' work. When preparing an exhibit, the following will be observed:

1. Tack Board – It is preferred that teachers use thumbtacks or straight pins. Use of staples is discouraged because they end up in the carpeting, causing punctures in cleaner bags.
2. Metal Walls – Use magnets only: E-Z up clips and tape are not to be used on metal walls.
3. Brick Walls – Use of E-Z up clips for individual display items or as supports for a corrugated paper background is recommended. The corrugated paper serves as a good base for straight pin attachments.
4. Drywall – Do not hang any displays on the drywall.
5. Mobiles – Use only specifically manufactured clips to hang displays from ceiling tile grids.
6. Carpeting – Please DO NOT use masking/duct tape on the carpeted floor. Velcro strips are permitted. *Please remember to change displayed student work/decorations regularly.
7. White Boards - Be careful in selection of magnets used on white boards. Some magnets ("magnet man") damage the whiteboards due to the metal surrounding the magnet.

DO NOT USE packing tape, masking tape, duct tape, hot glue, superglue, or any other strong adhesives to hang things up on the walls as these adhesives damage the drywall/paint and are time consuming to fix. The use of Mavalus tape is recommended when hanging items on the walls as it is less likely to cause damage to any surface.

When putting up decorations or displays for a special event, please make sure that they are taken down within 3 school days of the event.

Photocopying

To ensure efficient and consistent support for staff copying and printing needs, please refer to the Printing & Copying Protocol Procedures.

Morning Video Announcements

Teachers are to view the morning announcements on the Forest Hills YouTube Channel each morning with their homerooms.

Building Furniture

Furniture locations throughout the building have been apportioned as follows:

a. If immovable - by the building architect through the district administration on a "functional" and "aesthetic" basis.
b. If movable - by the building administration on a "need" and "equity" basis.

Using this rationale for furniture locations, it is expected that NOTHING be moved without discussion with the administration. Furniture if purchased by the district and is property of the Forest Hills School District. At times, based on student needs, furniture must be reallocated within the building and may be removed from one location and placed in another.

Evacuation Drill Procedures

The purpose of a fire/evacuation drill is to familiarize students and staff with procedures and guidelines that are essential in safely evacuating the building in case of a fire. All rooms must have fire exit signs posted, giving students directions to follow in exiting the building. Fire Drills will generally be announced.

Rules in Evacuating the Building:

1. The principal and/or designee only have authority to sound the alarm for a fire drill. In case of an actual fire, the person detecting the emergency should immediately sound the alarm.
2. All students and staff should report to their designated zones.
3. Teachers should be sure the building doors close and secure behind them and their students if their classroom is the last group to exit.
4. The teacher assumes the responsibility to signal the students to quietly line up and begin exiting the rooms in an orderly fashion. Students are not to talk, laugh, or push while exiting the building. Students should exit the building in a single-file manner.
5. The teacher is to make certain that the lights are off, and all students are lined up for exiting the building. The teacher is also reminded to close the classroom door after all persons have exited the room. All teachers are to report to their designated area outside the building.
6. Emergency folders and student accountability rosters must be taken with the teacher when evacuating the building.
7. The teachers appointed to outdoor zones are responsible for taking a walkie-talkie with them upon exiting the building.
8. Once the building is deemed safe, a signal to return to class will be given by the principal.

As safety procedures are being updated and changed, teachers are to familiarize themselves with and follow these new protocols as they are updated by the administrative team.

Emergencies and Evacuations

Teachers are to adequately familiarize students as to the proper procedures for emergency situations. Various disaster, emergency, and evacuation drills will be practiced throughout the school year. Teachers should refer to Forest Hills School District Crisis Response Threat Assessment Handbook for a complete overview of their responsibilities and the proper protocols associated with the District's comprehensive emergency procedures. All changes to disaster, emergency, and evacuation plans will be communicated to staff and students. The FHSD Crisis Response Threat Assessment Handbook must be kept in each classroom for the teacher, substitute, or any other adult to access, if needed.

Parking

It is expected that when parking a vehicle, all personnel will show respect for the following

limitations:

1. Keep within the line divisions. To deviate from the lines during times when they are unobstructed is inexcusable. During periods when the lot is snow covered, wandering is possible and tolerable, however, not to a point of absurdity. Effective plowing of the thruways is hampered by those who overextend the zones.
2. Except for loading or unloading something, and only when there are no buses, parking around the sidewalk FIRE LANE and bus loading zones is prohibited.
3. People who are identified as handicapped have an area reserved for parking near the district office.

Note: Violations to the parking guidelines will be addressed by the administration.

Building Security

In an ongoing attempt to provide safety for the students and adults who work within the confines of our building, we need to perceive the following as a positive approach toward traffic control of visitors.

1) Procedures:
   If you see a stranger (junior or senior high school student or adult) traveling throughout the building without displaying the verified CrisisGo tag either:
   a) Escort him/her to the office (if not abandoning your students).
   b) Ask him/her to wait while you notify the office from a nearby phone.

2) Entrance Accessibility:
   a) Equally as important as knowing "who" is in our building and "why" is limiting the number of accessible entrances to the building. Visitors must report to the main doors where intercom and video security is present.

   b) Teachers' proximity ID badge will access the doors with a proximity card reader Monday - Friday from 6:00 AM to 8:30 PM on the days school is in session. The main entrance must be used between 6:00 PM - 8:30 PM. There is no weekend/holiday access due to facilities staff assignments, hours, etc.

   c) After scanning their ID badge, when using the main entrance, staff will also need to enter their four digit personalized code. <u>Opening exits for ventilation purposes is not permitted</u>.

Note: All employees must wear their identification badges at <u>ALL</u> times while in the building. All exit doors should be locked and secured at all times.

3) Metal Detectors/OpenGate:
   The district owns and may use metal detectors at the discretion of the administration and/or in partnership with the School Resource Officer. These units may be used without advance notice for both adults and students throughout the building and grounds. Teachers should plan to walk through metal detectors in order to model and set a good example for students.

4) General Door Security Guidelines:
    a) Please be sure to check the exit doors have latched upon reentering the building at all times, especially when returning to the building with students.
    b) Do not prop open and leave an outside door unattended.
    c) Do not hold the door open for parents or visitors.

Invitations to Classrooms/Activity Visitations

Throughout the school year, teachers may wish to invite parents and community members to various in-house activities (teas, parties, plays, etc.). While home and school connections are essential in a child's education, it is incumbent on the school district to consider the safety of students and the overall security of the building. With that being the case, the following guidelines must be followed:

1. All events must be pre-approved by the office at least two (2) weeks prior to the event.
2. On large event days (e.g., graduations, recognitions, concerts, etc.), no other classroom events may be scheduled.
3. All visitors must be scanned through the CrisisGo System. To minimize the congestion, visitors, who have not been previously scanned through the CrisisGo System, should have their valid driver's licenses pre-scanned before the date of the scheduled event. A list of attendees must be given to the office one (1) week before the event. The office will print the tags in advance.
4. When notifying parents of a planned event, the teacher's note home must explain the CrisisGo procedures, including the need to have licenses pre-scanned two (2) weeks prior to the event.
5. If students will be dismissed with parents after the scheduled event, the office must be notified one (1) day in advance.

Large Group Instruction (LGI), Multipurpose Room (MPR)

Realizing the numerous demands that are placed on our limited large-space activity areas, the following utilization guidelines will apply:

a. Regardless of the intended use, the Large Group Instruction Room and Multi-purpose Room must be signed out by using FMX. For the main office conference rooms and other designated areas in the building teachers are to consult the scheduling Google Doc and contact a secretary.

Drug/Tobacco Policy

To maintain drug/tobacco-free buildings, the School Board has adopted the following District Policy:

1. A Drug and Substance Abuse Policy, which in essence is Act 191 of the general Assembly of

Pennsylvania, is in effect. This Act and our policy provide for termination of any employee of the school district who is convicted of certain drug-related offenses.

2. A School Tobacco Control Policy prohibits the use of tobacco in any form, by employees and non-employees in the school building or on school property during school hours, work hours or during school related activities.

Correspondence/Communication to Parents/Guardians

It is good practice to communicate regularly with parents, highlighting not only negatives but more often the positives. When sending negative communication home, please notify only the parents of the parties involved and avoid sending classwide negative messages about behaviors that only involve certain students. Keeping parents informed of what is happening at school is a responsibility that must be shared by all members of the professional staff. Correspondence mailed or sent home with students may be reviewed by the building principal, the director of educational and student services, or the superintendent. All correspondences to parents/guardians via the mail must have the address typed on a label or typed directly on the envelope. DO NOT hand write addresses on envelopes. It is also recommended that teachers keep a phone log of all calls home to parents. Field trip permission forms MUST be approved by administration prior to student distribution. Communication apps are permitted, but be mindful of parents' requests to not have their student(s) photographed. If a parent attempts to contact you, please respond back within a reasonable timeline (24-36 hours).

PENNSYLVANIA'S CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS

235.1. Mission.The Professional Standards and Practices Commission (PSPC) is committed to providing leadership for improving the quality of education in this Commonwealth by establishing high standards for preparation, certification, practice and ethical conduct in the teaching profession.

235.2. Introduction.

a. Professional conduct defines interactions between the individual educator and students, the employing agencies and other professionals. Generally, the responsibility for professional conduct rests with the individual educator. However, in this Commonwealth, the Professional Standards and Practices Commission (PSPC) is charged with the duty to adopt and maintain a code for professional practice and conduct that shall be applicable to any educator. See section 5(a)(10) of the Educator Discipline Act (act) (24 P.S. § 2070.5(a)(10))
b. In recognition of the magnitude of the responsibility inherent in the education process and by virtue of the desire to maintain the respect and confidence of their colleagues, students, parents and the community, educators shall be guided in their conduct by their commitment to their students, colleagues and profession.
c. Violations of any of the duties prescribed by this chapter may be used as supporting evidence in disciplinary proceedings conducted by or on behalf of the PSPC under the act. Violations of this chapter may also be an independent basis for a public or private reprimand. Discipline for conduct that constitutes both a basis for discipline under the act and an independent basis for discipline under this chapter shall not be limited to a public or

private reprimand. Nothing in this chapter shall be construed to otherwise limit the Department of Education's authority to initiate an action under the act to suspend, revoke or otherwise discipline an educator's certificate or employment eligibility, or both.

d. Nothing in this chapter shall be construed or interpreted to require an educator to violate any of the doctrines, tenets, policies, or practices of any religious or religiously-affiliated school in which that educator is employed.

235.3a. Definitions.The following words and terms, when used in this chapter, have the following meanings, unless the context clearly indicates otherwise:
Act—The Educator Discipline Act (act) (24 P.S. §§ 2070.1a—2070.18c).
Boundaries—The verbal, physical, emotional and social distances between an educator and a student.
Educator—As defined in section 1.2 of the act (24 P.S. § 2070.1b).
Electronic communication—A communication transmitted by means of an electronic device such as a telephone, cellular telephone, computer, computer network, personal data assistant or pager, including e-mails, text messages, instant messages and communications made by means of an Internet web site, such as social media and social networking web sites, or mobile device applications.
Harm—The impairment of learning or any physical, emotional, psychological, sexual or intellectual damage to a student or a member of the school community.
School entity—As defined in section 1.2 of the act (24 P.S. § 2070.1b).
Sexual misconduct—As defined in section 1.2 of the act (24 P.S. § 2070.1b).
Unauthorized drugs—Any controlled substance or other drug possessed by a person not authorized by law to possess such controlled substance or other drug.

235.5a. Commitment to students.

a. The primary professional obligation of educators is to the students they serve.
b. In fulfillment of the commitment to students, educators:
    1. Shall exercise their rights and powers in good faith and for the benefit of the student.
    2. Shall maintain appropriate professional relationships and boundaries with all students at all times, both in and outside the classroom.
    3. Shall not sexually harass students or engage in sexual misconduct.
    4. Shall exert reasonable effort to protect students from harm.
    5. Shall not intentionally expose a student to disparagement.
    6. Shall exhibit consistent and equitable treatment and shall not unlawfully discriminate against students.
    7. Shall not interfere with a student's exercise of political or civil rights and responsibilities.
    8. Shall not knowingly or intentionally distort or misrepresent evaluations of students or facts regarding students.
    9. Shall not knowingly or intentionally misrepresent subject matter or curriculum.
    10. Shall respect a student's right to privacy and comply with all Federal and State laws and regulations, and local policies concerning student records and confidential communications of students.
    11. Shall not be on school premises or at a school-related activity involving students, while under the influence of, possessing or consuming alcoholic beverages or illegal or unauthorized drugs.

12. Shall not furnish, provide, or encourage students or underage persons to use, possess or unlawfully distribute alcohol, tobacco, vaping products, illegal or unauthorized drugs or knowingly allow any student or underage person to consume alcohol, tobacco, vaping products, or illegal or unauthorized drugs in the presence of the educator.
13. Shall refrain from inappropriate communication with a student or minor, including inappropriate communication achieved by electronic communication. Inappropriate communication includes communications that are sexually explicit, that include images, depictions, jokes, stories or other remarks of a sexualized nature, that can be reasonably interpreted as flirting or soliciting sexual contact or a romantic relationship, or that comment on the physical or sexual attractiveness or the romantic or sexual history, activities, preferences, desires or fantasies of either the educator or the student. Factors that may be considered in assessing whether other communication is inappropriate include:
    i. the nature, purpose, timing and amount/extent of the communication;
    ii. the subject matter of the communication; and
    iii. whether the communication was made openly or the educator attempted to conceal the communication.

235.5b. Commitment to colleagues.

In fulfillment of the commitment to colleagues, educators:

1. Shall not knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.
2. Shall not knowingly and intentionally distort evaluations of colleagues.
3. Shall not sexually harass a colleague.
4. Shall not unlawfully discriminate against colleagues.
5. Shall not interfere with a colleague's exercise of political or civil rights and responsibilities.
6. Shall not use coercive means or promise special treatment to influence professional decisions of colleagues.
7. Shall not threaten, coerce or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.
8. Shall respect a colleague's right to privacy and comply with all Federal and State laws and regulations, and local policies concerning confidential health or personnel information.

235.5c. Commitment to the profession.

In fulfillment of the commitment to the profession, educators:

1. Shall comply with all Federal, State, and local laws and regulations and with written school entity policies.
2. Shall apply for, accept or assign a position or a responsibility on the basis of professional qualifications and abilities.
3. Shall not knowingly assist entry into or continuance in the education profession of an unqualified person or recommend for employment a person who is not certificated appropriately for the position.
4. Shall not intentionally or knowingly falsify a document or intentionally or knowingly make a misrepresentation on a matter related to education, criminal history, certification, employment, employment evaluation or professional duties.
5. Shall not falsify records or direct or coerce others to do so.

6. Shall accurately report all information required by the local school board or governing board, State education agency, Federal agency or State or Federal law.
7. Shall not knowingly or intentionally withhold evidence from the proper authorities and shall cooperate fully during official investigations and proceedings.
8. Shall comply with all local, State or Federal procedures related to the security of standardized tests, test supplies or resources. Educators shall not intentionally or knowingly commit, and shall use reasonable efforts to prevent, any act that breaches test security or compromises the integrity of the assessment, including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, providing unauthorized assistance to students, unauthorized alteration of test responses, results or data, and violating local school board or State directions for the use of tests.
9. Shall not accept or offer gratuities, gifts or favors that impair or appear to influence professional judgment, decisions, or actions or to obtain special advantage. This section shall not restrict the acceptance of de minimis gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.
10. Shall not exploit professional relationships with students, parents or colleagues for personal gain or advantage.
11. Shall use school funds, property, facilities, and resources only in accordance with local policies and local, State and Federal laws.

Complaint Procedures for Extracurricular Activities

The Forest Hills School District, in conjunction with its extracurricular staff, will follow the five-step procedure listed below. The order of this line of communication must be followed if you elect to pursue any concern you may have with regard to the extracurricular program.

1. Head Coach/Advisor
2. Athletic Director (if related to a sports program)
3. Building Principal
4. Superintendent
5. Board of Education

The information provided in this “Communication Guide” is intended to help the parent/guardian and student have a rewarding and enjoyable extracurricular experience.

Pennsylvania Education for Children and Youth Experiencing Homelessness Program

The Pennsylvania Education for Children and Youth Experiencing Homelessness Program (PA ECYEH Program) assures execution of the federal legislation, *McKinney-Vento Homeless Assistance Act of 1987.* The Act defines the term “homeless children and youth” as individuals who lack a fixed, regular, and adequate nighttime residence. Implementation of this program ensures that homeless children and youth have equal access to the same, free, appropriate, and

public education, including preschool education, as provided to other children and youth.

Rights of Homeless Children & Youth include:

- Continuing their education in their current school, and provide transportation to that school, (if feasible);
- Immediate enrollment in the school district where they are temporarily housed;
- Assistance with obtaining school records (*Note: lack of school records may not affect the right to immediate enrollment*);
- Participation in all applicable school programs, including supplementary instructional programs, field trips, and other enrichment activities as well as after-school recreational programs, etc.;
- Assistance with school-related expenses, such as for supplies, clothing, uniforms, meals, etc.

Each school district in the United States has a designated Homeless Liaison. This person is responsible for assuring that each homeless child or youth receives all the services guaranteed by federal law. Dr. Rob Dill, Assistant Superintendent, is the Forest Hills School District Homeless Liaison. Please Contact Dr. Dill at (814) 487-7613 EXT: 3206 or rdill@fhrangers.org if you have additional questions or need assistance.

Electronic Instructional Materials

All classrooms are equipped with the ability to share electronic materials with students. The infusion of all types of media into the curriculum is supportive of the multi-sensory approach to teaching/learning. We must, however, use these materials the same as any other curriculum support - in moderation and fully previewed by the instructor and/or department chair.

“Previewed by the instructor and/or department chair” means:

- Prior to use with students, all full length films will be reviewed by the instructor and the department chair and, in their best professional judgment. deemed acceptable for classroom viewing with appropriate curriculum connections.
- Prior to use with students, all segments of full length films will be reviewed by the instructor and, in their best professional judgment, deemed acceptable for classroom viewing with appropriate curriculum connections.

“In moderation” means the following guidelines:

- Full length film rating grade level guidelines:
    - Pre-K - Grade 12 -- G rated
    - Grade 4 - Grade 6 -- PG rated
    - Grade 7 - Grade 12 -- PG-13 rated
- R rated full length films are not permitted

Showings of full length films are limited to three (3) per class throughout the year. Showings and costs may be shared among grade levels; however, the three (3) per class limitation prevails.

- Showing dates are at the teachers’ discretion.
- Whenever a full length film is shown, the teacher must submit the “Full Length Film Viewing” form to the principal and seek administrative approval at least one week prior to showing

the film.

- Administrators must be made aware of the movie rating, which teacher previewed the movie, a concise rationale written to explain the curriculum connections, what classes will be viewing the movie, and the anticipated date of viewing. Any full length film shown in its entirety in one setting, even if for curriculum, will be counted towards the 3 movie limit.
- The "Parent/Guardian Full Length Film Viewing Permission" form is sent home to parents/guardians at least a week in advance of the intended showing date.
    - Only students who return the signed by a parent/guardian may view the film.
    - If a student does not return the form, the teacher must provide the student with an alternate appropriate activity in a supervised setting.
        - This setting may not include the office area where it may be viewed as a punishment.
- Administration must approve the movie prior to any notification going home to parents.
- Full Length Film Permission Forms can be found on the X-Drive.

ANNEX A

TITLE 22. EDUCATION

Part XIV. Professional Standards and Practices Commission

Chapter 235. Code of Professional Practice and Conduct for Educators

Section
235.1 Mission
235.2. Introduction
235.3 Purpose
235.4. Practices
235.5 Conduct
235.6 Legal Obligations
235.7 Certification
235.8 Civil Rights
235.9 Improper personal or financial gain
235.10 Relationships with students
235.11 Professional relationships

Section 235.1.Mission

The Professional Standards and Practices Commission is committed to providing leadership for improving the quality of education in this Commonwealth by establishing high standards for preparation, certification, practice and ethical conduct in the teaching profession.

Section 235.2 Introduction

a. Professional conduct defines interactions between the individual educator and students, the employing agencies and other professionals. Generally, the responsibility for professional conduct rests with the individual professional educator. However, in this Commonwealth, a Code of Professional Practice and Conduct (Code) for certificated educators is required by statute and violation of specified sections of the Code may constitute a basis for public or private reprimand. Violations of the Code may also be used as supporting evidence, though may not constitute an independent basis, for the suspension or revocation of a certificate.

The Professional Standards and Practices Commission (PSPC) was charged by the act of December 12, 1973 (P.L. 397, No. 141) (24 P.S. S12-1251--12-1268), known as the Teacher Certification Law, with adopting a Code by July 1, 1991. See 24 P.S. S12-1255 (a) (10).

b. This chapter makes explicit the values of the education profession. When individuals become educators in this Commonwealth, they make a moral commitment to uphold these values.

Section 235.3 Purpose

a. Professional educators in this Commonwealth believe that the quality of their services directly influences the Nation and its citizens. Professional educators recognize their obligation to provide services and to conduct themselves in a manner which places the highest esteem on human rights and dignity. Professional educators seek to ensure that every student receives the highest quality of service and that every professional maintains a high level of competence from entry through ongoing professional development. Professional educators are responsible for the development of sound educational policy and obligated to implement that policy and its programs to the public.

b. Professional educators recognize their primary responsibility to the student and the development of the student's potential. Central to that development is the professional educator's valuing the worth and dignity of every person, student and colleague alike; the pursuit of truth; devotion to excellence; acquisition of knowledge; and democratic principles. To those ends, the educator engages in continuing professional development and keeps current with research and technology. Educators encourage and support the use of resources that best serve the interests and needs of students. Within the context of professional excellence, the educator and student together explore the challenge and the dignity of the human experience.

Section 235.4 Practices

a. Professional practices are behaviors and attitudes that are based on a set of values that the professional education community believes and accepts. These values are evidenced by the professional educator's conduct toward students and colleagues, and the educator's employer and community. When teacher candidates become professional educators in this Commonwealth, they are expected to abide by this section.

b. Professional educators are expected to abide by the following:
    i. Professional educators shall abide by the Public School Code of 1949 (24 P.S. Section 1-101--27-2702), other school laws of this Commonwealth, sections 1201 (a) (1), (2) and (4) and sections 1201 (b) (1), (2) and (4) of the Public Employee Relations Act (43 P.S. Section 1101.1201 (a) (1), (2) and (4), and 1101.1201 (b) (1), (2) and (4), and this chapter.
    ii. Professional educators shall be prepared, and legally certified, in their areas of assignment. Educators may not be assigned or willingly accept assignments they are not certified to fulfill. Educators may be assigned to or accept assignments outside their certification area on a temporary, short-term basis.

1. Examples: A teacher certified in English filling in a class period for a physical education teacher who has that day become ill; a substitute teacher certified in elementary education employed as a librarian for several days until the district can locate and employ a permanent substitute teacher certified in library science.

iii. Professional educators shall maintain high levels of competence throughout their careers.

iv. Professional educators shall exhibit consistent and equitable treatment of students, fellow educators and parents. They shall respect the civil rights of all and not discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocational interest. This list of bases of discrimination is not all-inclusive.

v. Professional educators shall accept the value of diversity in educational practice. Diversity requires educators to have a range of methodologies and to request the necessary tools for effective teaching and learning.

vi. Professional educators shall impart to their students' principles of good citizenship and societal responsibility.

vii. Professional educators shall exhibit acceptable and professional language and communication skills. Their verbal and written communications with parents, students, and staff shall reflect sensitivity to the fundamental human rights of dignity, privacy and respect.

viii. Professional educators shall be open-minded, knowledgeable and use the appropriate judgment and communication skills when responding to an issue within the educational environment.

ix. Professional educators shall keep in confidence information obtained in confidence in the course of professional service unless required to be disclosed by law or by clear and compelling professional necessity as determined by the professional educator.

x. Professional educators shall exert reasonable effort to protect the student from conditions which interfere with learning or are harmful to the student's health and safety.

Section 235.5 Conduct

Individual professional conduct reflects upon the practices, values, integrity and reputation of the profession. Violation of Section 235.6--235.11 may constitute an independent basis for private or public reprimand, and may be used as supporting evidence in cases of certification suspension and revocation.

Section 235.6 Legal obligations

a. The professional educator may not engage in conduct prohibited by the act of December 12, 1973 (P.L. 397, No. 141) (24 P.S. Section 12-1251--12-1268), known as the Teacher Certification Law.
b. The professional educator may not engage in conduct prohibited by:
    i. The Public School Code of 1949 (24 P.S. Section 1-101---27-2702) and other laws relating to the schools or the education of children

ii. The applicable laws of the Commonwealth establishing ethics of public officials and public employees, including the Public Official and Employee Ethics Law, Act of October 4, 1978 (P.L. 883, No. 170) as amended, 65 P.S. Section 401--413.

c. Violation of subsection (b) shall have been found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

Section 235.7 Certification

The professional educator may not:

1. Accept employment, when not properly certificated, in a position for which certification is required.
2. Assist entry into or continuance in the education profession of an unqualified person.
3. Employ, or recommend for employment, a person who is not certificated appropriately for the position.

Section 235.8 Civil Rights

The professional educator may not:

1. Discriminate on the basis of race, National or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition or vocational interest against a student or fellow professional. The list of bases of discrimination is not all-inclusive. This discrimination shall have been found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.
2. Interfere with a student's or colleague's exercise of political and civil rights and responsibilities.

Section 235.9 Improper personal or financial gain.

The professional educator may not:

1. Accept gratuities, gifts or favors that might impair or appear to impair professional judgment.
2. Exploit a professional relationship for personal gain or advantage.

Section 235.10 Relationships with students.

The professional educator may not:

1. Knowingly and intentionally distort or misrepresent evaluations of students.
2. Knowingly and intentionally misrepresent subject matter or curriculum.
3. Sexually harass or engage in sexual relationships with students.
4. Knowingly and intentionally withhold evidence from the proper authorities about violations of the legal obligations as defined within this section.

Section 235.11 Professional relationships

The professional educator may not:

1. Knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.
2. Knowingly and intentionally distort evaluations of colleagues.
3. Sexually harass a fellow employee.
4. Use coercive means of promising special treatment to influence professional decisions of colleagues.
5. Threaten, coerce or discriminate against any colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations or standards.

HAZING - District Policy #247

The purpose of this policy is to maintain a safe, positive educational and extra-curricular environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the Forest Hills School District and are prohibited at all times.

Hazing shall hereafter be defined as any intentional, knowing or reckless act, occurring on or off School District property, by one person alone or acting with others, directed against a student, that endangers the mental or physical health or safety of a student for the purpose of initiation or membership in or affiliation with any organization whose members are or include students of the Forest Hills School District.

UNLAWFUL HARASSMENT - District Policy #248

The Board strives to provide a safe, positive learning climate for students in schools. Therefore, it shall be the policy of the district to maintain an educational environment in which harassment in any form is not tolerated.

The board prohibits all forms of unlawful harassment of students and third parties by all district students and staff members, contracted individuals, vendors, volunteers, and third parties in the schools. The Board encourages students and third parties who have been harassed to promptly report such incidents to the designated employees.

The Board directs that complaints of harassment shall be investigated promptly, and corrective action be taken when allegations are substantiated. Confidentiality of all parties shall be maintained, consistent with the district's legal and investigative obligations.

SAFE2SAY SOMETHING

Safe2Say Something is a youth violence prevention program run by the Pennsylvania Office of Attorney General. The program teaches youth and adults how to recognize warning signs and signals, especially within social media, from individuals who may be a threat to themselves or others and to "say something" BEFORE it is too late. Safe2Say Something can be accessed by calling 1-844-723-2729.

SUNSCREEN PROTECTION

In October of 2018, the Pennsylvania School Code was amended to include sun protection measures for students. Section 1414.10 (2) of the PA School Code allows for the use of a non-aerosol topical sunscreen product by students in school if:

- The product is approved by the Food and Drug Administration;
- The parent/guardian must submit a form allowing the student to use the topical sunscreen; and
- The student must submit a form stating that he/she is aware of the proper use, is familiar with the safety precautions of the product, and will handle the product appropriately.

The school district may rescind or restrict the use of the sunscreen if the student does not follow the school rules and/or the student is unwilling or unable to keep the non-aerosol sunscreen product guarded from other students' use.

Forest Hills Elementary School

PO Box 290
547 Locust Street
Sidman, PA 15955
(814) 487-7613
(814) 487-4404 Fax
www.fhrangers.org

STUDENT HANDBOOK 2026-2027

A MESSAGE FROM THE ELEMENTARY ADMINISTRATION

Welcome to another exciting year at Forest Hills Elementary School! We are thrilled to partner with you in making the 2026–2027 school year a successful and rewarding experience for your child.

At Forest Hills, our dedicated staff is committed to creating a safe, supportive, and engaging learning environment where every student can grow academically, socially, and emotionally. We recognize and celebrate each child's unique strengths while providing meaningful opportunities to learn, explore, and achieve.

A strong partnership between home and school is essential to student success. Your encouragement, involvement, and support from fostering positive learning habits at home to promoting regular attendance, make a lasting difference in your child's educational journey.

Please take a few moments to review this handbook with your child. It contains important information about our school, expectations, and procedures, along with several updates for the 2026–2027 school year.

The administration and Board of Education reserve the right to revise, modify, or update the policies and procedures outlined in this handbook as needed throughout the school year. While changes may not be reflected immediately in this printed version, families and students will be informed of any significant updates in a timely manner.

Through the years our loyalty
Will remain with thee
In Forest Hills we'll place our trust
For everyone to see
We'll cherish all our chosen goals
No matter what fate wills
In victory or in defeat
We're true to Forest Hills

WELCOME

Welcome to Forest Hills Elementary School. The administrators, educational faculty, and support personnel sincerely hope that this, and all of the school years at the elementary, will be filled with meaningful and exciting experiences. Our goal is to make our students the best people they can be. We look forward to a future of positive accomplishments.

FOREST HILLS SCHOOL DISTRICT MISSION

The Forest Hills School District will develop career, college, and future-ready graduates in a learning environment that fosters perseverance, innovation, leadership, and a commitment to excellence.

FOREST HILLS SCHOOL DISTRICT VISION

The vision of Forest Hills School District is to promote personal and educational excellence and to empower our students to be career, college, and future-ready graduates who are capable of making a positive impact in the community and beyond.

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HANDBOOK/PURPOSE

The information in this handbook is provided to the students of Forest Hills Elementary School with the purpose of keeping the parents and students informed of the many responsibilities and expectations of school life. We urge you to read and discuss this handbook together.

PHILOSOPHY

Our philosophy is to prepare students for the future by creating an environment where students learn to persevere, to be creative, to lead, and to always do their best. We strive to create an outstanding educational setting where staff, students, and families treat each other with respect. To accomplish this goal, we promote a safe and positive culture where all students feel a sense of belonging. We encourage our students to develop a growth mindset where they feel comfortable taking educational risks and learning from their mistakes.

NON-DISCRIMINATORY STATEMENT

The Forest Hills School District does not discriminate in educational programs, activities or employment practices based on race, color, national origin, sex, disability, age, religion, ancestry, or any other legally protected classification. This policy is in accordance with state and federal laws, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990.

PERSONNEL

BOARD OF SCHOOL DIRECTORS

- Galen George – President
- Dr. Richard Knavel – 1st Vice President
- Deborah Petrunak – 2nd Vice President
- Todd Allison – Member
- Dr. Tim Ondrejik – Secretary
- Dr. Brady Hamady – Member
- Dr. Brandi Penatzer – Member
- Daryl Bodenschatz – Treasurer
- Colleen Wolfhope – Assistant Secretary/Treasurer
- Ronald Repak Esq. -- Solicitor

ADMINISTRATION

- Dr. David Lehman - Superintendent
- Dr. Rob Dill - Assistant Superintendent
- Lucas Jacobs - Director of Federal Programs/Elementary Principal
- Elissa Boyd - Elementary Assistant Principal
- Rebecca Roberts - Coordinator of Student Services
- Olivia Kudlawiec - School Psychologist
- Jesslyn Anslinger - Food Service Director

SECRETARIES

- Regina Fyock – Elementary Office
- Annette Shaffer – Elementary Office
- Amanda Wagner – Attendance Secretary/Elementary Office
- Bernice Cononie – Student Services Office
- Jill Wolfhope – Food Services

ELEMENTARY FACULTY

Tammy Bachota
Kristin Bahorik
Lindsay Baker
Hannah Balog
Angela Beyer
Megan Bodie
Dana Bolvin
Anthony Brezovec
Matthew Brilhart
Trey Butterworth
Ann Carpenter
Denon Carpenter
Dillion Charlton
Kelsey Colosimo
Rebecca Daly
Alayna Elliott
Julie Eppley
Nancy Fagan
Staci Faith
Mindy Jani
Autumn Jones
Jake Kearney
Julia Kehn
Nicole Kerr
Jaclyn Klein
Kayla Krise
Ron Kulback
Scott Lashinsky
Cassandra Layman
Kara Lazer
Kaitlyn Leach
Alayna Lehman
Tracy Locher
Elise Long
Heather Manges
Elise Markum
Kimberly Mayes
Jennifer Miller
Michael Pasierb
David Pcola
Jennifer Poldiak
Mattison Rambish
Ann Ray
Sarah Senft
Megan Shaffer
Cynthia Shilcosky
Nate Shilcosky
Nicole Shope
Carissa Sinosky
Christina Stiffler
Eric Stone
Lindsay Stopko
Jody Summits
Melanie Trybus
Jena Tully
Amanda Vescovi
Becky Wehner

Denae Fogle
Maria Gibson
Wendy Gordon
Krista Hershberger
Dianna Hupkovich
Noelle Miller
Jamie Montag
Julia Myers
Kelly Myers
Bonnie Nadonley
Lauren Yakicic
Kaitlyn Young
Courtney Zaramba

Elementary Dean of Students: Dillion Charlton

Dean of Special Education Operations: Cassandra Layman

OPERATIONAL DAY

- Normal Operation
    - Kindergarten - 6th grade normal operational hours are from 8:15 AM to 3:10 PM.
    - AM Pre-K normal operational hours are from 8:45 AM to 11:25 PM.
    - PM Pre-K normal operational hours are from 12:15 AM to 2:55 PM.
- Early Dismissal
    - Kindergarten - 6th grade early dismissal hours are from 8:15 AM to 11:55 PM.
    - AM Pre-K early dismissal hours are from 8:45 AM to 10:45 PM
    - PM Pre-K does not have school on early dismissal days.
- Two-Hour Delay
    - Kindergarten - 6th grade will operate from 10:15 AM to 3:10 PM.
    - AM Pre-K does not have school when there is a two-hour delay.
    - PM Pre-K will use their normal operational hours, 12:15 PM to 2:55 PM.

SCHOOL RESPONSIBILITIES

The school is responsible for students and student behavior during the following times:

1. During the instructional hours of the school day in school.
2. During the instructional hours of the school day on school district property.
3. On school district vehicles, whether they are owned, rented, leased, or contracted.
4. At the bus stop prior to school and immediately after disembarking the bus after school.
5. At school district events held before, during, or after school that are directly observed and supervised by school district staff.

STUDENT RESPONSIBILITIES

It is the belief of the Forest Hills School District that all students have a responsibility to behave in a manner that neither prevents teachers from teaching nor students from learning, nor violates the basic rights of any individual in the school community. With this in mind, each student in the Forest Hills Elementary School is expected to accept responsibility for his/her own actions. To do so, students should:

1. Respect the rights of others, including his/her right to secure an education in an environment that is orderly and disciplined.
2. Attend school on a regular basis.

3. Arrive to school and all classes on time.
4. Maintain personal cleanliness, neatness, good grooming, and safety.
5. Respect school property and help to keep it free from damage. Reimbursement is necessary for damage to books or property.
6. School personnel share in the responsibility of behavior and discipline from the time a student enters school until he/she leaves school, as well as during any sponsored activities.
7. Make an effort to do his/her best work.
8. Show self-control at all times, including walking/traveling to and from school.
9. Obey school regulations and rules made by school authorities.
10. Maintain an atmosphere that is conducive to learning and personal growth.
11. Look out for and be aware of the safety and well-being of other students. If the safety of others is in jeopardy, students should contact their teachers, guidance counselor, or principal
12. Refrain from making any type of threatening statement to staff or students.
13. Students should leave personal belongings, including toys, trinkets, fidgets, and other non-school items, at home unless their use has been approved in advance by school personnel for educational or other school-related purposes. The school is not responsible for lost, stolen, or damaged personal items brought to school without approval.

Cafeteria/Lunchtime Expectations

While in the cafeteria, students are expected to follow all school rules, but we encourage them to remember the following as well:

- Students are expected to sit at their table and speak at a reasonable volume to peers while eating; this is not a time to visit other tables or areas of the cafeteria.
- Students are expected to clean up after themselves. If you make a mess, you will be responsible for cleaning it up.
- Refrain from touching or throwing items into the tray/food of other students. Keep hands, etc. confined to your own personal space.

POSITIVE BEHAVIORAL INTERVENTIONS & SUPPORTS (PBIS)/ RANGER PRIDE PLEDGE

To continue to improve our school culture and climate, Forest Hills Elementary School utilizes the Ranger Pride Pledge to create a positive school climate that fosters making good choices, being kind, being responsible, and showing respect. The Ranger Pride Pledge, tailored to the needs of the Forest Hills Elementary School, is part of PBIS (Positive Behavioral Interventions and Supports).

PBIS is a school-wide, evidence-based program that is designed to create and maintain a positive, safe, consistent, and more effective school climate while also providing consistent consequences for inappropriate behaviors. The Ranger Pride Pledge reinforces expected behaviors. The goal of the Ranger Pride Pledge is to encourage all students to be socially and behaviorally successful.

Ranger Pride Pledge Expectations: The Ranger Pride Pledge defines four categories of expected behaviors for all of our students. The expectations are as follows:

- We will make good choices.

- We will be kind to others.
- We will be responsible.
- We will respect others.

All students are to follow the expectations for all school locations, including the classrooms, cafeteria, restrooms, recess/playgrounds, hallways, and buses.

Working together to promote positive behavior will invariably increase student achievement, sustain a positive school climate, and equip students with the knowledge, skills, and habits necessary to become responsible citizens.

INSTRUCTIONAL MODEL

Forest Hills Elementary School provides students with the opportunity to engage in personalized, innovative, and intensive academic preparation that inspires and educates students to achieve the highest levels of academic knowledge and skills. We do this through a focused and intentional instructional model that includes the blended learning opportunities of face-to-face instruction and online learning through the school's learning management system. Whether attending traditional or online schooling, students engage daily in high levels of rigor and relevance through interactive, standards-based learning experiences. When engaged in online learning, students may participate using either synchronous or asynchronous learning paths.

Synchronous learning environments offer students and teachers multiple ways of interacting, sharing, and collaborating in real-time during live class instruction led by a teacher.

Asynchronous learning paths offer students the ability to participate actively in their own learning through the use of online content lessons and additional resources. Students work through course content on their own, while also having opportunities to attend live classes to interact with their peers. In an asynchronous path, students and teachers are not always online at the same time.

During a remote or virtual instructional day (VID), students are expected to complete and turn in their assigned work as described by the VID guidelines. Student attendance will be determined by verification and completion of the VID lesson and/or assignments.

Students do not report to school on a VID. Students will complete and submit their work through Canvas, Google and/or return the completed work to their classroom teachers within 3 days of returning to in-person learning. If student work is not submitted within 3 school days, students will be issued a zero for the graded assignment.

USES OF SCHOOL-ISSUED COMPUTERS AND INTERNET PRIVILEGES

Students shall respect the computer privileges granted to them. Students should refrain from:

- Giving his/her password to another individual or using another individual's account;
- Illegally downloading or uploading copyrighted materials from the Internet;

- Visiting sites on the Internet that contain inappropriate or explicit material;
- Harming or destroying data of another student or person, the Internet, or other networks;
- Creating, downloading, or uploading computer viruses;
- Downloading, creating, saving, or displaying inappropriate or offensive images on Chromebooks;
- Playing games, conducting personal Google searches, or other non-related school uses; and Violating any rule outlined in the Acceptable Use Policy.

School-issued computers are for school-related use only. Additionally, students should arrive at school with their Chromebooks fully charged. Students should also bring their chargers with them to school.

School-issued computers must be returned at the end of the same academic year in the same condition as when received.

- Insurance options are available for purchase.
- Parents/guardians are responsible for damaged or missing Chromebooks and/or accessories.

STUDENT USE OF ARTIFICIAL INTELLIGENCE (AI)

Please reference policy 815.1 Use of Generative Indigence in Education (800 Operations)

Artificial Intelligence (AI), a tool in the realm of education, supports students in homework assistance, problem-solving, language learning, etc. However, while using AI, it's essential to ensure that your actions remain within the framework of academic integrity.

Guidelines for AI Use and Academic Integrity

Understanding the Difference Between Assistance and Cheating:
AI can assist in finding information and explaining concepts. However, AI should never be used to complete assignments, tests, or any form of graded work entirely on a student's behalf.

Cite AI-Sourced Information: When using AI for research or gathering information, ensure that work is properly cited. Not doing so is considered academic dishonesty. AI does not exempt students from acknowledging the original creators of information.

Do Not Use AI to Circumvent Learning: AI is here to complement student learning, not replace it. Using AI to bypass understanding concepts or to avoid the work defeats the purpose of education, which is to develop student knowledge, skills, and competencies. Responsible use of AI will help students become a better learner and future leader.

Understand the Limitations of AI: While AI can be very helpful; it is not a perfect source of information and should not be wholly relied upon for accuracy. Students should always cross-verify information from multiple sources and ask their teachers if they are unsure about the validity of information.

Consequences of Misuse: The misuse of AI, such as using it to cheat on tests, plagiarize work, or misrepresent that the work was done by the student, will be treated as a serious violation. We encourage students to use AI as a learning tool, but to do so responsibly and ethically.

NETWORK ETIQUETTE

Parents and students are expected to follow the rules of network etiquette. Network etiquette refers to common-sense guidelines for conversing with others online. Please abide by these standards:

- Avoid sarcasm, jargon, and slang. Swear words are unacceptable.
- Never use derogatory comments, including those regarding race, age, gender, sexual orientation, religion, ability, political persuasion, body type, physical or mental health, or access issues.
- Focus your responses on the questions or issues being discussed, not on the individuals involved.
- Be constructive with your criticism, not hurtful.
- Review your messages before sending them. Remove easily misinterpreted language.
- Respect other people's privacy. Don't broadcast online discussions, and never reveal other people's email addresses.

STUDENT BEHAVIOR, INFRACTIONS, AND CONSEQUENCES

Students are expected to do their part to help ensure that the school and school bus remain safe, respectful, and effective environments for learning. When students do not meet these expectations, disciplinary action may be necessary in any school setting, including while riding the school bus.

<table>
<tr><td colspan="2">Level I.
Level I Infractions and misconduct involve student behaviors that mildly impede orderly classroom or school operation.</td></tr>
<tr><td>Level I violations include, but are not limited to:
Violating classroom and/or school rules or procedure
Chewing gum anywhere in the building
Showing disrespect toward fellow students or their property
Running, shoving, or pushing in any school area
Unauthorized eating/drinking outside of the cafeteria area
Throwing objects without the intent or hurting/striking others
Unsafe actions that do not result in harm to others
Lying (minor)
Minor insubordination
Minor disruptive behavior
Inappropriate attire
Minor improper behavior during lunch time, assemblies, or any activity outside the classroom
Intentionally getting on/off the bus at the wrong stop</td><td>Possible Consequences or Interventions:
Discuss the incident with student (verbal reprimand)
Parent conference (in person or over the phone)
Recess-time detention
Behavior contract
Behavior Intervention Lesson
Referral to school counselor
Bus Driver warning
Bus driver contacts parent
Teaching/re-teaching of appropriate bus behavior</td></tr>
</table>

Level II:
Level II misconduct involves student behaviors in which the frequency or seriousness tends to moderately disrupt the learning climate of the classroom, bus or school.

Level II violations include:	Possible Consequences or Interventions:
● Unmodified Level I behavior ● Failure to serve detention assignments ● Abusive or obscene language or gestures ● Threats to others during the school day ● Moderate insubordination ● Moderate disruptive behavior ● Using forged notes/excuses ● Unsafe actions that may result or are intended to result in bodily harm to others or are disruptive to the learning environment ● Moderately improper behavior during lunch time, assemblies, or any activity outside the classroom ● Lying (moderate) or repeated behavior ● Plagiarism ● Failure to accept reasonable discipline from a teacher or principal ● Violating the Acceptable Use Policy ● Conduct unworthy of FHSD in school or at any school-related activity ● Direct verbal refusal to obey a reasonable request made by an adult employed by FHSD ● Bullying ● Harmless Look-Alikes	● Discuss the incident with student (verbal reprimand) ● Parent conference (in person or over the phone) ● Referral to Student Support Services (SSS) ● Referral to Student Assistance Program (SAP) ● Referral to the school counselor ● Recess-time detention ● Behavior contract ● Referral for psychological evaluation ● Saturday Detention ● After-School Detention ● Loss of credit for assignment ● Loss of privileges ● Social Probation* ● Loss of computer privileges ● Suspension (in-school or out-of-school) ● Academic and Behavior Intervention ● Behavior Intervention Lesson ● Conference with the School Resource Officer (SRO) ● Modified School Day ● Bus Driver warning ● Bus driver contacts parent ● Teaching/re-teaching of appropriate bus behavior ● Bus behavior contract ● Temporary Bus Suspension, length to be determined by administration ● Possible permanent removal from school-provided transportation

Level III:
Level III misconduct involves acts directed against a person or property that do not seriously endanger the health or safety of others in school. Level Three behaviors cause a major disruption to the educational climate of the classroom, bus or school.

Level III violations include:	Possible Consequences or Intervention:
● Unmodified Level I and Level II behaviors ● Behaviors that may result in injury or result	● Discuss the incident with student (verbal reprimand)

in injury to others. ● Theft/possession/sale of stolen property ● Abusive or obscene language or gestures to staff ● Threats to others during the school day ● Major disruptive behavior ● Major insubordination ● Leaving school without authorization ● Violating the Acceptable Use Policy ● Harmless Look-Alikes ● Unmodified bullying behavior	● Parent conference (in person or over the phone) ● Referral to Student Support Services (SSS) ● Recess-time detention ● Behavior Contract ● Referral for psychological evaluation ● Saturday Detention ● After-School Detention ● Loss of Privileges ● Modified School Day ● Social Probation* ● Suspension (in-school or out-of- school) ● Academic and Behavior Intervention ● Behavior Intervention Lesson ● Referral to school counselor ● Conference with the School Resource Officer ● If these acts are considered criminal in nature, they will automatically be referred to the appropriate law enforcement office. ● Bus Driver warning ● Bus driver contacts parent ● Teaching/re-teaching of appropriate bus behavior ● Bus behavior contract ● Temporary Bus Suspension, length to be determined by administration ● Possible permanent removal from school-provided transportation
Level IV: Level IV misconduct involves acts that result in violence to another person or property that poses a direct threat to the safety of others in the classroom, bus or school.	
Level IV violations include: ● Unmodified Level I, II, III and IV Behaviors ● Destruction of school property ● Fighting – using physical means to settle a disagreement is not acceptable. ● Making terroristic threats or misuse of the 911 emergency system ● Carrying or concealing any item that may be construed as a weapon onto school property (See District Weapons Policy #218.1) ● Possessing or using tobacco products on the bus or on school property (See District Tobacco Policy #222)	Possible Consequences or Intervention: ● Parent conference (in person or over the phone) ● Behavior Intervention Lesson ● Referral to school counselor ● Conference with the School Resource Officer ● Student Assistance Program (SAP) Referral ● Referral for psychological evaluation/treatment ● Ten days out-of-school suspension ● Alternative educational setting ● Payment of full restitution for acts of

● Possessing or using e-cigarettes or vaping apparatuses ● Any act in violation of a local, state, or federal law ● Possessing, using, or distributing drugs, alcohol, or tobacco, including look-alike representations ● Assault as defined by the Pennsylvania Crimes Code ● Terroristic Threats	deliberate damage or graffiti. Costs for damages to school property may include labor, materials, and other costs associated with replacing or restoring the damaged property ● Charges under the PA Civil Criminal Code or referral to the appropriate law enforcement ● Action by the Board of School Directors ● If these acts are considered criminal in nature, they will automatically be referred to the appropriate law enforcement office. ● Bus Driver warning ● Bus driver contacts parent ● Teaching/re-teaching of appropriate bus behavior ● Bus behavior contract ● Temporary Bus Suspension, length to be determined by administration ● Possible permanent removal from school-provided transportation

Please note that the description of student behaviors, infractions, and consequences is not comprehensive; therefore, it may be adapted by administrators when their judgment deems it necessary. Additionally, consequences may be up to the discretion of the administration based upon the following: student age, severity of the behavior, and/or frequency of the violation.

***Social Probation** limits or restricts student attendance and/or participation in school related activities. Students who engage in a serious violation of the Code of Conduct, frequently disregard procedural policies, are chronically absent (unlawful or unexcused) or demonstrate a threat to the health, safety and welfare of the student body, staff, or general public may be placed on social probation at the discretion of the administration. Social Probation may include the following: students are not permitted on Forest Hills School District property outside of normal school hours, students are prohibited from participating in extracurricular activities, and/or students may not attend school sponsored field trips and/or assemblies. The administration will review the circumstances on a case-by-case basis before imposing social probation. The degree and length of social probation will be clearly delineated to the student and the student's parent/guardian.

Any suspension (in-school and out-of-school) carries the restriction that the student is excluded from school-sponsored events, field trips, and athletic events both as a participant or spectator until the suspension is fulfilled. Violation of this may result in extension of the suspension and/or social probation.

Academic/Behavior Intervention (ABI) may be assigned at the discretion of building administration

and the Dean of Students. ABI is designed to provide students with structured time and support to address academic needs (i.e. completing missing work due to extenuating circumstances) or to reflect on behavioral choices that may be disrupting their own learning or the learning of others. The goal of ABI is to help students stay on track academically while also supporting positive decision-making and personal responsibility within the school environment.

THREATENING STATEMENTS

The School responds to threatening statements in a very serious manner. Students who make threatening statements, with the intent to bring a weapon to school to harm themselves or others will face disciplinary action that could result in out of-school suspension, a referral to local law enforcement and/or the School Resource Officer, or expulsion by the Board of School Directors.
All parents/guardians and students should be aware that statements such as "I was just kidding" or "I didn't mean it" are not acceptable excuses. The age of student and the context of the statement will be taken into consideration when determining the number of days of suspension or possible expulsion.

CELL PHONES and SMART DEVICES

Bringing cell phones to school is strongly discouraged. If it is essential that a student bring a cell phone to school, the cell phone must remain in the "off" mode during the school day and be kept in a secure location. Though students are allowed to wear "smart watches", they are NOT to be used for communication purposes for any reason. Please note that the school is not responsible for any missing or damaged phones. When cellular devices (including smart watches) are found to be in use during the school day, the following will result:

- First Offense: the student will be given a warning to stop using the device and/or turn off the device
- Second Offense: the teacher may require the student to turn in the device, which will be returned to the student at the end of the school day. Parent/Guardian will be notified.
- Third Offense: the student's device may be confiscated, turned into the main office, and a parent/guardian must come to the school to pick up the device before 4:15 PM.
- Subsequent Offenses: the student may be required to turn in their cellular devices to the main office for the duration of the school day. The student may be issued discipline.

STUDENT SEARCHES

The School District continues to strive to make the school the safest educational environment in which your child can learn. School officials have the authority to lawfully search students or their belongings, including lockers, automobiles, electronic devices, purses, backpacks, clothing, and other possessions without a search warrant when in school, on school grounds, or when otherwise under school supervision; if there is a reasonable suspicion that the place or item to be searched contains prohibited contraband, material that would pose a threat to the health, safety, and welfare of the school population; or evidence that there has been a violation of the law, Board policy, or school rules. Any illegal or prohibited materials seized during a student search may be used as evidence against the student in a school disciplinary hearing or proceeding and may be turned over to law enforcement authorities. Some items may be seized by the administration due to their likelihood to cause a

distraction; these items may be returned to a parent or guardian at the discretion of the administration and after a conference with the parent or guardian.

A student who refuses the request for a search by an administrator that is proper and reasonable may be disciplined under the District's discipline policy. Action may include suspension or referral to the board for an expulsion hearing.

AFTER-SCHOOL DETENTION

A student may be placed in a monitored room for After-School Detention for a period of one (1) hour. After-School Detention will be held from 3:45 PM to 4:45 PM. It will be the parent's responsibility to provide transportation home for the student.

STUDENT TRANSPORTATION AND BUS DISCIPLINE

All students are under the jurisdiction of the School District at all times when riding school-provided transportation, including to/from a school-sponsored activity. Safety on school-provided transportation is of prime concern to the Administration and the School Board. Students may be disciplined for their actions on school transportation, including but not limited to actions captured on bus video tape and/or audiotape. A student who cannot adhere to bus expectations and safety guidelines forfeits this privilege and must rely on another means of transportation. The school bus driver is authorized to enforce safety standards on his/her bus. No pupil will be permitted to get off at any stop other than his/her own established stop, unless written consent is obtained from the parent and approved by the school office. No student in grades K-2 will be dismissed from the bus without an adult present for him/her at the stop. The Forest Hills School District and/or Bus Contractor reserves the right to charge for repairs or file criminal or civil charges in addition to enforcing the disciplinary policy. At administrative discretion, bus misconduct may result in additional discipline, not otherwise stated, depending on the severity of the bus infraction. In addition, administration reserves the right to take the student's age and previous bus infractions into consideration when making disciplinary decisions.

BEFORE BOARDING THE BUS:

1. Be on time at the designated school bus stop, at least 5 minutes before the scheduled pick-up time.
2. Please do not wait inside your house until the bus arrives and then come out.
3. Stand at the side of the highway or sidewalk. Do not interfere with traffic. Wait until the bus comes to a complete stop before attempting to enter the bus.
4. Enter in an orderly manner.
5. Respect the property rights of people who reside at or near the bus stop.

GENERAL BUS GUIDELINES:

1. Follow the driver's expectations and directives.
2. No food or drink will be consumed, including gum and candy.
3. Stay in your assigned seats and stay seated.
4. Keep all parts of your body to yourself and inside the bus.

5. Use appropriate language at a reasonable volume.
6. Keep your belongings gathered and be prepared for your stop.

CHANGES IN TRANSPORTATION

Unless arrangements are confirmed with the school district's transportation office for a child to be assigned to a bus other than the one originally designated, he/she will not be reassigned. Toward this end, if a parent or guardian requires a temporary change of bus for a specific reason or period of time, a note must be sent to the classroom teacher and forwarded to the office for approval. This will then be sent to the transportation office for approval. Please include the name, address and phone number of where the child needs to be transported and submit this request at least five (5) days before the requested date.

Any bus stop change must be a permanent, regular day, or weekly change. Transportation will not accommodate intermittent or every other day requests. The only variation to this may occur when parents reside at different addresses within the FHSD and have shared legal custody. A copy of the custody agreement must be provided to the school before accommodations will be established. It is the parent's responsibility to inform the school of any changes to custody.
If your child attends daycare, it is the parent/guardian's responsibility to notify the transportation office annually (preferably in July) before the start of school, if you are requesting transportation to one of these locations.
If a change is initiated by the school, parents or guardians will be notified.

Please contact the elementary office prior to 2:00 PM if a last minute/emergency transportation change needs to occur.

START-OF-THE DAY/PARENT DROP-OFF PROCEDURES

Students will not be allowed into the building prior to 8:15 AM, unless arrangements have been made with and approved by the administration. Loop Road cafeteria doors will not open until 8:15. Please follow the directions of the staff on duty at parent drop-off. Parents should remain in their cars and remain in a single file line. Do not pass or go around the car in front of you. After 8:45 AM, parents must sign-in their student(s) at the elementary main office. Do not park in the front of the building near the main entrance loop prior to 8:40 to allow room for buses to drop off students.

END-OF-THE-DAY/PARENT PICK-UP PROCEDURES

On a normal operation day, school will begin dismissal at 3:10 PM. If your child(ren) will be getting picked up via parent pick-up on a regular basis, it is the parent/guardian's responsibility to request a Student Pick-Up Card from the office. Student Pick-Up Cards must be obtained from the office. If there is a pick-up change, the parent/guardian must notify the teacher by note or office by phone before 2:00 PM.

The loop road behind the cafeteria will be used for parent pick-up. **Vehicles will not be permitted to enter the loop road until 3:00 PM**. Vehicles should be lined up along the right side of the road with the name of the student(s) prominently displayed on the dashboard or on the window. Children will be dismissed from the school in the order of the lined up vehicles. For the safety of students and drivers, please maintain a safe speed and be alert when entering or exiting the loop road.

Please get the children secured and leave as quickly as possible, not passing but following the vehicle in front of you, so as to not hold up the line.

Please do not park in the main entrance loop from 2:45 PM to 3:40 PM as this space is reserved for vans/buses for student dismissal.

Picking up your student(s) at the end of the day, at the main office, on a regular basis, will not be permitted.

WALKERS FROM SCHOOL

Any student, as determined by the administration to be a walker from school, will be dismissed at 3:10 PM and escorted by school personnel to a designated location. Criteria for student walkers will be based on the student's residence/age, or by administration approval.

Early Dismissal

On early dismissal days, the school will operate from 8:15 to 11:55. Morning entry procedures will remain the same as a normal school day. K-6 dismissal will begin at 11:55 AM on an early dismissal.

BULLYING/CYBERBULLYING

In a proactive effort to educate students about bullying, a behavioral intervention tool will be utilized for whole, small, and individualized instruction.

Single incidents between equals, whether in person or online are not defined as bullying, and while these single acts can cause distress, they do not fit the definition of bullying unless someone is deliberately and repeatedly doing them.

According to Pennsylvania Statute 24 §13-1303.1-A, "Bullying" means an intentional electronic, written, verbal or physical act, or a series of acts:

1. Directed at another student or students;
2. Which occurs in a school setting;
3. That is severe, persistent or pervasive; and
4. That has the effect of doing any of the following:
    a. Substantial interfering with a student's education;
    b. Creating a threatening environment; or
    c. Substantially disrupting the orderly operation of the school.

For purposes of the foregoing, “school setting” means any conduct or activity which occurs in the school, on school grounds, in school vehicles, at a designated bus stop or at any activity sponsored, supervised or sanctioned by the school, including travel to and from such activity. All forms of bullying by students are prohibited. This prohibition includes “cyberbullying,” which involves the use of electronic devices to engage in any of the conduct described above.

The district will consider all forms of bullying by district students in non-school settings and will enforce consequences provided under Board Policy #249 to acts of bullying occurring in a non-school setting to the fullest extent permitted by law.

Administrative actions and interventions related to non-school settings will be determined based upon the incident’s alignment to criteria 1, 3, and 4 listed above.

Guidelines for Recognizing and Identifying Bullying and Cyberbullying

- ***Power***: It is bullying and not just playing around, when two people are unequal in power; and the one with the greater power takes unfair advantage of the less powerful person. Power can be physical size or strength, numbers, socio-economic strata, verbal skill, level of intelligence, popularity, and athletic ability, to name a few. The ‘bully’ watches for opportunities to pick on, humiliate and tease the target. The target feels defenseless and hopeless…it seems that nothing will stop the treatment.

- ***Intentional Acts or Series of Acts*:** Negative actions are repeated, happening over and over in many different settings. Usually, adults are unaware or are not present when they occur. The person doing the bullying does it on purpose, and the intent is to hurt another person.

- ***Different Levels of Feeling*:** You can tell that it is bullying and not just playing around when the people involved show unequal levels of feeling (affect). Instead of both people smiling or looking like they are having fun, one person is smiling or looking triumphant (“I gotcha!), and one is crying or looking frightened, humiliated, confused, or angry.

Examples of bullying could include but are not limited to physically, emotionally or mentally harming a student; damaging, extorting or taking a student’s property; placing a student in reasonable fear of physical, emotional or mental harm; placing a student in reasonable fear of damage to or loss of personal property; creating an intimidating or hostile environment that substantially interferes with a student’s educational opportunities; or perpetuation of conduct by an individual or group, with the intent to demean, dehumanize, embarrass, or incite a student.

Reports of “bullying” should be made to a building principal, assistant principal, school counselor, teacher, or any trusted adult. Students trained in doing so are encouraged to electronically report bullying.

Bullying/cyberbullying may have Level II or higher consequences. Conduct that constitutes bullying or cyberbullying may also constitute unlawful harassment, discrimination or hazing that are also prohibited under applicable law and board policies and may carry additional disciplinary consequences.

DRUG – ALCOHOL – TOBACCO GUIDELINES

The Elementary staff is committed to the task of an alcohol, drug and tobacco free school, and in so doing, espouses the following as control guidelines relating to the specific rules and regulations with established school district policy.

Situation		Action
There is a reasonable suspicion that a student could possibly be involved in the use or distribution of drugs, alcohol, or tobacco, including look-alike representations and unauthorized over-the-counter drugs or controlled substances,		1. The student and his/her possessions may be searched, and a conference may be scheduled consisting of parents, guidance counselor and building administration. 2. The SRO may be notified.
A student possesses drugs, alcohol, tobacco or look alike representations and unauthorized over-the counter drugs or controlled substance		1. The student and his/her possessions will be searched and any found substance will be confiscated. 2. The SRO will be notified. 3. A conference is scheduled consisting of parents, building administration, and/or guidance counselor.
A student uses or is under the influence of drugs or alcohol.		1. A school nurse is summoned. 2. Police and/or SRO are summoned. 3. The student and his/her possessions may be searched. 4. A parent conference is held as an informal hearing to discuss disciplinary and rehabilitative measures.
A student is distributing drugs, alcohol, or a controlled substance, including look-alike representations and unauthorized over-the-counter drugs or controlled substances.		1. Police and/or SRO are notified. 2. The student and his/her possessions may be searched. 3. A parent conference is held as an informal hearing to discuss disciplinary and rehabilitative measures.
A student has a drug or alcohol related emergency.		1. A school nurse is summoned and the student is transported to a medical facility. 2. Parents and police and/or SRO are notified and rehabilitative measures are taken.

TOBACCO POLICY

The possession and use of tobacco at any time upon school property, including all district buildings, grounds, athletic facilities, in vehicles and at all school-sponsored activities are strictly prohibited. In addition, the use and possession of tobacco shall be prohibited by students proceeding to and from school and /or school related or sponsored activity.

The school district may initiate prosecution of any student who violates this policy. Under Act 145 of 1996 of the Pennsylvania Crimes Code, which amends the Crimes Code (Title 18), a student convicted of possession or use of tobacco in a school building or on a school bus or school property may be responsible for a fine set by the district magistrate, plus court costs, and/or admitted to alternative adjudication.

ALTERNATIVE EDUCATION

A student placed in an Alternative Education Program for disciplinary reasons is a student who poses a clear threat to the safety and welfare of other students or school staff, or who creates an unsafe school environment, whose behavior materially interferes with the learning of other students, disrupts the overall educational process, or exhibits to a marked degree the conditions specified in law.

In general, Alternative Education students are not eligible to participate in extracurricular events, district-sponsored field trips, or activities while they are enrolled in the Alternative Education Program. Exceptions could be made to this policy, based on specific criteria determined by administration.

SCHOOL RESOURCE OFFICER (SRO)

The Forest Hills School District welcomes a partnership with our local Police Departments. The District, in conjunction with local Police Departments, provides a school resource officer for the safety and well being of our students. -At times, Police Officers may be present in our schools and/or district-provided transportation. These appearances may not be announced in advance. The SRO may assist with school safety procedures both during the school day and at after-school events. The officer may provide educational programs for students and may assist and/or lead investigations. To email the SRO, use sro@fhrangers.org.

SAFE2SAY SOMETHING

Safe2Say Something is a youth violence prevention program run by the Pennsylvania Office of Attorney General. The program teaches youths and adults how to recognize warning signs and signals, especially within social media, from individuals who may be a threat to themselves or others and to “say something” before it is too late. With Safe2Say Something, safety concerns can easily and anonymously be reported via phone or website using the following: 844-723-2729 or www.safe2saypa.org

BUILDING SECURITY

SCHOOL VOLUNTEERS

The Elementary Administration values the unique contributions made by parent/guardian and community volunteers to the educational programs of the Forest Hills Elementary School. Accordingly, the Administration encourages the participation of parent/guardian and community volunteers, subject to certain requirements and procedures as set forth below.

All volunteers assisting in the presence of a teacher/administrator with students will be required to sign the PDE 6004 form. This standardized form has been developed by the Pennsylvania Department of Education as an additional proactive safety measure.

Out of concern for the safety and welfare of the students at Forest Hills Elementary School, ALL VISITORS MUST:

1. Use the security intercom at the main entrance to enter the building between the hours of 8:00 AM and 4:00 PM.
2. Report directly to the office with a valid driver's license or state-issued identification that will be scanned through the Visitor Management System.
3. Depending on the nature of the visit, a visitor badge will be printed and must be visibly worn if traveling beyond the office area. No admittance will be granted into the building without a badge.
4. When bringing a child to school after 8:45 AM, parent/guardian must sign the register and provide written documentation (handwritten or doctor excuse) for the office. The student may then proceed to the classroom on his/her own.
5. If you have a need to come into the school in the morning before the start of school, you are not permitted to park on the loop road behind the school. You must park in the parking lot and enter via the main entrance.
6. When coming to pick up a child before the 3:25 PM dismissal time, parents/guardians use the security intercom at the main entrance to enter the building and sign him/her out. If the reason for having the child excused early involves a scheduled appointment, please send a note with your child that morning so the teacher can prepare for the student's absence. **You must park in the parking lot, not the bus loading zone.**

We kindly request your cooperation in ensuring the smooth operation of our school environment. Upon completion of your intended task (such as dropping off your child or attending a scheduled meeting), we ask that you promptly depart from the school premises. This policy helps maintain safety and minimizes disruptions during school hours.

CORPORAL PUNISHMENT

The State Board of Education has adopted the Regulations and Guidelines of Students Rights and Responsibilities and the Forest Hills School District complies with these regulations. Corporal Punishment (paddling) is not an acceptable form of discipline in the Forest Hills School District.

MEAL PRICES/PROCEDURES

For the 2026-2027 school year, all students attending Forest Hills School District will be entitled to receive a free breakfast and lunch.

Student meal accounts will be managed through SchoolCafe.com. Students can make deposits to their accounts and the cost of any extra beverages purchased will be deducted from their account, the computer system will track their sales and keep a running balance. Students will access their meal accounts by providing their student identification number to the cashier at the end of the serving line. Cashiers will assist the younger students with this until they are able to memorize their ID numbers.

Stamped deposit envelopes are available to students in each homeroom. To ensure the money is deposited into the correct student account, please be sure to write your child's first AND last name on the envelope. Checks should be made payable to *Forest Hills Cafeteria Fund.* Parents will also have the option to add funds to their child's account online through SchoolCafe.com (please note that there is a service fee for this option).

Students must have money in their account if they would like to purchase water, juice, or extra milk. Parents are encouraged to check balances at home through SchoolCafe.com using their child's student ID number. If a parent is unsure of his/her child's ID number, please call the cafeteria office at 487-7613 at extensions 3672 or 3673.

Statements are mailed home monthly to those who have reached a negative balance of over -$5.00. At the end of each school year, all negative accounts must be paid in full, and positive balances will be carried over to the following school year. Students transferring out of the district will be reimbursed any balance in their lunch account upon request to the Food Service Director within three months of transferring from the district. Any unclaimed balances will remain in the Food Service Account.

WATER BOTTLES

Students are permitted to have water bottles with them during the day and to and from school. However, water bottles should be kept sealed or closed while on the bus for student safety and to avoid spills. Water bottles are to contain clear liquid only (no Gatorade, soda, colored juices, etc.). This clear liquid policy helps us keep our carpets clean as students sometimes accidentally spill their drinks and colored liquids make cleaning difficult. Due to the number of water bottles that are misplaced each year, we strongly recommend labeling each water bottle with the student's name.

HOMEWORK

Homework is intended to extend, supplement, and enrich school lessons. Homework may be assigned at the discretion of the teacher. By its completion, a child can gain self-confidence and self-esteem. Furthermore, through regular and purposeful homework assignments, a child learns to work

independently, to organize time, to use good study skills, and to develop a higher measure of self-discipline by accepting full responsibility for its completion. The amount and type of homework assigned by teachers will vary by class and even by students.

Parents and students are encouraged to ask in advance (3 days preferred) for homework when they are aware of an upcoming absence. If your child is absent two or more days, a request for work may be made. However, the requests for homework should be made by 8:45 AM. There are no guarantees that requests will be fulfilled if calls are received after 8:45 AM.

When a child is absent for a single day, please rest assured that the teacher will work with the child upon his/her return. Therefore, there is no need to request missed work for a single-day absence.

RECESS

Students will go outside if the temperature is at or above 33 degrees and there is no precipitation. Grade-level teachers will make the decision regarding recess location (indoor/outdoor) due to weather conditions. Students will receive a scheduled recess daily, so please dress your child appropriately for weather conditions (ex. hats, gloves, coats).

POWERSCHOOL PARENT ACCESS

As another means of improving communication between the school and the home, the Forest Hills School District has extended an invitation to parents to participate in the PowerSchool Access Program. This provides parents/guardians with a way to view your child(ren)'s grades, attendance, and lunch balance at their convenience. Access is gained through the internet by using a unique username and password. No individual student information may be altered or deleted by the parent, and parents can only access information for their own child(ren). If a parent is unsure of his/her child's login, please direct all questions and concerns about the PowerSchool system to: powerschool@fhrangers.org.

SCHOOL ATTENDANCE

Pennsylvania School Laws define and delegate the regulation for school attendance. In administering these regulations, the following guidelines prevail at our building:

(A) Compulsory Attendance

Subsequent to a child's enrollment into grade one, the commonwealth's compulsory attendance laws prevail. Compulsory school attendance laws apply to children under the age of six whose parents enrolled them in public kindergarten programs.

(B) Absences from school

1. Excused absences are granted for illness, quarantine, a death in the family, weather extremes,

and emergency situations.

2. Written/electronic parent excuses are required for each period of absence, regardless of the reason, unless the child was sent home from school by the school nurse or administration. Excuses are to be turned in/submitted within three (3) days the student's return to school. In-person excuses are to be given to the homeroom teacher. Failure to provide an excuse from a parent or guardian within three (3) days of returning to school constitutes an unlawful absence. Excuses must contain the following information: parent's signature, date, and specific reasons for the absence. Administrators reserve the right to determine unlawful absences.
3. Online Excuse Submission
    a. Parents/guardians may submit excuses online via the school website by using the following link or QR code:
        i. https://es.fhrangers.org/apps/form/elementarystudentexcuse
        ii.

4. Unlawful Absence Procedures:
    - 1st Offense - Parental Letter
    - 2nd Offense - Parental Letter
    - 3rd Offense - Parental Letter/Phone Call/Student Attendance Improvement Conference (SAIC) Request
    - 4th and 5th Offenses – Parental Letter/Review of SAIC
    - 6th Offense - Charges can be filed with the District Magistrate.

Children and Youth and/or Cambria County Juvenile Probation may be contacted for excessive absenteeism.

1. Pennsylvania School Code Section (D) 24-13-1327 - A maximum of ten days (10) of cumulative lawful absences verified by parental notification may be permitted during a school year. All absences beyond ten (10) cumulative days require an excuse from a physician. As required by the District Magistrate, a student placed on medical leave should provide the district with an excuse from a medical doctor. A total of thirty days (30) throughout any one school year will cause the student's promotion status to become questionable.

2. Children who are absent due to scheduled appointments (doctor, dentist, etc.) will be required to procure a written medical excuse. The medical secretary will complete one upon request at the doctor's office. Medical excuses may also be faxed to the main office attendance secretary using our fax number, (814) 487-4404. "Official" medical excuses do not count against a student's parental or unexcused absence totals. Parents writing an excuse that states "my

son/daughter was at the doctor" will not be considered a legitimate (doctor/dentist) excuse.

a. Parents/guardians may submit medical excuses online via the school website by using the following link or QR code:
   i. https://es.fhrangers.org/apps/form/elementarystudentexcuse
   ii.

3. If a student is going on a (non-school sponsored) educational trip, the parents must submit an educational trip request form to the assistant principal. A special form must be completed two (2) weeks prior to going on the trip. Homework should be secured prior to the trip.
4. Failure to turn in the proper paperwork will result in the day(s) being considered an Unlawful Absence. A student will be excused for a maximum of ten (10) school days per academic year. Educational trip days exceeding 10 days will be considered unlawful absences.
5. Unlawful absences could result in phone calls home, parent-administration conference(s), a School Attendance Improvement Plan (SAIP), required medical evidence, a home visit from administration and/or School Resource Officer, and/or Children and Youth Services (CYS) contact. A fine of $300 per unlawful day and/or a parent/guardian serving up to three days in jail per unlawful absence may also be imposed by the District Magistrate.
6. When a student is absent, they have three school days to complete missing assignments. If a student has extenuating circumstances, such as a medical issue, additional time may be afforded to complete missing assignments.

(C) Tardy and leaving school early

Students arriving between the hours of 8:50 AM and 9:20 AM are considered tardy. The student must be brought into the office and signed in by a parent. A student arriving after 9:20 AM will be marked half day absent for the morning session. Children must be in school until 2:55 PM to be considered present for the full day.

On scheduled early dismissal days, students must be present until dismissal time to receive credit for the entire day. Those students leaving before the 12:50 PM dismissal time will be marked absent for a half day.

Please use the following link provided for further information on Pennsylvania's Compulsory School Attendance: Compulsory School Attendance.

DRESS CODE

Student dress must comply with all health and safety codes. Student clothing must not interfere with the educational process or rights of others and should be comfortable and properly fitting. Pants or shorts must be worn no lower than the waist, be appropriately fastened to remain in position, and be

of such length and width as to be appropriate for a school setting.

Items NOT approved include the following:

- Extremes in make-up, hairstyles, clothes, etc. unless otherwise indicated by school administration
- No costume accessories, including but not limited to, ears, tails, wigs, and oversized jewelry.
- Jewelry that is deemed inappropriate due to sharp points or edges that may be used as a weapon are not permitted. The item will be confiscated and may be returned at the end of the day.
- Sleeveless tops/tank tops, crop-top shirts above the waist, or see-through tops.
- Jeans with excessive holes or tears (unless tights or leggings are worn underneath).
- Spandex and cut-off sweats.
- Sleepwear/pajamas unless otherwise indicated by school administration.
- Short shorts (including, but not limited to, cheerleading shorts, volleyball shorts, bike shorts).
- Hats, sweatbands/wristbands, bandanas (displayed or worn), or slippers.
- Outdoor apparel may not be worn in school unless permission to do so is granted by an administrator.
- Clothing that depicts drugs, alcohol, material of implied sexual or inappropriate content, messages that are obscene, vulgar, or depict criminal, racist, hate or violent groups or activities.
- Clothing that allows private areas to be exposed. (Undergarments must be worn and covered.)

Students must dress in a way that does not need constant correction in order to be compliant with the above items. In the case of questionable apparel, the administration reserves the right to make the final decision on the appropriateness.

When selecting proper shoes for your child(ren) for school, please consider that they may traverse many stairs in a day and play active games at recess and run on bark mulch. Always put your child's safety as top priority, even ahead of fashion. Flip flops seem to be the cause of many accidents and injuries are not recommended.

PERSONAL BELONGINGS

When determining whether to allow your child to bring personal belongings (electronics, cell phones, favorite toys, cards, etc.) with him/her to school, please be reminded that the school district is not responsible for lost, stolen, or broken items. The safest option is to keep those important and often expensive items at home. While we will do all we can to try to recover lost or stolen items, we cannot guarantee their safe return home. Students should not bring cell phones or smart watches to school. In the event that a cell phone or smart watch must be brought to school, it should be turned off and remain in the student's book bag while on school property (including the school bus). Students may not sell items (candy, etc.) for personal profit.

HARMLESS LOOK-ALIKES

Any harmless object (i.e. squirt gun, etc.) that is not being used to threaten someone else but could be mistaken as a weapon is a violation of school rules and should not be on school property or transportation. Disciplinary action may result at administrative discretion.

REGISTRATION AND SCHOOL ENROLLMENT

Registration for Pre-K and Kindergarten is conducted during the spring of each year. Advance notices of the dates for this procedure are provided through the news media and FH social media along with the school's website (www.fhrangers.org).

Pre-K students must be four years old as of September 1 and Kindergarten pupils must be five years old as of September 1 of the year in which they are entering. First grade students entering school for the first time must be six years old as of September 1 of that year.

Note: The Forest Hills School District will not enroll students who are 5 years old before September 1st into the 4-year-old program.

When enrolling your child (whether transferring from another district or an original entry), you are required to provide a birth certificate, an updated immunization record, and proof of residency within the Forest Hills School District. When transferring from another district, you will need to complete a request for records form at the time of registration. In general, once we have all the required registration paperwork, it may take up to three (3) days to complete the registration process, which includes arrangement of transportation, etc..

TRANSFERS

Students moving from the school district should inform their teacher and the school office in advance regarding this intent. The parent/guardian must come to the school to sign a withdrawal form for the child(ren). District Policy is that no school records are given to parents to be hand carried to the new school. Test data, report cards, and other recorded information maintained by the school will be mailed to the pupil's new school upon request from the school.

SCHOOL CLOSINGS

School may be closed when weather conditions are such that it is determined to be too dangerous for the school buses to travel or temperatures are determined to be detrimental to the health of the child. The local television and radio stations, along with the school district website (www.fhrangers.org), Facebook page (Forest Hills Elementary-Sidman) and other FH social media sites, will keep you alerted as to when school is being closed due to poor weather conditions. It is important in an emergency to keep the phone lines open. Please do not call the school office or the home of school officials.

When an entire day of school is missed due to an emergency situation, it obviously affects many schedules. Considering our four-day rotation of special classes, if a Day #3 is missed due to a school closure/cancellation, the next day the students return will be a Day #3 and then continue from there. Always refer to the menu for the correct day. This does not apply to VIDs.

At the beginning of school, it is imperative that parents have a prearranged plan as to where their child should go after school if an emergency situation necessitates an early dismissal. Be sure the teacher

knows if the child is to take a different bus in an emergency early dismissal situation. We cannot take a child's word alone that they are to ride a different bus. In an emergency early dismissal situation, phone lines are busy with incoming calls so it is very difficult to contact a child's parent to assure confused students on where to go before buses depart. Please make your arrangements known to the teacher, in writing, ahead of time to ensure that your child gets where they need to go.

When a student enters Forest Hills Elementary, the parent must sign an Affirmation of Prior Discipline Record as stated in Act 26.

VIRTUAL INSTRUCTION DAYS (VID)

A Virtual Instructional Day (VID) is an alternate form of instruction approved by the Pennsylvania Department of Education (PDE) that may be used in place of a school day canceled due to inclement weather or building emergency. Each VID counts as a regular instructional day toward the 180-day requirement.

If the District announces a Virtual Instructional Day, families will be notified through multiple communication channels to ensure the message is received promptly. The District will send an automated call, email, and text through the SchoolMessenger® system. Information will also be posted prominently on the District website at www.fhrangers.org, shared across all District social media pages, push notifications will be sent to those who use the Forest Hills School District APP. These combined methods ensure that families receive clear and timely notification of any change to the regular school schedule.

A Virtual Instructional Day will not automatically be used every time weather forces a school closure. The District will continue to rely on traditional "snow days" when appropriate. Decisions will be made based on the specific conditions surrounding the closure—such as power outages or unexpected disruptions that would prevent students and staff from participating in learning at home. Because Virtual Instructional Days require advance planning and preparation, they cannot be called randomly. Students must have their devices and materials with them, and teachers must have lessons ready for virtual delivery to ensure continuity of instruction. For these reasons, the use of a Virtual Instructional Day will be determined thoughtfully and only when the conditions allow for a successful day of learning from home.

Student attendance is recorded as a Virtual Instructional Day. All Pre-K–6 students are expected to complete lessons from home. Students in Pre-K through grade 4 will follow the directions provided by their classroom teachers, using either a packet sent home and/or Google Classroom instruction. Students in grades 5–6 will access all assignments through Canvas. All VID assignments must be submitted on the next in-person instructional day. This approach ensures that attendance is tied directly to meaningful participation and engagement in learning.

If you experience any technology issues during a Virtual Instructional Day, help is readily available.

Families may first contact their child's teacher or the building's main office for assistance. The District's Technology Department is also prepared to support you—simply email helpdesk@fhrangers.org or call (814) 487-7613 ext. 3334 for guidance. Our team will work with you to resolve issues as quickly as possible to ensure students can continue learning without interruption.

CONFERENCES

A parent/teacher conference can offer an opportunity for both the parent and the teacher to discuss mutual concerns regarding the child's education. Specific days are set aside as part of the elementary school calendar each year for the purpose of having all parents visit the school and the teachers of their children. While the time spent in conversation between a teacher and a parent is typically brief (10 to 15 minutes), it is felt that every opportunity for the teacher and parent to communicate is of benefit to the child. In addition to our scheduled program of parent/teacher conferences, parents are encouraged to initiate a conference appointment when concerns develop regarding some phase of a child's school experience. Conferences must be scheduled at a time that will not interfere with regular classroom instruction for school personnel. Conferences can be scheduled via Zoom or Google Meet if preferred.

GRADING PROCEDURES

Pre-K, Kindergarten, and Grade 1 report cards indicate progress in developmentally appropriate areas using individualized/group testing, teacher observation, and performance assessment.

Report cards are sent home three (3) times per year – every twelve (12) weeks.

	Consistent Strength	Developing	Practice
	Proficient - meets grade level standards.	**Basic** - approaching grade level standards.	**Below Basic** - not yet making sufficient progress toward grade-level standards.

Progress is noted in the areas of social and motor development, reading and math skills development, and letter/number knowledge.

Grades 2, 3, 4, 5 and 6

- Language Arts - Reading, English and Spelling assessment scores will be combined to form one (1) letter grade for Language Arts four (4) times per year – every nine (9) weeks.

- **Grade 2** – Report cards sent home four (4) times per year – every nine (9) weeks Letter grades are received in Math and Language Arts. *Please note this change from Grade 1. Science, Social Studies, Art, Music, Phys. Ed., STEAM and Library are Satisfactory unless otherwise noted.

- **Grades 3, 4, 5 and 6** – Report cards are sent home four (4) times per year – every nine (9) weeks. Students will be graded with a letter grade based on the following percentage scale:

A	100 - 92	Exemplary
B	91 - 82	Superior
C	81 - 72	Mastery (Average)
D	71 - 65	Below Average
F	64 or lower	Unsatisfactory
S	72-100	Satisfactory (A-B-C work)
N	45-71	Needs Improvement and Unsatisfactory (D-F work)

The final grade (F1) is calculated by adding the four quarter percentages and dividing by four, then applying the current grading scale to assign a letter grade.

1. For averaging purposes, the minimum percent grade will be 45% for a final nine-week grade.
2. Teachers shall be mandated to offer 2% of the total grade in bonus activities in grades 3-6. A letter from the teacher to the parents will be sent home detailing the type of bonus work students will be permitted to submit. Bonus work will not be accepted until all regular course work is completed. The acceptance will be at the discretion of each individual instructor in compliance with student rights and responsibilities.
3. Teachers will send a preliminary progress report home at the midpoint of the marking period for students in grades 2-6 who are receiving a D or F. These reports are reviewed by the administration and given to the IST teachers for monitoring “at-risk” students.
4. Level I screening will be conducted by administrators at the end of every nine-week marking period to make sure those students needing instructional support have been referred.
5. Students in IST – teachers will test and grade students in the Instructional Support Program according to the adaptations recommended by the Instructional Support Team, of which the

parent is an integral part.

6. Students with an IEP – teachers will test and grade the students according to the recommendations on the Individualized Education Program. Teachers are required to monitor individual students utilizing the school nurse, school psychologist, guidance counselor, Title I Teachers and instructional support teachers to insure flexibility in testing and grading when deemed necessary.
7. Honor Roll – students in grades 4, 5 and 6 attain honor roll status by achieving all B's or better during a nine week marking period.
8. An incomplete (I) may be given for work not completed. Credit will not be given until work is completed. An "I" does not automatically become an "F." A student is responsible to contact the teacher and make arrangements for make-up work.
    a. The student must contact the teacher involved within three days after returning from an absence. A student is permitted two weeks to make up an incomplete nine-week grade.
    b. A teacher will present the student with a schedule of work to make up the missed assignments. A student is permitted two days to complete the make-up work for each day missed, beginning with the day after the schedule is presented to the student.
    c. A student not adhering to the above procedure will be referred to the office and possibly forfeit his right to make up missed work and exams. This could result in an incomplete grade for the year.
9. Students who fail their ELA and Math courses for the year may be retained. Students will only be retained as a last resort and such analysis will be conducted in correlation with the District Team and Retention and Administrative Regulation Procedures.

ENGLISH AS A SECOND LANGUAGE

The Forest Hills School District, in keeping with its goal of academic excellence, has endeavored to establish a quality ESL (English as a Second Language) program that provides a student with the best education possible. In response to this desire, and in keeping with various federal and state regulations related to the education of ELL students, the Forest Hills School District formally established and adopted District Policy #138 – English as a Second Language/Bilingual Program, on May 10, 2018. The stated purpose of the policy is to enable identified ELLs (English Language Learners) to attain academic proficiency and success in English, specifically reading, reading comprehension, and writing, speaking, and listening.

DISTRIBUTION OF MATERIALS

In order for an outside group, agency, or organization to distribute materials such as fliers within the school to our student population, the following conditions must be followed:

1. Materials must be approved by the school administration prior to distribution.
2. The group must have a connection with the students or the school.
3. It must be non-partisan information and not related to an election or labor negotiations.
4. The dispersed information does not seek or exploit students for the benefit of a profit making organization.
5. The flyers are pre-counted and sorted for quick distribution to the intended homerooms and/or

student groups.

6. The flyers must include a contact name and phone number.

PRE-K AND KINDERGARTEN ORIENTATION

In order to reduce the fears and concerns frequently felt by many Pre-K and Kindergarten-aged children (and oftentimes by their parents), a brief school program is scheduled prior to the opening day of the new school term. The purpose of this program is to acquaint the young child and their parent(s)/guardian(s) with the building setting, the materials to be experienced, and the teacher with whom the child will be working.

CHILD CUSTODY

During situations when problems surface concerning who (mother/father) is or isn't permitted to see the child on the school premises, a Court Order verifying legal custody and limitations must be presented to the administration. Without verification of this document, either parent may see or pick up the child. Federal regulations give both natural parents the right to access their child's education records unless there is a court order or legally binding document prohibiting access.

It is the responsibility of parents to annually notify the school in writing if duplicate sets of report cards, records, and school notifications are to be sent to the non-custodial parent. Additionally, it is also the responsibility of the parents to annually provide the school with any updated child custody agreements.

If a custody agreement changes during the school year, it is the responsibility of the parent/guardian to provide the updated documents to the school as soon as possible. The school will follow the most recent custody agreement or court order we have on file.

PLEASE – Do not put the school in the middle of custodial disagreements.

STUDENT SUPPORT SERVICES (SSS)

The Student Support Services Team addresses the challenge of helping those elementary students that may be experiencing academic and/or behavioral difficulties in school. The SSS process is a positive, success-oriented program. The goal for the SSS is to maximize individual students' success. All information regarding a student's involvement in the program is confidential and maintained in the best interest of the student. Parent contact may be initiated by an SSS team member, but parents are encouraged to be in communication with their child's teacher(s) and school counselor throughout the year.

STUDENT ASSISTANCE PROGRAM (SAP)

SAP is a school-based Student Assistance Program at Forest Hills Elementary School. The SAP team is composed of professionally trained school and Cambria County agency staff. The purpose of the

program is to identify and assist students who are experiencing barriers to learning. SAP is designed to assist in identifying issues including but not limited to alcohol, tobacco, other drugs, and mental health issues which pose a barrier to a student's success.

The SAP team will work with parents/guardians to help find services and assistance within the school or, if needed, in the community for our students. The SAP team does not diagnose, treat, or refer your child for treatment. Instead, the SAP team will provide parents/guardians with information to make the choices that best meet their child's needs.

Anyone can refer a child to the SAP team. Some students are referred by teachers or other school personnel. A friend or family member can also let the SAP team know that they are worried about someone. The child can even go directly to the SAP team to ask for help. The SAP team will gather information to determine how the student is doing in his/her classes. However, the SAP team will not proceed unless a parent/guardian provides written permission. Once permission is received, the SAP team will work with the parent/guardian to develop a plan of action to help the referred child achieve success in school. Participation in the SAP program is voluntary.

SPECIAL EDUCATION

The Forest Hills School District provides a wide variety of programs to meet the needs of students with disabilities. Students participating in a Special Education program are provided an individually designed educational program to meet their unique educational needs. Programs are either operated by the District or provided by contract with the Appalachia Intermediate Unit 8.

Educational disabilities include autism, deafness, blindness, emotional disturbance, hearing impairment, specific learning disability, intellectual disability, multiple disabilities, other health impairments, speech or language impairment, visual impairment including blindness, and traumatic brain injury.

The Forest Hills School District has developed procedures for screening and evaluating school-aged children who are experiencing academic and/or emotional/behavioral difficulties.

Special Education programs include Learning Support, Speech/Language Support, Life Skills Support, Hearing Impaired Support, Visual Impairment Support, Multiple Disability Support, Autistic Support, and Emotional Support.

The Forest Hills School District strives to ensure that all students with disabilities have available to them a Free Appropriate Public Education (FAPE). District educators are committed to individualizing and supporting students in general education classes to the maximum extent possible and to provide small group intervention when needed to meet individual needs. General and special educators work together as a team to meet the instructional needs of special learners.

GIFTED EDUCATION

Gifted education services are provided by the Forest Hills School District and focus on enrichment and/or acceleration activities that supplement the general education program. Instructional services are provided through direct instruction, consultation, and classroom enrichment. Services are provided to students who qualify as mentally gifted and who demonstrate a need for Gifted Education Services.

SCHOOL COUNSELORS

Two elementary school counselors provide assistance for the classroom teacher to more completely understand each child and to subsequently provide an adequate program for meeting his/her needs. This is accomplished through individual and small group sessions with the child and counselors, by scheduling and facilitating programs in the school from outside agencies, and through increased communication between the school and the home. Additionally, the school counselors provide classroom lessons at the discretion of the counselors, teachers, and/or administration.

HOMELESSNESS

PENNSYLVANIA EDUCATION FOR CHILDREN AND YOUTH EXPERIENCING HOMELESSNESS PROGRAM

The Pennsylvania Education for Children and Youth Experiencing Homelessness Program (PA ECYEH Program), assures execution of the federal legislation, McKinney-Vento Homeless Assistance Act of 1987. The Act defines the term "homeless children and youth" as individuals who lack a fixed, regular, and adequate nighttime residence. Implementation of this program ensures that homeless children and youth have equal access to the same, free, appropriate, public education; including preschool education, as provided to other children and youth.

Rights of Homeless Children & Youth Include:

- Continuing their education in their current school, and provide transportation to that school, (if feasible);
- Immediate enrollment in the school district where they are temporarily housed;
- Assistance with obtaining school records
  *Note: lack of school records may not affect the right to immediate enrollment;
- Participation in all applicable school programs, including supplementary instructional programs, field trips, and other enrichment activities as well as after-school recreational programs, etc.;
- Assistance with school-related expenses, such as: supplies, clothing, uniforms, meals, etc.

Each school district in the United States has a designated Homeless Liaison. This person is responsible for assuring that each homeless child or youth receives all the services guaranteed by federal law. Dr. Rob Dill, Assistant Superintendent, is the Forest Hills School District Homeless Liaison. Please Contact Dr. Dill at (814) 487-7613 EXT: 3206 or rdill@fhrangers.org if you have additional questions or need assistance.

JOURNALS/DIARIES

Keeping a journal/diary is a technique that may sharpen language arts and writing skills. Teachers may choose not to read these items on a regular or even random basis. However, if a teacher does read a student's journal/diary and finds it to contain anything that may deal with abuse, neglect, harm to oneself or harm to others, there will be no such thing as confidentiality. Parents and/or the responsible school officials may be contacted immediately.

LIBRARY

The elementary school houses an attractive library that includes an abundance of reference, fictional and non-fictional materials. Formal instruction in library procedures embracing Kindergarten through sixth grade are scheduled on a rotating basis. Flexible scheduling allows for the use of the library as a resource room for teachers and students. Students at all grade levels are provided time each week for book selections. Technology instruction may be a regular part of library instruction especially in grades 4-6.

WIN (What I Need) and MTSS (Multi-Tiered System of Supports)

WIN is part of our MTSS (Multi-Tiered Systems of Support) model, a comprehensive standards-aligned school reform strategy that enables early identification and intervention for students needing additional opportunities to learn high level content. In addition, MTSS provides benchmark students the opportunity to enrich and "grow" their skills and talents.

The administration and elementary faculty will use available data to determine which students need the most intensive help. The number of students in each tiered MTSS group will vary according to the level of student needs. Students in grades K-3 will be given the Acadience reading assessment at the beginning of the school year. Acadience is our universal screening tool used with all K-3 elementary students to determine their academic status against grade level reading benchmarks. Additionally, students will be routinely screened/assessed to determine skill deficits. Certified Title I and elementary teachers will coordinate to facilitate the MTSS progress.

The MTSS team will review progress monitoring and benchmark data to determine whether students need to be moved into a different group to address their academic needs throughout the school year. The WIN program will include all students in grades K, 1, 2, and 3.

INSTRUMENTAL MUSIC

All elementary students in grades four through six are given an opportunity to learn to play a musical instrument. Fourth, fifth and sixth graders who so choose will have instrumental lessons geared specifically to the instrument of their choice. Fifth and sixth graders' instrumental lessons will culminate in a performing Fifth and Sixth Grade Band.

CHORUS

All fourth, fifth, and sixth grade students have an opportunity to join the chorus. The "Rockin' Ranger

Ensemble" generally practices once a week and performs at various functions throughout the school year.

PHYSICAL EDUCATION

Our elementary physical education program offers a wide variety of developmental programs to students. Intramural activities are available to students in grade 6 on a scheduled basis, and may be available to 5th graders, depending upon time constraints.

The following are presented as guidelines for student participation:

1. Loose fitting shorts
2. Comfortable T-shirt
3. Socks
4. Sneakers
5. Headbands for those with long hair
6. No jewelry - watches, pierced earrings, bracelets.

If a child is unable to participate in physical education activities on a given day due to temporary illness, a note explaining the details of the illness should be sent by the parent to the physical education teacher. Frequent failure by the child to participate in physical education activities will result in a request from the school for a doctor's excuse verifying the validity of the absences.

SCHOOL SPONSORED EDUCATIONAL TRIPS (Field Trips)

Occasionally during the school year, elementary students take part in a study trip (field trip). These trips are scheduled to places of interest with the goal of enhancing the classroom educational program. Permission slips are sent home prior to the trip and must be returned before a child makes the trip. A child will not be allowed to go on a field trip without parental permission. The permission slips contain all the pertinent information regarding trip details. Administration reserves the right to hold a student back from attending a field trip for behavioral or safety concerns.

WELLNESS

The Forest Hills Board of Education approved the Forest Hills School Wellness Policy #246 on December 6, 2018. The policy can be found on the District's website at www.fhrangers.org

PARTIES

Throughout the year, classes may celebrate with a few small parties—usually around Halloween, Christmas, Valentine's Day, and Easter. For these events, we just ask that treats are kept to a minimum and that some healthier options are included when possible.

As a safety precaution, homemade treats are not allowed to be distributed during these activities. Only commercially packaged food items are permitted for school use. Please refrain from large bags/boxes of treats. Your child should be able to carry treats on the bus.

Birthday parties may continue to be celebrated at the discretion of the individual classroom teacher; however, these are not to be large-scale parties. These occasions may be celebrated with small items such as pencils, tablets, books, trinkets, etc. Please be advised that certain classrooms are designated as allergy-free classrooms; therefore, please consult your child's teacher before sending food items to school with your child.

PARTY INVITATIONS AND GIFTS

At times, parents wish to use the school as a venue to distribute invitations to their child's classmates for at-home parties. This may only be done if it includes all the students of a particular group. For example, invitations may be given to the whole class, or all the girls, or all the boys. This will help assure that feelings aren't hurt by leaving out a student. To avoid the appearance of favoritism, teachers will not be expected to distribute a gift to a student in his/her classroom that is directly sent from another family and/or student.

SCHOOL HEALTH

School health services in the Forest Hills School District are organized and developed in accordance with the school laws of the Commonwealth of Pennsylvania, the health needs of school children in this district, and national standards for a sound school health program.

A. Pre-School Immunizations

1. Prior to entry into school at Forest Hills Elementary, a child must be properly immunized. Students in Pre-K must be immunized against rotavirus, haemophilus, influenza type B (Hib), pneumococcal, diphtheria, polio, pertussis, tetanus, rubella, rubeola, mumps, hepatitis A and B, varicella (chicken pox), and influenza. Students in Kindergarten must be properly immunized against diphtheria, polio, pertussis, tetanus, rubella, rubeola, mumps, hepatitis B, and varicella (chicken pox).
2. A physician's record reporting the dates of these immunizations is required from the parent at the time of registration of the child. Enforcement of the immunization records as a pre- requisite for school attendance will be in conjunction with the dictates of district policy and state mandates. Parents must contact the school nurse if their child has a medical, ethical, or religious exemption.

B. Required Examinations

1. Pennsylvania School Law requires a medical examination of pupils upon original entry to school (pre-k, kindergarten or grade one, as the case may be) as well as in grades six and eleven. Parents are encouraged to have their family physician complete their child's physical examination simply because the family physician is more familiar with the child's medical history. Medical forms for the family physician are available in the health room office.
2. Children not examined by their family physician will be examined by the school physician during the school term. Times for such school examinations are scheduled in advance

and parents are informed of these dates. Physical defects discovered or suspected by the examining physician are reported to the parents.

3. Pennsylvania School Law requires a dental examination for pupils upon original entry to school (pre-k, kindergarten or grade one as the case may be) third grade, and seventh grade. Parents are encouraged to have dental examinations done by their family dentist. Children who do not have private dental examinations done will have one conducted by the school dentist during the school term.
4. Failure to comply with the Pennsylvania School Law requirements by providing the appropriate medical and/or dental documentation or participation in school dental or physical examinations MAY result in the child being excluded from any grade level field trips.
5. School health law further requires that every pupil in kindergarten through grade twelve be weighed and measured. BMI (body mass index) will be calculated and these results are to be reported to parents or guardians of students in grades Pre-K-6.
6. All pupils in Pre-K through grade twelve will have a vision screening once yearly.
7. All pupils in Pre-K through grade 3 shall be given a hearing screening each year. Pupils in other grades who are known to have a hearing loss or show evidence of hearing difficulty will be tested.

C. Illness/Injury

1. Parents are urged to report any health problems that may arise during the school year to the nurse. Parent-nurse conferences are encouraged and can be arranged by calling the school nurse.
2. The school health room is equipped to handle first aid and illness during the school hours. Treatment of wounds, removal of splinters, treating colds, or other conditions occurring at home is not the responsibility of the teacher or nurse. Please do not send a child to school if he/she is ill.
3. Students that present to the nurse with a fever will be sent home. Students may not return to school until fever free for 24 hours without the use of fever reducing medication. If your child is sent home with a fever, the following day will not require a doctor's note.

D. Homebound Instruction

In the event of a child needing to be out of school because of illness or injury for an extended period of time, arrangements can be made for homebound instruction services at no expense to the parents. Homebound instruction is only provided subsequent to a request from the parent, completion of the appropriate forms and a recommendation by the attending physician.

E. Medications

1. The following is the method that the Forest Hills School District nurses must use to dispense non-prescription (over-the-counter) medications.
2. Any non-prescription (over-the-counter) medication, other than what is listed below, must have an order from a licensed prescriber before it can be dispensed by school nurses. A copy of the form to be completed by the parent and the licensed prescriber (doctor, physician's assistant), dentist, certified registered nurse practitioner (CRNP) is located on the district website or can be requested by calling the school nurse.

3. The Pennsylvania Department of Health requires school nurses to have a medication order from a licensed prescriber for non-prescription (over-the-counter) medications. School nurses cannot dispense any non-prescription (over-the-counter) medications to students that are not covered under the school physician's standing order. However, when parents sign the Emergency Procedure Card, school nurses may dispense the following medications (or similar medications) as prescribed by the school physician.
    - Tylenol (acetaminophen) or ibuprofen
    - Tums (antacid)
    - Benadryl (diphenhydramine)
    - Calamine lotion
    - Sucrets
    - Blistex
    - Sting kill topical
    - Anbesol
    - Neosporin ointment

- A signed medication order from a licensed prescriber is needed only when the non-prescription medication is not on the list above.

4. Any medications to be administered during the school day must be taken to the nurse's office (or main office) by the parent or guardian. No student is permitted to carry any medication to or from school or during school hours.
5. The guidelines of the Forest Hills School District indicate that all children's medications be administered at home. Medications other than those covered by the school doctor's standing orders (indicated on the Emergency Procedure Card) MUST have a medication order from a licensed prescriber. This includes over-the-counter non-prescription medication. However, if under exceptional circumstances a child is required to take medication during school hours, the parent and student must comply with school regulations. These regulations include the following:
    a. Written request from the physician to the school officials that medication be administered to the student. Included in the request must be the name of the student, name of the medication, dosage, time to be administered, diagnosis and possible side effects.
    b. Students are not permitted to transport medication to or from school.
6. A parent/guardian or responsible adult must bring the medication to school.
    a. All medications must be in a prescription bottle with current date and name of the student on the bottle. Medications in plastic bags or containers other than original containers are NOT acceptable. c) Parent/Guardian must send enough medicine to cover the prescription until a refill is needed. d) Parent/Guardian must anticipate when the school medication supply will run out in order to replenish the supply.
    b. Empty medication containers will not be sent home with students.
    c. Under no circumstances will any student be permitted to transport medication, except for inhalers for asthma, insulin for diabetes, or Epinephrine for allergic reactions as ordered by a licensed prescriber.

d. Medication that is to be given 3 times a day may be given at home before school, immediately after school, and at bed time at home.

These regulations are for the safety and protection of all students in the school district. Your cooperation with these guidelines will be greatly appreciated.

"The Pennsylvania Public School Code, Section 1414.2(g) allows parents/guardians to request an exemption to the administration of an epinephrine auto-injector for their student. In order to request this exemption, contact the school nurse to make an appointment to discuss this decision, review and sign the opt-out-form."

F. Communicable Diseases

Guidelines for the recommended lengths of absence for communicable diseases vary with the particular disease. Students must remain absent from school until the student is judged non-infective by the child's physician. A written release must be provided by the Child's physician.

G. Lice Procedures

1. Students having lice may be excluded from school until they are treated and free of lice.
2. Whenever it is discovered that a student has lice, the school nurse checks all students in close contact.
3. A parent communication letter is sent home at the beginning of the school year with suggestions on how to treat and control lice. This information is also available on the school website.
4. Once the student has been treated, the student must be checked by the school nurse before returning to school. Forest Hills has a LIVE LOUSE POLICY, as recommended by our school physician, which means a student must be lice free in order to be readmitted to school.
5. After checking the student the school nurse will determine whether the student returns to the classroom or returns home for further treatment.
6. The District prioritizes the health and safety of all students and the school reserves the right to provide additional resources, as necessary, or contact outside agencies to assist in situations as appropriate.

H. Bedbugs

1. Bed bugs are a nuisance, but their bites are not known to spread disease. Bed bugs are usually active at night and feed on human blood. The bite does not hurt at first, but it may become swollen and itch, much like a mosquito bite. Watch for clusters of bites, usually in a line, on exposed areas of the body. If you have medical concerns for you or your child, please contact your doctor.
2. The source of bed bugs often cannot be determined. Bed bugs may be found in many places including hotels, planes, and movie theaters. Even though it is highly unlikely for bed bugs to infest a school, the Forest Hills School District will conduct an inspection and, if needed, will implement an integrated pest management plan in the area where the bed bug was found. The Forest Hills School District will continue to work to identify bed bugs, provide thorough inspections of schools, and have licensed pest control specialists assist with pest management. The Forest Hills School District has trained staff that will

take precautionary actions and implement pest management procedures and protocols. If concerned, you may wish to contact your physician or school nurse for proper care and treatment of bed bug bites. If you have any questions regarding bed bugs found in your home, contact your local health department or visit http://www.pa.gov/bedbugs.

PUPIL ACCIDENT INSURANCE

The School District is not responsible for payment of doctor or hospital bills you might incur for injuries that happen in or around the school. This includes physical education classes, cafeteria and recess.

We urge all students to carry the pupil's accident insurance that is available through the school. Medical and hospital coverages are explained in the policy you receive when you purchase the insurance. This coverage is available only at the beginning of the school year. Insurance forms will be sent home with all students. Call the school if your child does not bring a form home.

School accident insurance only covers interscholastic injuries after the primary insurer has been billed.

AMBULANCE SERVICE

The Forest Hills School District has contracted with the Forest Hills Ambulance Association to provide emergency ambulance service. In the event that it would be deemed necessary by School District personnel to have a student transported to the hospital from school in an ambulance, the cost of the ambulance service would not be billed to the parents/guardians.

SUNSCREEN PROTECTION

In October of 2018, the Pennsylvania School Code was amended to include sun protection measures for students. Section 1414.10 (2) of the PA School Code allows for the use of a non-aerosol topical sunscreen product by students in school if:

- The product is approved by the Food and Drug Administration;
- The parent/guardian must submit a form allowing the student to use the topical sunscreen; and
- The student must submit a form stating that he/she is aware of the proper use, is familiar with the safety precautions of the product, and will handle the product appropriately.

The school district may rescind or restrict the use of the sunscreen if the student does not follow the school rules and/or the student is unwilling or unable to keep the non-aerosol sunscreen product guarded from other students' use.

USE OF RESTRICTED/ UNAUTHORIZED DEVICES

The Forest Hills School District prohibits the use of restricted and unauthorized devices, as defined in policy, by students during the academic school day. Such devices shall be turned off or made inoperable during the academic school day. In the event that a student uses or displays one of the devices listed here during the academic school day, the device will be confiscated and returned to the student's parent/guardian only.

The term restricted and unauthorized device is defined as cellular telephones, 2-way radio wireless

devices, telephone paging devices commonly known as beepers, any device that is capable of operating as a telephone paging device, laser pointers, and any other items deemed by the administration to interfere with the orderly management of the school.
The term academic school day is defined from the time the student arrives on school property to the official dismissal time set forth by the school district for that particular building.

PARENT TEACHER ORGANIZATION

The goal of the Forest Hills Parent Teacher Organization is to enhance learning and social opportunities which normally would not be funded by our school. Enthusiasm expressed by the parents in our children's education will be reflected in our children's attitudes. All persons are welcome to participate in PTO. activities (Grandparents, Aunts, Uncles) even though they do not have children attending the elementary school.

Many activities are initiated by the PTO. Parents.guardians are encouraged to attend the PTO meetings and voice suggestions and ideas. Meetings are usually scheduled for the 3rd Monday of specified months at 6:00 p.m. in the elementary school. Get involved with your child's education. Your opinion is valued.

COMPLAINT PROCEDURES (CHAIN OF COMMAND)

Strong partnerships between families and schools are essential to every child's success. We encourage parents and guardians to work collaboratively with your child's classroom teacher(s) first, as they are most familiar with their child's daily learning experiences, academic progress, and classroom expectations. In most cases, questions or concerns can be addressed quickly and effectively through open communication with the teacher.

If additional support is needed after meeting with the classroom teacher(s), parents and guardians are encouraged to contact the building administration. Building administrators are available to assist in resolving concerns, provide additional guidance, and work together with families and staff to support student success. If further assistance is necessary, district office administration may then be contacted. By following this chain of command, we can maintain open communication, foster positive relationships, and work together as a team to provide the best possible educational experience for every student.

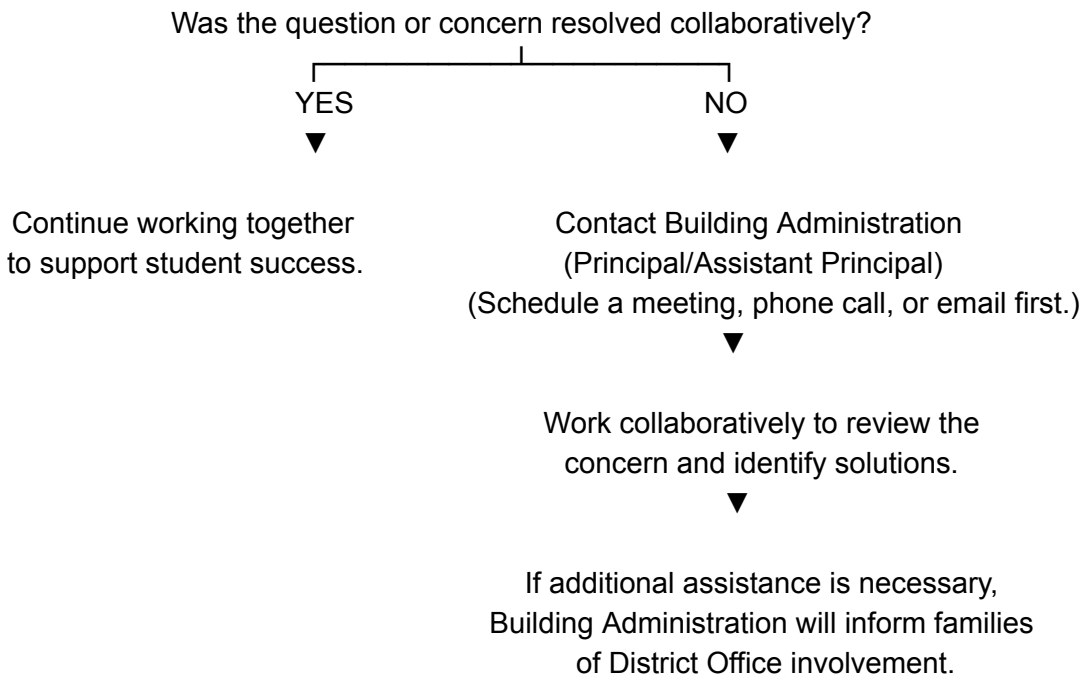
WORKING TOGETHER FOR STUDENT SUCCESS

Parent/Guardian has a Question, Concern, or Needs Information

▼

Speak with your Child's Classroom Teacher(s)/Advisor
(Schedule a meeting, phone call, or email first.)

▼



ELEMENTARY AND SECONDARY EDUCATION ASSISTANCE

Parent Right-to-Know Information as Required by Elementary and Secondary Education Assistance (ESEA) [Section 1112(e)(1)(A)]

Every Student Succeeds Act (ESSA) [Section 1112(e)(1)(A)]

Forest Hills Elementary School receives Federal Title I funds to assist students in meeting state achievement standards. Throughout the school year, we will be providing you with important information about this law and your child's education. This letter lets you know about your right to request information about the qualifications of the classroom staff working with your child.

As a Title I school, we must meet federal regulations related to teacher qualifications as defined in ESEA. These regulations allow you to learn more about your child's teachers' training and credentials. We are happy to provide this information to you.

At any time, you may ask:

- Whether the teacher met state qualifications and certification requirements for the grade level and subject he/she is teaching.
- Whether the teacher received an emergency or conditional certificate through which state qualifications were waived, and
- What undergraduate or graduate degrees the teacher holds, including graduate certificates and additional degrees, and major(s) or area(s) of concentration.

You may also ask whether your child receives help from a paraprofessional. If your child receives this assistance, we can provide you with information about the paraprofessional's qualifications.

The Every Student Succeeds Act (ESSA) was signed into law in December 2015 and reauthorizes the

Elementary and Secondary Education Act of 1956 (ESEA) includes:

- Information on policies regarding student participation in assessments
- Information on required assessments that include subject matter tested, purpose of the test, source of the requirement (if applicable), amount of time it takes students to complete the test, and time and format of disseminating results.

The Forest Hills School District is dedicated to meeting the educational needs of our students and is working to ensure that your child receives the best possible education. The district is fully committed to the success of your child. We appreciate your partnership in our efforts.

HAZING - District Policy #247

The purpose of this policy is to maintain a safe, positive educational and extra-curricular environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the Forest Hills School District and are prohibited at all times.

Hazing occurs when a person intentionally, knowingly or recklessly, for the purpose of initiating, admitting or affiliating a student with an organization, or for the purpose of continuing or enhancing membership or status in an organization, causes, coerces or forces a student to do any of the following:

1. Violate federal or state criminal law.
2. Consume any food, liquid, alcoholic liquid, drug or other substance which subjects the student to a risk of emotional or physical harm.
3. Endure brutality of a physical nature, including whipping, beating, branding, calisthenics or exposure to the elements.
4. Endure brutality of a mental nature, including activity adversely affecting the mental health or dignity of the individual, sleep deprivation, exclusion from social contact or conduct that could result in extreme embarrassment.
5. Endure brutality of a sexual nature.
6. Endure any other activity that creates a reasonable likelihood of bodily injury to the student.

Aggravated hazing occurs when a person commits an act of hazing that results in serious bodily injury or death to the student and

1. The person acts with reckless indifference to the health and safety of the student; or
2. The person causes, coerces or forces the consumption of an alcoholic liquid or drug by the student.

Organizational hazing occurs when an organization intentionally, knowingly or recklessly promotes or facilitates hazing.
Any activity, as described above, shall be deemed a violation of this policy regardless of whether:

1. The consent of the student was sought or obtained, or

2. The conduct was sanctioned or approved by the school or organization.

Student activity or organization means any activity, society, corps, team, club or service, social or similar group, operating under the sanction of or recognized as an organization by the district, whose members are primarily students or alumni of the organization.

For purposes of this policy, bodily injury shall mean impairment of physical condition or substantial pain.
For purposes of this policy, serious bodily injury shall mean bodily injury which creates a substantial risk of death or which causes serious, permanent disfigurement, or protracted loss or impairment of the function of any bodily member or organ.

NON-DISCRIMINATION/DISCRIMINATION HARASSMENT - District Policy #103

The District strives to maintain a safe, positive learning environment for all students that is free from discrimination, Discrimination is inconsistent with the educational and programmatic goals of the District and is prohibited on school grounds, at school-sponsored activities, and on any conveyance providing transportation to or from a school entity or school-sponsored activity.

For purposes of this policy, harassment shall consist of unwelcome conduct such as graphic, written, electronic, verbal or nonverbal acts including offensive jokes, slurs, epithets and name-calling, ridicule or mockery, insults or put-downs, offensive objects or pictures, physical assaults or threats, intimidation, or other conduct that may be harmful or humiliating or interfere with a person's school or school-related performance and which relates to an individual's or group's race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy or handicap/disability when such conduct is:

1. Sufficiently severe, persistent or pervasive; and
2. A reasonable person in the complainant's position would find that it creates an intimidating, threatening or abusive educational environment such that it deprives or adversely interferes with or limits an individual or group of the ability to participate in or benefit from the services, activities or opportunities offered by a school.

SEXUAL HARASSMENT

Sexual harassment is a form of discrimination on the basis of sex and is subject to this policy. For purposes of this policy, sexual harassment shall consist of unwelcome sexual advances; requests for sexual favors; and other inappropriate verbal, nonverbal, written, graphic or physical conduct of a sexual nature when:

1. Submission to such conduct is made explicitly or implicitly a term or condition of a student's status in any educational or other programs offered by a school; or
2. Submission to or rejection of such conduct is used as the basis for educational or other program decisions affecting a student; or
3. Such conduct deprives a student or group of individuals of educational aid, benefits, services or

treatment; or

4. Such conduct is sufficiently severe, persistent or pervasive that a reasonable person in the complainant's position would find that it unreasonably interferes with the complainant's performance in school or school-related programs, or otherwise creates an intimidating, hostile, or offensive school or school-related environment such that it unreasonably interferes with the complainant's access to or participation in school or school-related programs.

Federal law declares sexual violence a form of sexual harassment. Sexual violence means physical or sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual may also be unable to give consent due to an intellectual or other disability. Sexual violence includes but is not limited to rape, sexual assault, sexual battery and sexual coercion.

DATING VIOLENCE - Board Policy #252

The purpose of this policy is to maintain a safe, positive learning environment for all students that is free from dating violence. Dating violence is inconsistent with the educational goals of the district and is prohibited at all times. The Board encourages students who have been subjected to dating violence to promptly report such incidents. The district shall investigate promptly all complaints of dating violence and shall administer appropriate discipline to any student who violates this policy.[2] When a student's behavior indicates a threat to the safety of the student, other students, school employees, school facilities, the community or others, district staff shall report the student to the threat assessment team, in accordance with applicable law and Board policy.[3][4]

Title IX Sexual Harassment and Other Discrimination

Every report of alleged dating violence that can be interpreted at the outset to fall within the provisions of policies addressing potential violations of laws against discrimination shall be handled as a joint, concurrent investigation into all allegations and coordinated with the full participation of the Compliance Officer and Title IX Coordinator. If, in the course of a dating violence investigation, potential issues of discrimination are identified, the Title IX Coordinator shall be promptly notified, and the investigation shall be conducted jointly and concurrently to address the issues of alleged discrimination as well as the incidents of alleged dating violence.[5][6]

Discipline of Student Convicted or Adjudicated of Sexual Assault

Upon notification of a conviction or adjudication of a student in this district for sexual assault against another student enrolled in this district, the district shall comply with the disciplinary requirements established by state law and Board policy.[7][8]

Complaint Procedure

When a student believes that they have been subject to dating violence, the student is encouraged to promptly report the incident, orally or in writing, to the building principal, guidance counselor or classroom teacher. The building principal shall conduct a timely, impartial, and comprehensive investigation of the alleged dating violence. The building principal shall prepare a written report

summarizing the investigation and recommending disposition of the complaint. The complainant and the accused shall be informed of the outcome of the investigation.[1] If the investigation results in a substantiated finding of dating violence, the building principal shall recommend appropriate disciplinary action, as circumstances warrant, in accordance with the Code of Student Conduct.[1][2] The district shall document the corrective action taken and, where not prohibited by law, inform the complainant.

The district may provide dating violence training to guidance counselors, nurses, and mental health staff at the high school as deemed necessary. At the discretion of the Superintendent, parents/guardians and other staff may also receive training on dating violence.[1]

The district may incorporate age-appropriate dating violence education into the annual health curriculum framework for students in grades nine through twelve. The district shall consult with at least one (1) local domestic violence program or rape crisis program when developing the educational program.[1][9]

A parent/guardian of a student under the age of eighteen (18) shall be permitted to examine the instructional materials for the dating violence education program.[1][10]

At the request of the parent/guardian, the student may be excused from all or part of the dating violence education program.[1][11]

WEAPONS POLICY – District Policy #218.1

The Board recognizes the importance of a safe school environment relative to the educational process. Possession of weapons in the school setting is a threat to the safety of students and staff and is prohibited by law.

Weapon - the term shall include but is not limited to any knife, cutting instrument, cutting tool, nunchaku, firearm, shotgun, rifle, replica of a weapon, and any other tool, instrument or implement capable of inflicting serious bodily injury.

Possession - a student is in possession of a weapon when the weapon is found on the person of the student; in the student's locker or assigned storage area; or under the student's control while on school property, on property being used by the school, at any school function or activity, at any school event held away from the school, or while the student is coming to or from school.

The Board prohibits students from possessing and bringing weapons and replicas of weapons into any district buildings, onto school property, to any school-sponsored activity, and onto any public vehicle providing transportation to or from school or a school-sponsored activity, or while the student is coming to or from school.

The Board may expel for a period of not less than one (1) year any student who violates this weapons

policy. Such expulsion shall be given in conformance with formal due process proceedings required by law and Board policy.

The Superintendent may recommend modifications of such expulsion requirements on a case-by-case basis.

In the case of a student with a disability, including a student for whom an evaluation is pending, the district shall take all steps required to comply with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies.

Transfer Students

When the district receives a student who transfers from a public or private school during an expulsion period for an offense involving a weapon, the district may assign that student to an alternative assignment or may provide alternative education, provided the assignment does not exceed the expulsion period

FOREST HILLS SCHOOL DISTRICT

Home of the Rangers

2026-2027 Paraprofessional Handbook

PARAPROFESSIONAL HANDBOOK PURPOSE

The purpose of this paraprofessional handbook is to provide practical direction to all staff members in the Forest Hills School District. This booklet should serve as a set of guidelines to assist in making Forest Hills a place in which all students and staff enjoy teaching and learning.

The administration and school board reserve the right to amend, modify, or update policies and procedures, as described throughout this handbook, during the school year, as needed. Such changes may not be immediately reflected in this handbook. Teachers and staff will be notified of significant updates in a timely manner. This handbook does not supersede school board policies or superintendent directives.

NONDISCRIMINATORY STATEMENT

The Forest Hills School District does not discriminate in educational programs, activities or employment practices based on race, color, national origin, sex, disability, age, religion, ancestry or any other legally protected classification. This policy is in accordance with state and federal laws, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990.

FOREST HILLS SCHOOL DISTRICT

District Office Administration

Superintendent of Schools……...Dr. David Lehman

Assistant Superintendent of Schools ……Dr. Rob Dill

Coordinator of Student Services ……...Mrs. Rebecca Roberts

School Psychologist…….……Mrs. Olivia Kudlawiec

Business Manager……Mrs. Stacey Thomas

Director of Operations…… Mr. Walter Christ

Forest Hills Board Of School Directors

President……..Mr. Galen George

First Vice President…….……..Dr. Richard Knavel

Second Vice President…….……Mrs. Deborah Petrunak

Secretary…….....Dr. Timothy Ondrejik

Assistant Secretary/Treasurer……..……Mrs. Colleen Wolfhope

Member …….…….……...Mr. Todd Allison

Member……..…..Mr. Daryl Bodenschatz

Member…….....Dr. Brandi Penatzer

Member……...…Dr. Brady Hamady

Solicitor……..……Dillon, McCandless, King, Coulter & Graham

Forest Hills Alma Mater

Through the years our loyalty
Will remain with thee
In Forest Hills we'll place our trust
For everyone to see
We'll cherish all our chosen goals
No matter what fate wills
In victory or in defeat
We're true to Forest Hills

Forest Hills Elementary School
P.O. Box 290
547 Locust Street
Sidman, PA 15955
814-487-7613
814-487-4404 Fax

Mr. Lucas Jacobs, Director of Federal Programs/Elementary Principal, ext. 3600
Mrs. Elissa Boyd, Elementary Assistant Principal, ext. 3601
Mrs. Regina Fyock, Elementary Secretary, ext. 3604
Mrs. Annette Shaffer, Elementary Secretary ext. 3603,
Mrs. Amanda Wagner, Attendance Secretary, office ext. 3602
Mr. Dillion Charlton, Elementary Dean of Students, ext. 2711
Mrs. Cassandra Layman, Dean of Special Education Operations, ext. 2627

Forest Hills Jr/Sr High School
P.O. Box 325
535 Locust Street
Sidman, PA 15955
814-487-7613
814-487-4605 Fax

Mrs. Kristin Wilson, Jr/Sr High School Principal, ext. 3700
Mr. Chris Evans, Jr/Sr High School Assistant Principal, ext. 3701
Ms. Kelly Kmetz, Jr/Sr High School Secretary, ext. 3713
Mrs. Christina Christ, Jr/Sr High School Secretary, ext. 3702
Ms. Tammy Ohler, Jr/Sr High School Dean of Students, ext. 3716
Mrs. Cassandra Layman, Dean of Special Education Operations, ext. 2627

Forest Hills Student Services Office
Mrs. Rebecca S. Roberts, Coordinator of Student Services, ext. 3605
Mrs. Olivia Kudlawiec, School Psychologist , ext. 3610
Mrs. Bernice Cononie, Student Services Secretary, ext. 3008
Mrs. Cassandra Layman, Dean of Special Education Operations, ext. 2627

FOREST HILLS SCHOOL DISTRICT MISSION STATEMENT

The Forest Hills School District will develop career, college, and future-ready graduates in a learning environment that fosters perseverance, innovation, leadership, and a commitment to excellence.

FOREST HILLS SCHOOL DISTRICT VISION STATEMENT

The vision of Forest Hills School District is to promote personal and educational excellence and to empower our students to be career, college, and future-ready graduates who are capable of making a positive impact in the community and beyond.

FOREST HILLS SCHOOL DISTRICT SHARED VALUES

Our school will continue to serve as the learning centers of our communities, providing new opportunities for all students to acquire and apply the skills and knowledge required in an ever-changing world.

Continuous changes in society impact the dynamics of our students' environment which need to be identified and addressed in order to implement a comprehensive educational program.

Our school district will develop productive citizens with the skills, attitudes, and knowledge developed through an educational program that requires a curriculum which is comprehensive and balanced and promotes high expectations for all students and stimulates critical thinking and lifelong learning.

Our school district will adopt practices that recognize diversity of cultures, language, interests, and beliefs to develop students who are socially conscious.

Our school district will create and maintain safe and secure schools. The school district will develop strategies for violence prevention and emphasize high expectations for student conduct, responsible behavior, and respect for others.

2026-2027 Building Focus

Home of the RANGERS!

Building Hope. Growing Learners. Strengthening Our Ranger Community.

We believe . . .

At Forest Hills, we believe hope is more than optimism. Hope is the belief that the future can be better and that each student and staff member can identify goals, develop pathways, overcome obstacles, and access the support needed to grow. Through safe schools, strong instruction, meaningful relationships, and a positive culture, we will continue to prepare every Ranger to be career, college, and future-ready.

SCHOOL SAFETY

To create, maintain, and continually improve a safe, secure, supportive, and hope-centered learning environment for all students and staff.

LEARNERS' EXPERIENCE

To ensure every student experiences high-quality instruction, meaningful engagement, and measurable academic growth through a tightly aligned curriculum, explicit instructional practices, responsive supports, and opportunities that prepare students to be career-, college-, and future-ready.

CULTURE

To build and sustain a positive, welcoming, collaborative, and hope-centered school culture where all students and staff feel safe, connected, valued, and empowered to grow.

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DAILY SCHEDULE

The workday at the elementary building is designed to begin at 8:15 AM and end at 3:45 PM, a (7 ½) hour contractual obligation. At the junior/senior high school building, the workday is designed to begin at 7:20 AM and end at 2:50 PM, a (7 ½) hour contractual obligation.

1. Paraprofessionals must enter the building through the main entrance in the mornings before his/her assigned start time.
2. Upon entering the building in the morning, paraprofessionals must badge in and use your identified 4 digit PIN.
3. Other than the scheduled 15-minute breaks, lunch, and sanctioned exceptions, starting with the 7:20 AM or 8:15 AM reporting time and continuing through the scheduled departure time, a paraprofessional must be with his/her student(s) or within a specified classroom or duty.
4. DEPARTURES prior to the designated end time must be approved by a building administrator. When possible, please communicate such requests in writing through email.
5. Early dismissal for emergency reasons (inclement weather, systems malfunctions, etc.) may necessitate the immediate departure of students. If or when emergency dismissals are warranted, all paraprofessionals will remain in the building until notified by the office.
6. Paraprofessionals must inform the secretarial staff if he/she leaves the building other than during the designated lunchtime.
7. Cell phones should not be turned on or used during class instruction or duty time. Exceptions must be cleared by one of the principals/coordinator of student services or should be limited to school business (CrisisGo, Duo Mobile, etc.). School phones should not be used for personal matters unless an emergency situation occurs. All outgoing calls should be made during break/lunch.

REPORTING OFF WORK

The CSIU system is in place for reporting off work.

All FHSD faculty must submit an electronic absence submission via the CSIU portal for ALL absences, including conferences, field trips, administrative approved days (i.e. in-house training, graduation practice, etc.), sick days, personal days, and bereavement.

1. When possible, submit absences ahead of time through the CSIU portal. The administration will receive a notification email, and once approved, the employee will receive email notification of the request (no phone call or text to an administrator will be needed if submitted more than 24 hours in advance).
2. **If you are calling off the night before (after 3:45 PM) OR the morning of your absence, you MUST also text/call Mrs. Roberts (814) 341-0103 and your building assistant principal, Mr. Evans (814) 341-8352 or Mrs. Boyd (814) 442-6223.**
    a. Calls should not be made between the hours of 9:00 PM and 6:00 AM. If texting, be sure to receive a response.
    b. Do not leave a voicemail without checking back to make sure the message was received.
3. No call-offs will be accepted via email for next day absences after 3:45 PM. You must call or text.
4. The CSIU portal will replace the need for documentation for reporting off requests.

NOTE: Please refer to your contract for a description on various other types of leave. Proof of illness in the form of a medical certificate may be required if an employee's absence exceeds three (3) consecutive days. Refusal to present said certificate shall result in a loss of pay for those days.

Reminder: We assume the paraprofessional will return to work unless informed otherwise. Where sickness in the immediate family requires the employee's absence from work, employees may use not more than eight days of such leave entitlement in each calendar year for that purpose. Proof of illness in the form of a medical certificate may be required if an employee's absence exceeds three (3) consecutive days.

Unavoidable emergencies arise that cause personnel to arrive late or not at all. Please be certain to call the school office immediately to ensure that no duties lack proper supervision because the building administrative staff is not aware that a paraprofessional is not at their respective station.

ACCIDENT/INJURY REPORTING

In the event that an employee of the Forest Hills School District is injured while on the job, it is essential that the injured employee take the following steps to report the injury:

1. The employee must notify the building principal immediately to complete an accident report form (form to be completed by supervisor/designee).
2. The employees immediate supervisor and district office personnel must be notified within 24 hours of the time that the injury occurred. District office personnel will assist the employee in completing any other paperwork regarding the injury and file the report with the insurance company within the required timeframe.

AMBULANCE SERVICE

The Forest Hills School District contracted the Forest Hills Ambulance Association to provide emergency ambulance service. In the event that it would be deemed necessary by School District personnel to have a student or employee transported to the hospital from school in an ambulance, the cost of the ambulance service would not be the responsibility of the parents/guardians or the employee.

PARAPROFESSIONAL RESPONSIBILITIES

Remember, your first responsibility is to our Ranger students. Your dedication and assistance to an assigned student/classroom are greatly appreciated.

1. Make sure all timesheets are completed accurately and submitted on time. **Please be certain we can read your name. Time Sheets are due into the Student Services Office on Fridays by noon. A time sheet calendar and time sheets are provided at the beginning of each school year.**
2. A paraprofessional's primary responsibility is to the student(s) you are assigned.
3. Your presence in the classroom should be as unobtrusive as possible to assure the best learning environment for all students.
4. Refrain from speaking with other staff and students during instructional time. This is a distraction to the learning process.
5. When working one-to-one with a student, whisper your instructions. Other students should not be distracted by your voice and/or you working with any one specific student. Use non-verbal cues as much as possible. (i.e. - tap the corner of the desk, hold your finger up to your lips to indicate no talking, etc.)
6. Do not attempt to discipline a child when there is a teacher present. You are there to support the

student, while the teacher is responsible for classroom management and discipline.

7. As schedules change, the paraprofessional should work with his/her respective office and/or direct supervisor to update his/her schedule. Changes in schedules are due to the student services office within 48 hours via google in the shared Google Folder.
8. Out of concern for the safety and welfare of the child, each paraprofessional will devote his/her fullest attention to the supervision of specifically assigned duty stations. Paraprofessionals should not be congregating, but continuously moving around their assigned duty area, especially during recess and lunch.
9. Pennsylvania Law establishes that a school district is not liable for injuries or damage resulting from negligent acts of its employees. The same immunity does not extend to the employees. A paraprofessional, like any other person, is liable personally for damages or injuries caused by his/her negligence. Where the negligence of a paraprofessional results in an injury to the student, the student and his parents have legal recourse against the paraprofessional.
10. Confidentiality is extremely important to the district. Please do not discuss staff or student concerns with anyone except the administration or your cooperating teacher when appropriate.
11. Respect the teacher's privacy. Do not sit at the teacher's desk or answer the phone unless you are requested to assist in this manner.
12. You must accompany your assigned child to all special area classes.
13. If you are not assigned 1:1, assist children if the classroom teacher has requested you to help at a particular time or if prior discussions have indicated that the teacher is comfortable with such assistance. Copying, cutting, or sorting of instructional materials (not checking student work) are only to be done after student needs are met and only as directed by the classroom teacher.
14. Paraprofessionals working directly with students in the classroom or in a one-to-one assignment must complete 20 Professional Development hours during a school year.
15. **Paraprofessionals should not gather at the exit door prior to departure.** Your work ends at the end of the work day. Teachers often need assistance at the end of the day. Utilize this time to do paperwork, ACCESS billing or assist teachers.
16. If there is a problem within the classroom that is not able to be resolved, then the paraprofessional should reach out to his/her direct supervisor or the Coordinator of Student Services. Conflict between colleagues should be resolved between those parties who are involved. If the conflict is not able to be resolved in a professional manner and deals with a work related matter, then the paraprofessional should contact administration as necessary.

CELL PHONE

Cell phones, for personal use, should not be used during class instruction or duty time. Exceptions must be cleared by a principal or supervisor. Cell phones may be used for school business. However, a cell phone being used for personal business should be limited to your duty free lunch and break time. If needed, a paraprofessional may contact the office to arrange for duty coverage.

CONFLICT RESOLUTION PROCESS

When an incident occurs between you and another paraprofessional, it is best that you address the other person in a direct yet respectful manner. Conflict between colleagues, especially those in the same union, should be addressed without administrative intervention. If your conflict is with a teacher or administrator, please use the following information to resolve conflict:

Staff Concern Resolution Process

- **Teacher/Staff Member (when appropriate)**: Address the concern directly with the individual involved whenever possible.
- **Direct Supervisor**: If the concern is unresolved or not appropriate for direct discussion, contact your immediate supervisor.
- **Assistant Superintendent**: Concerns that cannot be resolved at the building level are referred to the Assistant Superintendent for review.
- **Superintendent**: Matters requiring further review or a final administrative decision are referred to the Superintendent.

Guiding Principles

- Address concerns at the **lowest appropriate level** first.
- Allow each level an opportunity to investigate and resolve the issue before escalation.
- Maintain professionalism, confidentiality, and timely communication throughout the process.
- Urgent concerns involving student/staff safety, legal compliance, or emergencies should be reported immediately to the appropriate administrator without following the standard progression.

COMMUNICATION WITH PARENTS

Paraprofessionals should not be communicating with parents/guardians without prior approval of the teachers and direct supervisor. Do not provide your personal phone number to parents. All communication, written or verbal, must be done so in a professional manner and with teacher/administrative approval. At all times, paraprofessionals must maintain confidentiality. Paraprofessionals should not contact parents on their personal devices and/or outside of the scheduled school day. If contacted by a parent outside the scheduled school day, the paraprofessional should notify the student's case manager to follow up with the parent.

SCHOOL VOLUNTEERS

The administration values the unique contributions made by parent/guardian and community volunteers to the educational programs of the district. Accordingly, the administration encourages the participation of parent/guardian and community volunteers, subject to certain requirements and procedures.

Assisting in the presence of a teacher/administrator with students, all volunteers will be required to sign the Arrest/Conviction Report and Certification Form (PDE 6004 form), which can be found in the main office. In addition to the submission of the PDE 6004 form, volunteers need to be processed through the entry security system for each day/time for which he/she is volunteering. Teachers and paraprofessionals need to notify the office secretaries of all volunteers at least a week prior to any event.

POSITIVE BEHAVIOR SUPPORT/DISCIPLINE

All faculty should maintain a positive classroom environment at all times and use positive reinforcement to encourage desired behaviors. Establish and consistently enforce clear expectations for students as soon as possible and re-teach expected behaviors as needed. You should build strong and supportive relationships with students that show them you care about their success and well-being. Please utilize the Positive Behavior Intervention and Support System including the Ranger Pride Pledge and House model and the outline of teacher managed/office managed behaviors. If you have questions or concerns about our PBIS system, please consult a member of the PBIS Team or the administration.

Maintaining order in classrooms, halls, bathrooms, and the cafeteria should be the goal of every teacher and staff. It is the duty of all to help attain this goal. All staff members are responsible for maintaining order anywhere in the building. When minor infractions are noted, it should be handled on the spot. More serious incidents should be referred to the administration according to the classroom vs. office-managed T-Chart. Both Major and Minor referrals should be documented through SWIS (School-Wide Information System). Seek assistance from a teacher to assist in submitting a referral through SWIS.

BULLYING DEFINITIONS AND RECOGNITION

In a proactive effort to educate students about bullying, interventions will be utilized for whole, small, and individualized instruction.

Single incidents between equals, whether in person or online **are not** defined as bullying, and while these single acts can cause distress, they do not fit the definition of bullying unless someone is deliberately and repeatedly doing them.

According to Pennsylvania Statute 24 §13-1303.1-A, "Bullying" means an intentional electronic, written, verbal or physical act, or a series of acts:

1. Directed at another student or students;
2. Which occurs in a school setting;
3. That is severe, persistent or pervasive; and
4. That has the effect of doing any of the following:
    a. Substantial interfering with a student's education;
    b. Creating a threatening environment; or
    c. Substantially disrupting the orderly operation of the school.

For purposes of the foregoing, "school setting" means any conduct or activity which occurs in the school, on school grounds, in school vehicles, at a designated bus stop, or at any activity sponsored, supervised, or sanctioned by the school, including travel to and from such activity. All forms of bullying by students are prohibited. This prohibition includes "cyberbullying," which involves the use of electronic devices to engage in any of the conduct described above.

The district will consider all forms of bullying by district students in non-school settings and will enforce consequences provided under Board Policy #249 (click link) to acts of bullying occurring in a non-school setting to the fullest extent permitted by law.

Administrative actions and interventions related to non-school settings will be determined based upon the incident's alignment to criteria 1, 3, and 4 listed above.

Guidelines for Recognizing and Identifying Bullying and Cyberbullying

- **Power**: It is bullying and not just playing around, when two people are unequal in power, and the one with the greater power takes unfair advantage of the less powerful person. Power can be physical size or strength, numbers, socio-economic strata, verbal skill, level of intelligence, popularity, and athletic ability, to name a few. The 'bully' watches for opportunities to pick on, humiliate and tease the target. The person being targeted may feel vulnerable, powerless, and believe there is no way to stop the behavior.

- **Intentional Acts or Series of Acts**: Negative actions are repeated, happening over and over in many different settings. Usually, adults are unaware or are not present when they occur. The person doing the bullying does it on purpose, and the intent is to hurt another person.
- **Different levels of Feeling:** You can tell that it is bullying and not just playing around when the people involved show unequal levels of feeling (affect). Instead of both people smiling or looking like they are having fun, one person is smiling or looking triumphant ("I gotcha!), and one is crying or looking frightened, humiliated, confused, or angry.

Bullying is any behavior that intentionally harms, intimidates, or targets a student. Examples of bullying include, but are not limited to, causing physical, emotional, or mental harm, damaging, taking, or extorting a student's personal property, placing a student in reasonable fear of harm or loss of property, creating an intimidating, threatening, or hostile environment that substantially interferes with a student's educational opportunities, or engaging in conduct intended to demean, dehumanize, embarrass, or incite others against a student.

Any student who experiences or witnesses bullying is encouraged to report the incident as soon as possible. Reports may be made to a building principal, assistant principal, school counselor, teacher, or any other trusted adult. Students who have been trained to use the school's electronic bullying reporting system are also encouraged to submit reports through that system.

Bullying/cyberbullying may have Level II or higher consequences. Conduct that constitutes bullying or cyberbullying may also constitute unlawful harassment, discrimination, or hazing that are also prohibited under applicable law and board policies and may carry additional disciplinary consequences.

CONFIDENTIALITY

CONFIDENTIALITY: The Family Educational Rights and Privacy Act of 1974 ensures that all information concerning a student's behavior, academic standing, attendance, and home life be confidential. The Act permits parents accessibility to their children's educational records and gives them a right to challenge the information kept on their children's educational records. Students who are 18 years of age or older have all the rights granted to parents.

Professional educators and staff should not discuss student behaviors, academic standing, and home life with support personnel, patrons, or other educators unless professional advice is being sought. In order to maintain appropriate levels of confidentiality, the following philosophies are to be kept in mind:

1. Students should not check other students' work, papers, tests, etc. Similarly, students should NEVER be asked to call out their grades so that they can be marked in grade books.
2. Any applicable certificates of achievements, attendance, discipline reports, progress reports, or report cards should be sent home or given directly to the student.
3. All professional employees are expected to be familiar with federal and state requirements regarding confidentiality of student information and records.

Access to students' records is limited to those who have a current, direct professional relationship with the student and a valid, professional reason to access the related information.

PROFESSIONAL DECORUM

It is the responsibility of each faculty member and administrator to maintain an academic environment conducive to the positive educational development of all students and fellow faculty members. This standard of professional conduct requires each member to behave in a manner which is free of intimidation and harassment based on sex, race, religion, politics, or professional interest. Employees of the Forest Hills School District are expected to be professional in their relationships with staff, administration, students, parents and guests.

It is expected that all employees will:

- Promote a climate of mutual respect and dignity promoting the District's positive image.
- Be mindful of the way you talk about other faculty/staff or school business during or outside of school hours.
- During an emergency, drills, or non-routine situations, be mindful of your outgoing communications so as not to contribute to confusion and/or speculation about school happenings.
- Serve as a role model for students in their dress, behavior, and attitude.
- Interpret the rules and procedures described as set forth to students. Seek to develop close, cooperative relationships with parents for the educational benefit of the student.
- Treat with dignity and respect fellow staff members, students, parents, administrators, guests, and presenters.

Administrators may take corrective measures or impose disciplinary actions in the event an employee's performance is less than the reasonable standard of performance or if the employee's conduct is not in keeping with what is expected in the working environment of the Forest Hills School District.

Disciplinary action may include a verbal warning, written warning, suspension, or termination of employment. The appropriate level of disciplinary action will be determined based on the nature and severity of the issue, its impact, the type and frequency of prior violations, the time elapsed since any previous disciplinary action, and any other relevant circumstances.

Written records will be kept regarding disciplinary actions taken and will be maintained in the employee's personal file.

POLICIES AND PROCEDURES

Paraprofessional Referral Process to the School Counselor

The purpose of this process is to ensure that student concerns are communicated appropriately and that referrals to the school counselor are made in a timely, professional, and confidential manner. Paraprofessionals play an important role in identifying students who may benefit from counseling services; however, referrals should follow the established chain of communication.

Referral Process

1. **Observe and Document**
    - Observe the student's behavior, emotional well-being, social interactions, or academic concerns.
    - Document objective facts, including dates, times, specific behaviors, and any statements made by the student. Avoid personal opinions or diagnoses.
2. **Notify the Supervising Teacher**
    - Discuss concerns with the regular education or learning support teacher as soon as possible.
3. **Consult with Building Administration (if applicable)**
    - If the concern involves a significant behavioral issue, student safety, or another matter requiring administrative awareness, notify the building principal.
4. **Referral to the School Counselor**
    - The regular ed/special ed teacher will determine whether a referral to the school counselor is appropriate and will initiate the referral using the district's established procedures.
    - If the paraprofessional has been directed by the supervising teacher or administrator to complete referral documentation, it should be submitted promptly and confidentially.
5. **Immediate Safety Concerns**
    - If a student expresses thoughts of self-harm, harm to others, abuse, neglect, or any situation that presents an immediate safety concern, the paraprofessional must **immediately notify the supervising teacher, school counselor, or building administrator**. Do not leave the student unattended if there is an imminent safety concern.
6. **Maintain Confidentiality**
    - Student concerns should only be discussed with appropriate school personnel who have a legitimate educational interest.
    - Information regarding referrals or counseling services should never be shared with other staff, students, or community members.
7. **Follow-Up**
    - Continue to support the student as directed by the supervising teacher and counselor.
    - Respect the confidentiality of counseling services and understand that specific outcomes or details of counseling sessions may not be shared.

Paraprofessionals are valuable members of the educational team and are often among the first to recognize when a student needs additional support. Prompt communication with the supervising teacher and adherence to district procedures help ensure students receive appropriate services while maintaining confidentiality and professional responsibilities.

A copy of all school district policies and procedures is available in the main office as well as on the District's website (www.fhrangers.org). ***It is the responsibility of each paraprofessional to understand and follow the policies and procedures of the Forest Hills School District.*** **Student handbooks are available online for your reference (www.fhrangers.org).**

DRESS CODE

Professional Dress Code Guidelines
All faculty members shall be physically clean, neat, well-groomed, and dressed in a manner reflecting their professional status.

Guidelines for acceptable dress (gender appropriateness will apply):
Male:

1. Collared long/short-sleeved buttoned dress shirt (no polo shirts) and appropriate ties are required.

2. Optional but recommended: suits, sports jackets, blazers, and sweaters.
3. Dress pants or khakis (blue, black, gray, brown) that are ironed, neat, and clean (no jeans or cargo pants).
4. Dress shoes are required (no sneakers, tennis shoes, boots, or Crocs).

Female:

1. Dress slacks, pantsuits, skirts, blouses, sweaters, dresses, or dress shirts (collared or noncollared), no dress shorts.
2. Dresses/Skirts must be no shorter than two inches (2") above the knee.
3. Dress shoes. No Crocs, flip flops, or beach sandals will be permitted.

Guidelines for unacceptable dress:

1. Tight clothes. No yoga pants. No leggings unless covered by a dress or shirt of appropriate length (no shorter than two inches [2"] above the knee).
2. Clothes that are too revealing, i.e., low-cut, short, see-through, etc.
3. Shorts (including those made of spandex or jersey material, running shorts, or those considered "casual" attire), jeans, and sweatshirts.
4. Clothes that would create the impression of having an unkept, untidy, or rumpled appearance, or any type of flamboyant attire that would cause a classroom distraction.

The only exceptions to the dress guidelines shall be the following:

1. Physical education teachers shall wear appropriate professional physical education teaching attire when teaching physical education classes.
2. Manufacturing, CNC Programming/Robotics, Engineering Technology, Art, Family/Consumer Science, and science lab classroom teachers and nurses may wear appropriate alternate attire when required by working conditions.
3. Teachers will dress appropriately as determined by administration when chaperoning students on field trips; at athletic events; supervising students during outdoor classroom activities, e.g., nature trail hikes; or with other extracurricular educational activities.
4. Appropriate alternative attire may be worn on inservice days administratively defined as clerical in nature. Questions concerning proper alternate attire should be presented to the first level supervisor/building administrator.
5. Professional staff members may dress down on district-wide designated dress-down days.

Appropriate attire for teachers instructing physical education classes (gender appropriateness will apply) will be:

1. Windsuit.
2. Polo shirt/collared coaching shirt.
3. Casual dress slacks.
4. Appropriate shorts for teaching physical education (e.g., coaching shorts, Dockers-type shorts, or walking shorts; running shorts, jersey material shorts, or spandex shorts are not appropriate).
5. If a noncollared shirt is worn, a windsuit top must be worn when not involved in a physical education class.

Physical education teachers will follow the district professional dress code guidelines when teaching classes other than physical education classes. If a teacher has a schedule that requires more than two (2) clothing changes in a day, s/he is to consult the building principal for directions as to what is acceptable.

District-approved "Green & Gold Day"/Dress-Down Day dress code guidelines (gender appropriateness will apply):

1. Casual dress slacks/pants.
2. Male: Casual collared shirt or polo shirt. Female: Casual collared or noncollared shirt or polo shirt.

3. Blue jeans that are neat in appearance and promote a role-model image (jeans with holes and faded, worn, or tattered jeans are not acceptable).
4. Sneakers and tennis shoes that are neat in appearance and promote a positive role-model image (soiled, worn, or tattered shoes are not acceptable).
5. No Crocs, flip flops, or beach sandals will be permitted.
6. Shirts, jerseys, or sweatshirts promoting the Forest Hills School District.
7. Hats will not be permitted at any time.
8. These days will be limited to the last day of the student week.
9. All staff members must pay to participate.

Professional Decorum

NOTE: Professional dress (shirts and ties) may be required at any time as per administration request and will be at the discretion of administration. Example given: parent/teacher conferences, inservice days with guest from outside the district, etc.

It is the responsibility of each faculty member and administrator to maintain an academic environment conducive to the positive educational development of all students and fellow faculty members. This standard of professional conduct requires each member to behave in a manner which is free of intimidation and harassment.[2]

Employees of the Forest Hills School District are expected to be professional in their relationships with staff, administration, students, parents/guardians, and guests.

It is expected that all employees will:

1. Promote a climate of mutual respect and dignity promoting the district's positive image.
2. Serve as role models for students in their dress, behavior, and attitude.
3. Interpret the rules and procedures described as set forth to students.
4. Seek to develop close, cooperative relationships with parents/guardians for the educational benefit of the student.
5. Treat with dignity and respect fellow staff members, students, parents/guardians, administrators, guests, and presenters.

Administrators may take corrective measures or impose disciplinary actions in the event an employee's performance is less than the reasonable standards of performance, or if the employee's conduct is not in keeping with what is expected in the working environment of the Forest Hills School District.[3]

Types of disciplinary action may include verbal warning, written warning, suspension or discharge. The type of disciplinary action will be determined by the nature, severity, and effect of the problem by the type of frequency of serious problems, by the period of time elapsed since a previous problem, and by any circumstance relevant to the problem.[3]

Written records will be kept regarding disciplinary actions taken and will be maintained in the employee's personnel file.[4]

LUNCH SCHEDULES

Lunch schedules for the school year will be distributed prior to the beginning of the school year. Please note that the administration may have to adjust lunch schedules as needed. Such changes will be communicated with the staff.

DRUG FREE, TOBACCO-FREE, AND ALCOHOL FREE CAMPUS

Our school is committed to providing a safe, healthy, and drug-free learning environment for all students, staff, and visitors. The school campus and all school property are designated as a **Drug-Free School Zone**. The possession, use, distribution, sale, or being under the influence of illegal drugs, controlled substances, alcohol, tobacco products, or nicotine delivery devices is strictly prohibited on school property, during the school day, while traveling on District-provided transportation, and at all school-sponsored activities, events, and functions, whether held on or off school property. Prohibited tobacco and nicotine products include, but are not limited to, cigarettes, cigars, smokeless tobacco, electronic cigarettes (e-cigarettes), vaping devices, and similar products. Any individual found in violation of this policy will be subject to applicable school disciplinary procedures and may also be referred to law enforcement when appropriate.

INCLUSION OF STUDENTS WITH SPECIAL NEEDS

All identified students participating in the general education setting are to have the appropriate adaptations/modifications implemented as specified in the Individual Education Plan (IEP) or Gifted Individual Education Plan (GIEP) documents. General education teachers must understand and implement all of the provisions in the student's IEP (Special Education), GIEP, or Section 504 Accommodations Plan. This includes all identified learning, emotional, speech, hearing, and gifted support students. Please consult a learning or gifted support teacher, counselor, or administrator with any questions. Failure to comply with the identified modifications and specially designed instruction could have personal and district repercussions as per federal law. Please include Special Needs students in all homeroom/seasonal activities, including pictures taken of the craft/event.

INSTRUCTIONAL TIME

Paraprofessionals are expected to make good use of instructional time, as every minute of instructional time is considered valuable. Ineffective classroom management results in the loss of instructional time and, consequently, student achievement. Instruction should begin at the scheduled time and should continue until the specified dismissal.

RECESS (Elementary)

Recess is not a mandated part of the school day but is encouraged to support the wellness initiatives. However, the following guidelines must apply:

1. Students will go outside for recess if the temperature is at or above 33 degrees, and there is no precipitation.
2. In the event that the ground is wet, the administration will check the playgrounds and announce whether outdoor recess will be held that day.
3. Students will receive approximately 30 minutes of recess per day.
4. Student discipline/consequences may result in a partial loss of recess time, but students are NOT to lose their full recess.

5. Please remember to take a radio and communicate with the main office for any emergencies or concerns during recess.
6. All students must be in the building by 3:05 PM for dismissal.
7. Indoor recess consists of interactive play and activities within the classroom for students in Grades K-5.
8. Out of concern for the safety and welfare of the child, each paraprofessional will devote his/her fullest attention to the supervision of specifically assigned duty stations. Paraprofessionals should not be congregating, but continuously moving around their assigned duty area, especially during recess.

CHROMEBOOK/COMPUTER CART PROCEDURES

1. Each paraprofessional will receive a chromebook and charger at the beginning of the year.
2. All Chromebooks and chargers must be returned to the Student Services office by the last day of school.
3. Chromebooks are for work related purposes only.

Student Chromebooks

1. Chromebook and other mobile computers are purchased by the District to enhance educational opportunities for students.
2. These devices should be used to supplement solid instructional practices. They should not be used to supplant instruction.
4. These devices are only used for educational purposes. Any other uses are strictly prohibited.
5. When logging onto the Chromebook, students must use their school-issued Google credentials.
6. Students are reminded that *GoGuardian*, a web filtering, monitoring, and management system is utilized by the Forest Hills School District. Therefore, students' web activities are being monitored and recorded by *GoGuardian*.
7. Computer use must be closely monitored by teachers and staff.
8. Any misuses or damages of the computer must be reported to the building administration immediately.

OFFICE REGULATIONS

1. Only office secretaries, administrators, and those teachers assigned to the office shall be permitted in restricted areas. All personnel shall first gain permission to enter the mailroom, office work areas, and conference room.
    a. If you need to see an administrator, please ask. Do not demand to see an administrator.
2. Students must report to the office secretaries before seeing the principal or assistant principal. During morning arrival, students must check in with their teacher before reporting to the office.
    a. For the safety of students, do not send students to the office (for disciplinary reasons) unannounced.
3. Check email and mailboxes upon arrival at work, at lunchtime, and before leaving at the close of the day to get phone messages or notices that might be important. You are asked to use your key to retrieve mail from your mailboxes. Secretaries should not be asked to get mail.
4. To maintain confidentiality, students are not permitted to pick up materials from mailboxes or carry confidential information.
5. For building safety and for unexpected absences from school, keys must be placed in their mailboxes every day before leaving

PHOTOCOPYING

There are new protocols for use of copiers at the elementary school. Please touch base with your classroom teacher regarding these regulations.

Paraprofessionals **are not** to be photocopying during their instruction time. Again, your primary responsibility is to work with students. If there is time in the day and copying is needed in an emergency situation, you may do so but being out of the classroom for a long period of time is not acceptable.

Construction paper is NOT to be used in any copy machine. The lint and dust from construction paper accumulates on the internal sensors, causing mis-feeds and general malfunction.

EVACUATION DRILL PROCEDURES

The purpose of a fire/evacuation drill is to familiarize students and staff with procedures and guidelines that are essential in safely evacuating the building in case of a fire. All rooms must have fire exit signs posted, giving students directions to follow in exiting the building. Fire Drills will generally be announced.

Rules in Evacuating the Building:

1. The principal and/or designee only have authority to sound the alarm for a fire drill. In case of an actual fire, the person detecting the emergency should immediately sound the alarm.
2. The teacher/staff is to make certain that the lights are off, and all students are lined up for exiting the building. The teacher/staff is also reminded to close the classroom door after all persons have exited the room.
3. Teachers/Staff should be sure the building doors close and secure behind them and their students if their classroom is the last group to exit.
4. The teacher assumes the responsibility to signal the students to quietly line up and begin exiting the rooms in an orderly fashion. Students are not to talk, laugh, or push while exiting the building. Students should exit the building in a single-file manner.
5. The teachers and staff are appointed to outdoor zones and should report to those zones. They are responsible for taking attendance via CrisisGo upon exiting the building.
6. Once the building is deemed safe, a signal to return to class will be given by the principal.

As safety procedures are being updated and changed, teachers/staff are to familiarize themselves and follow these protocols as they might change throughout the year.

EMERGENCIES AND EVACUATIONS

Paraprofessionals are to adequately familiarize students as to the proper procedures for emergency situations. As District staff, you are also required to be familiar with all emergency and evacuation procedures. Various disaster, emergency, and evacuation drills will be practiced throughout the school year. Teachers and staff should refer to Forest Hills School District Threat Preparedness Quick Guide for a complete overview of their responsibilities and the proper protocols associated with the District's comprehensive emergency procedures. All changes to disaster, emergency, and evacuation plans will be communicated to staff and students. The FHSD Threat Preparedness Quick Guide **must** be kept in each classroom for the teacher, substitute, or any other adult to access.

PARKING

It is expected that when parking a vehicle, all personnel will show respect for the following limitations:

1. Keep within the line divisions. To deviate from the lines during times when they are unobstructed is inexcusable. During periods when the lot is snow covered, wandering is possible and tolerable, however, not to a point of absurdity. Effective plowing of the thruways is hampered by those who overextend the zones.
2. Parking in the fire lane and bus loading zones is prohibited, except while actively loading or unloading and only when no buses are parked or entering the loading area.
3. People who are identified as handicapped have an area reserved for parking near the district office. **Please do NOT park where there are blue diagonal lines**. This is specifically for wheelchair van loading and unloading.
4. All staff must have a parking pass and hang this from your rear view mirror with the pass number facing outward.

Note: Violations to the parking guidelines will be addressed by the administration.

BUILDING SECURITY

In an ongoing attempt to provide safety for the students and adults who work within the confines of our building, we need to perceive the following as a positive approach toward traffic control of visitors.

1. Procedures:
    a. If you see a stranger traveling throughout the building or on the playground, without displaying the verified visitor badge, either:
    b. Escort him/her to the office (if not abandoning your students).
    c. Ask him/her to wait while you notify the office from a nearby phone.

2. Entrance Accessibility: Equally as important as knowing "who" is in our building and "why" is limiting the number of accessible entrances to the building. Visitors must report to the main doors where intercom and video security is present.

    a. Teachers' proximity ID badge will access the doors with a proximity card reader Monday - Friday from 6:00 AM to 8:30 PM on the days school is in session. All perimeter doors will allow access until 6:00 PM. The main entrance must be used between 6:00 PM - 8:30 PM. You must be out of the building by 9:00 PM. There is still no weekend/holiday access due to facilities staff assignments, hours, etc.

3.
    a. After scanning their ID badge, when using the main entrance, staff will also need to enter their four-digit personalized code. **Opening exits for ventilation purposes is not permitted.**

Note: All employees must wear their identification badges at **ALL** times while in the building.

1) Metal Detectors/OpenGate: The District owns and may use metal detectors at the discretion of the administration and/or in partnership with the School Resource Officer. These units may be used without advance notice for both adults and students throughout the building and grounds. All adults who work within Forest Hills School District should plan to walk through metal detectors in order to model and set a good example for students.

2) General Door Security Guidelines:
    a) Please be sure to check the exit doors have latched upon reentering the building at all times, especially when returning to the building with students.
    b) Do not prop open and leave an outside door unattended.
    c) Do not hold the door open for parents or visitors.
    d) All exit doors should be locked and secured at all times.

CONTROLLED SUBSTANCE ABUSE

Purpose

The Board recognizes that the misuse of controlled substances by administrative, professional, and support employees is a serious problem with legal, physical, and social implications for the whole school community and is concerned about the problems that may be caused by controlled substance abuse by district employees, especially as it relates to an employee's safety, efficiency, and productivity.

The primary purpose and justification for any district action will be for the protection of the health, safety and welfare of students, staff, and school property.

Definitions

Controlled Substances: Controlled Substances shall be defined as those outlined in the Controlled Substance, Drug, Device, and Cosmetic Act.

Conviction: For the purposes of this policy, a conviction means that a court or other authorized judicial body has determined an individual is guilty of violating a federal or state criminal drug law. A conviction also includes a plea of *nolo contendere* (no contest), the imposition of a sentence, or both.

Criminal Drug Statute: Criminal Drug Statute is a federal or state criminal statute involving the manufacture, distribution, dispensation, use or possession of a controlled substance.

Drug-free Workplace: A Drug Free Workplace is the site for the performance of work at which employees are prohibited from engaging in the unlawful manufacture, distribution, dispensation, possession or use of a controlled substance.

Authority

The Board requires that each administrative, professional and support employee be given notification that, as a condition of employment, the employee will abide by the terms of this policy and notify the district of any criminal drug statute conviction for a violation occurring in the workplace immediately, but no later than 72 hours after such conviction.

Any employee convicted of delivery of a controlled substance or convicted of possession of a controlled substance with the intent to deliver or convicted of an offense defined as a felony under the Controlled Substance, Drug, Device, and Cosmetic Act, shall be terminated from his/her employment with the district, in accordance with applicable law, regulations, and Board policy.

Delegation of Responsibility

The Superintendent or designee shall establish and maintain a drug-free workplace awareness program that informs employees of the following:

- The dangers of drug abuse in the workplace.
- The Board's commitment to maintaining a drug-free workplace.
- Available drug counseling, rehabilitation, and employee assistance programs.
- The disciplinary and legal consequences of violating the Board's drug-free workplace policy.

The Superintendent or designee shall provide all employees with a written statement notifying them that the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance is prohibited in the workplace. The statement shall also identify the disciplinary actions that may result from violations of this policy, including termination of employment and referral for criminal prosecution.

The district shall make a good faith effort to maintain a drug-free workplace through the implementation and enforcement of this policy.

Within 10 days of receiving notice that a district employee has been convicted of a workplace drug offense, the district shall notify any federal agency or department from which it receives grant funding, as required by applicable law.

Within 30 days of receiving notice of such conviction, the district shall take appropriate personnel action, up to and including termination of employment, or require the employee to satisfactorily participate in a drug abuse assistance or rehabilitation program approved by an appropriate federal, state, or local health, law enforcement, or other authorized agency.

Guidelines

The Superintendent or designee shall immediately report any incident involving an employee's prohibited possession, use, or sale of a controlled substance or drug paraphernalia, as defined by the Pennsylvania Controlled Substance, Drug, Device, and Cosmetic Act, to the law enforcement agency with jurisdiction over the school property. This reporting requirement applies when the incident occurs on school property, at a school-sponsored activity, or while using transportation to or from school or a school-sponsored activity. All reports shall be made in accordance with applicable state laws and regulations, the memorandum of understanding with law enforcement, and Board policy.

Forest Hills Athletic Department

Athletics Handbook

2026-2027

www.fhrangers.org

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Forest Hills School District Coaches' Code of Conduct

The Forest Hills School District Coaches' Code of Conduct is taken directly from the NFHS (National Federation of High School Sports) Coaches Code of Ethics. It is as follows:

Coaches Code of Ethics

The function of a coach is to educate students through participation in interscholastic competitions. An interscholastic program should be designed to enhance academic achievement and should never interfere with opportunities for academic success. Each student should be treated with the utmost respect, and his or her welfare should be considered in the coach's decisions at all times. Accordingly, the following guidelines for coaches have been adopted by the NFHS Board of Directors and, subsequently, the Forest Hills School Board of Directors.

1. The coach shall be aware that he or she has a tremendous influence, for either good or ill, on the student's education and shall never place the value of winning above the value of instilling the highest ideals of character.
2. The coach shall uphold the honor and dignity of the profession. In all personal contact with students, officials, athletic directors, school administrators, the state high school athletic association, the media, and the public, the coach shall strive to set an example of the highest ethical and moral conduct.
3. The coach shall take an active role in preventing drug, alcohol, and tobacco abuse.
4. The coach shall avoid using alcohol and tobacco products when interacting with players.
5. The coach shall promote the entire interscholastic program of the school and direct his or her program in harmony with the total school program.
6. The coach shall master the contest rules and teach them to his or her team members. The coach shall not seek an advantage by circumventing the spirit or letter of the rules.
7. The coach shall exert his or her influence to enhance spectators' sportsmanship, both directly and by working closely with cheerleaders, pep club sponsors, booster clubs, and administrators.
8. The coach shall respect and support contest officials. The coach shall not indulge in conduct that would incite players or spectators against the officials. Public criticism of officials or players is unethical.
9. The coach should exchange cordial greetings with the opposing coach to set the correct tone for the event before and after the contest.
10. The coach shall not pressure faculty members to give students special consideration.
11. The coach shall not scout opponents by any means other than those adopted by the league and/or state high school athletic association.

I have read, understand, and will follow the above Forest Hills School District Code of Ethics.

_____

(Print Name)

_____ _____

Signature of Coach Date

Forest Hills School District Coaches' Responsibilities

Coaches at all levels within the Forest Hills School District are required to do the following:

General Duties: Teams with multiple coaching staff members will organize and coordinate the following responsibilities. Ultimately, the head coach of each sport at each level [Varsity, J.V., & Jr. High] is responsible for ensuring the following actions are taken. The coordinated delegation of some tasks by the head coach to other staff members is appropriate and encouraged.

1. All members of the coaching staff are expected to review and follow the rules and regulations of their respective sports as outlined by the PIAA, NFHS (National Federation of High School Sports), District VI, and Laurel Highlands Athletic Conference.
2. A member of the varsity coaching staff must attend all PIAA pre-season rules interpretation meetings and any other meetings deemed necessary by a governing body of an athletics association or conference. The head coach should fulfill this responsibility but can be delegated to an assistant. The coaching staff does not need to attend a meeting unless otherwise dictated by the governing body of the athletics association or conference. *Junior high coaches do not need to attend.
3. Paid coaching staff are expected to attend all in-season practice events and games. The school district recognizes that sickness, outside work responsibilities, and family events may prevent a coach from attending all practices. If a paid coach cannot participate in practice, it is that coach's responsibility to ensure that they coordinate with other coaching staff members to provide safe supervision of a practice or athletic contest is maintained. It is also highly suggested that your absence from a practice or athletic contest is communicated with the athletic director.
4. Student-athletes must be supervised at all times during organized practices, athletic contests, and off-season workouts. This includes the locker room (before and after events), transportation, weight room, standard practices, and athletic competitions. It is suggested that a coach arrive at school at least 10 minutes before they expect the first student to show up for an athletic departure, practice, or contest. An adequate number of coaching staff members should be present to ensure safe supervision. If a coaching staff member cannot be present 10 minutes before the arrival of student-athletes, this should be communicated to the athletic director so safe supervision of students can be maintained. It is generally expected that a coaching staff member should be the first to arrive and the last to leave at any practice, game, off-season workout, etc.
   ** Coaches are not responsible for parents dropping students off or athletes choosing to arrive at times earlier than 10 minutes before the start of an athletic event, workout, or practice. If students arriving early is causing issues or is a concern, this should be communicated to the athletic director.
5. Coaches must maintain building security by not propping doors open, making copies of keys, and, when necessary, making sure athletic areas and buildings are locked. In some cases, building alarms must also be disarmed and re-armed.
6. Coaches are responsible for safely storing their athletic equipment and general "light" maintenance of their athletic areas and locker rooms at the end of each practice and game. "Deep cleaning" will be done by the custodial staff.

7. At athletic contests (Home or Away), in the absence of the principal, athletic director, or game manager, the head coach or acting assistant coach is the school district's acting authority.
8. Maintain a professional working relationship with students, parents, school personnel, the booster club (if applicable), officials, members of the media, and spectators.
9. At the varsity level, the head coach is expected to facilitate the college recruiting process.
10. Monitor the enforcement of all school policies related to athletics. This includes attendance, academic eligibility, and various suspensions. (This is all accomplished through communication and coordination with the athletic director and high school administration.)
11. Any discipline issue that harms an individual (teammate, coach, or opponent) should be immediately reported to the athletic director. This includes fighting, substance abuse, bullying, hazing, etc.).
12. The coaching staff will prevent the use of violence, physical force, threatening behavior, obscene, sexually suggestive, or vulgar language, swearing, and the use of tobacco products, alcohol, vaping, or other drugs/controlled substances. The coaching staff will also refrain from these practices in the presence of students, on school property, or on an athletic trip with students.

Team Management

1. Prepare a list of guidelines for team members and parents within a week of the start of the official practice date. This includes holding a parent meeting within the first week of the team's first official practice date. If the coach feels it would be advantageous, this may be done earlier.
2. Submit an updated list of volunteer coaches to the athletic director before the start of the official season.
3. Upon final team selection, submit an electronic team roster within the first five (5) days of the first official practice.
4. Work directly with the athletic director to schedule scrimmages, games, and/or tournaments.
5. Abide by the eligible participation list determined by academic eligibility, clearance from injury, and PIAA sport physical completion. Failure to comply with the list of approved participants may result in a liability situation.
6. Report missing or damaged uniforms to the athletic department at the conclusion of your season.
7. If applicable, develop a procedure for squad selection and team assignment (varsity versus JV) or junior high “A” vs. junior high “B” and communicate that procedure to the parents, student-athletes, and the athletic department.
8. Consult and communicate with the athletic director well in advance about the practice location and arrangements, along with any other organized activities happening on campus.
9. Develop a method of communicating with student-athletes and parents. Texting student-athletes directly is discouraged. Coaches and student-athletes should be communicated through some type of 3rd party app like (GroupMe, Remind, BAND, etc.). Cell phone communication between coaches and athletes should only be considered in emergency situations.
10. Inform the athletic director immediately (post-contest) of any student-athlete who quits the team or is suspended or ejected from play.
11. Enforce proper sportsmanship by coaches and student-athletes at all practices.

12. Restrict unauthorized personnel from team areas (sidelines, benches, locker rooms, etc.). This includes maintaining a “closed” practice environment once the season begins unless prior approval for an “open” practice environment is obtained from the athletic department or administration. Coaches are responsible for verbally addressing spectators who come to practice.

14 Legal Duties of Athletic Coaches and Adminstrators (Adapted from PIAA Handbook)

Several obligations or duties have been identified as absolute requirements for coaches and athletic program administrators. These standards have evolved due to various case law proceedings and legal judgments against individuals and school districts.

1. **Duty to Plan - Properly Plan the Activity** - This comprehensive requirement transcends all other responsibilities. Inherent in this duty is the need to continually conduct focused analyses and to develop responsive strategies that prevent or reduce injury in the following areas: coaching competence; medical screening, appropriate activities that consider age, maturity, and environmental conditions; facility and equipment evaluation and improvement, injury response, warnings to athletes and their families, child advocacy in cases of alcohol and other drug abuse, or family neglect and abuse. Plans and policies should be committed to paper. Negligence can be alleged when an injury loss results from inadequate planning or plans are developed but ignored.
2. **Duty to Instruct - Properly Instruct the Activity** - Athletic practices must be characterized by instruction that accounts for a logical sequence of fundamentals that lead to an enhanced progression of player knowledge, skill, and capability. Instruction must move from simple to complex and unknown to known. Instructor-coaches must be properly prepared to provide appropriate and sequential instruction and to identify and avoid dangerous practices or conditions. Instruction must demonstrate proper and safe techniques and must include warnings about unsafe techniques and prohibited practices.
3. **Duty to Condition Properly** – Practices must account for a progression of cardiovascular and musculoskeletal conditioning, regimens that prepare athletes sequentially for more challenging practices and competitive activities. Consideration must be given to weather, maturational, and readiness factors.
4. **Duty to Maintain Safe Playing Conditions** - Coaches are considered trained professionals who possess a higher level of knowledge and skill that permits them to identify foreseeable causes of injury inherent in defective equipment or hazardous environments. Courts have held athletic supervisors responsible for improving unsafe environments, repairing or removing defective equipment, or disallowing athletes' access. In addition, weather conditions must be considered. Athletes should not be subjected to intense or prolonged conditioning during periods of extreme heat and humidity or when frostbite may be a factor. In addition, a plan for monitoring and responding to dangerous weather conditions is necessary. Building codes and laws must be observed and implemented for capacity, ventilation, air filtration, and lighting.
5. **Duty to Select, Train, and Supervise Coaches**—Athletic administrators are expected to ensure that coaches can provide safe conditions and activities.
6. **Duty to Provide Adequate and Proper Equipment** - Coaches and athletic administrators must ensure athletes are properly equipped with clean, durable, and safe equipment. This is especially important for

protective equipment, which must carry a National Operating Commission on Safety in Athletic Equipment (NOCSAE) certification and be checked for proper fit and wearing. Athletes must wear protective equipment when exposed to the full rigors of contact in practice or competition. The equipment selection must also consider the age and maturity of the athletes.

7. **Duty to Provide Proper Transportation** – Generally, bonded, commercial carriers should be used for out-of-town transportation. Self or family transportation for local competition may be allowable if parents have adequate insurance coverage for team members other than their family members. The age and maturity of athletes should always be considered when allowing athletes to use public transportation to travel to a local contest. Athletes should be prohibited from driving to an out-of-town competition, scrimmage, or practice.
8. **Duty to Match Your Athletes—**Athletes should be matched based on maturity, skill, age, size, and speed. Mismatches should be avoided in all categories.
9. **Duty to Assess Readiness for Athletic Practice & Competition**– Athletic administrators and coaches are required to assess the health and physical or maturational readiness skills and physical condition of athletes. Athletes must be medically screened following state association regulations before participating in practice or competition. Moreover, some children may require specialized medical assessment to ascertain congenital disorders or a physical condition that predisposes the athlete to injury. In addition, injured athletes who need the services of a physician may not return to practice or competition without written permission of the physician. Plans should become policy documents and be updated regularly by administrators, coaches, and experts in specific areas (e.g., equipment, emergency response, etc.). A new area of concern that may grow from this duty is the difficulty of assessing the readiness of handicapped children who are referred for practice or competition under the Americans With Disabilities Act or the Education of All Handicapped Children Act of 1975. Medical and multidisciplinary team approval and recommendation must be obtained in these cases before a handicapped student becomes a candidate for practice and competition.
10. **Duty to Ensure Athletes are Covered by Injury Insurance** – Athletic administrators and coaches must screen athletes to ensure that family and /or school insurance provides a basic level of medical coverage. Athletes should not be allowed to participate without injury insurance.
11. **Duty to Supervise** - – A coach must be physically present, provide competent instruction, structure practices appropriate for the age and maturity of players, prevent foreseeable injuries, and respond to injury or trauma in an approved manner. This duty requires supervisors to ensure that facilities are locked and that students are denied access when a competent staff member cannot be physically present to supervise. This duty may also require coaches to control reckless player behaviors. Supervision responsibilities also pertain to athletic administrators who are expected to be able to supervise coaching staff members competently. In addition, athletic administrators are expected to supervise contests to ensure spectators do not create an unsafe or disruptive environment. A further extension of this duty is overseeing equipment and facilities' condition, safe usage, maintenance, and upkeep.
12. **Duty to Warn -** Coaches must warn parents and athletes of unsafe practices specific to a sport and the potential for injury or death. This warning should be issued in writing, and athletes and parents should

be required to provide written certification of their comprehension. Videotapes of warnings to players and parents are recommended.

13. **Duty to Provide Emergency Care** – Coaches are expected to be able to administer approved, prioritized, standard first aid procedures in response to a range of traumatic injuries.
14. **Duty To Develop An Emergency Response Plan** – Athletic administrators and coaches must develop site-specific plans for managing uninjured team members. In contrast, emergency care is being administered to an injured athlete. In addition, plans must be in place to: ensure access to a stocked first aid kit, spine board, and other emergency response equipment; access to a telephone; ensure a timely call to EMS; to expedite rapid access by EMS to the injured athlete by stationing coaches or team members at driveways, parking lots, entry doors and remote hallways.

Forest Hills Coaching Philosophy

"Education-Based Athletics"

Participation in a diverse range of student-chosen activities is integral to their educational journey. These experiences foster learning skills and emotional resilience, enabling students to utilize their education and talents fully. This privilege comes with responsibilities to the school, the activity, fellow students, the community, and oneself. Athletics offer invaluable educational opportunities, shaping positive attitudes, habits, and skills among participants and the broader student body and community. The goal of an athletic program is to nurture healthy bodies, refine physical abilities, and instill teamwork values, all while exhibiting character during competition. At Forest Hills School District, we believe the following:

1. Athletic programs are a privilege.
2. Athletic programs enrich the educational experience.
3. Athletic programs should complement and encourage academic achievement.
4. Athletic programs should promote respect, integrity, and sportsmanship.
5. Athletic programs should prepare their participants for the future.
6. Athletic programs should foster the development of leadership and life skills.
7. Athletic programs should provide the opportunity for students with diverse backgrounds to work together toward a common goal.
8. Athletic programs should promote healthy lifestyles and safe competition.
9. Athletic programs should promote positive school and community culture.
10. Athletic programs should challenge their participants, strive to be competitive, teach discipline, and promote skill development, but also be enjoyable.

THE TOP FIVE EDUCATIONAL OUTCOMES OF INTERSCHOLASTIC ATHLETICS

1. Promotion of learning: Students should acquire new knowledge or skills that will lead to long-term behavior changes. This learning is not limited to the development of physical skills and should also facilitate the social, personal, and psychological development of each student.
2. Citizenship: Students should acquire knowledge, attitudes, experience, and skills that will prepare them to be productive and responsible members of society.
3. Sportsmanship: Students should learn respect and concern for rules and officials, opponents, and the spirit and customs of sport.
4. Healthy lifestyle: Students should become committed to an addiction-free, physically active, and long-term healthy lifestyle.
5. Life skills: Students should learn how to balance their lives, emotional well-being, leadership, personal growth, and decision-making skills. These outcomes do not happen automatically or by chance. They happen because you, as a teacher/coach, adopt a planned and purposeful approach to the interscholastic athletic experience.

ADHERENCE TO AND ENFORCEMENT OF PIAA BYLAWS

The initial responsibility for adherence to and enforcement of the PIAA Bylaws by a PIAA member school, its students, and its personnel rests with the Principal of that school. Notwithstanding this initial responsibility for compliance, (1) the Principal of any PIAA member school, by written request or complaint to the Chairman of the appropriate District Committee or PIAA Office, may allege or bring to the attention of PIAA a violation of, or a failure to meet, applicable provisions of the PIAA Bylaws, and (2) a District Committee or the Board of Directors may, on its motion, enforce the PIAA Bylaws in the absence of submission of the matter to it by the Principal of a PIAA member school. Unless otherwise specifically set forth in a particular provision, this portion of the Handbook contains the PIAA Bylaws in effect as of July 1, 2022.

Any subsequent amendments for 2026-2027 will appear on the PIAA Web site at www.piaa.org.

PIAA PHILOSOPHY

It is unconscionable that a school or its employees would subvert the high purposes of interscholastic athletics by condoning any violation of the rules. To involve boys or girls in any practice or procedure that “gets around the rules” is unworthy of a person associated with athletics.

ATHLETIC COURTESY

Athletics should foster clean sports. It is the privilege and duty of every person connected with athletics to exemplify these principles in that person’s actions and earnestly advocate them before others.
A. Contest rules are regarded as mutual agreements, the spirit or letter of which no honorable person would break. The stealing of advantage in sports is theft.
B. No advantages are to be sought over others except those in which the Contest is understood to show superiority.
C. Unsportsmanlike or unfair means are not to be used, even when opponents use them.
D. Visiting Teams are to be honored guests of the home team and should be treated as such.
E. No action is to be taken nor course of conduct pursued that would seem unsportsmanlike or dishonorable if known to one’s opponent or the public.
F. Remember that student spectators represent their school the same way student-athletes do.
G. Any spectator who continually evidences poor sportsmanship should be requested not to attend future Contests.
H. Decisions of Contest officials are to be abided by, even when they seem unfair.
I. Contest officials and opponents are to be regarded and treated as honest in intention. In Contests, when opponents conduct themselves unbecomingly, and contest officials are manifestly dishonest or incompetent, future relationships with them should be avoided.
J. Good points in others should be appreciated and suitable recognition given.
K. The practice of “booing” is regarded as discourteous and unsportsmanlike.

SPORTSMANSHIP AND UNSPORTSMANLIKE CONDUCT

Sportsmanship is a core principle in interscholastic athletics. Actions that are unethical or intended to demean, embarrass, intimidate, or injure opposing contestants, teams, spectators, and officials are considered unsportsmanlike and will not be tolerated since they are contrary to the purposes of PIAA and convey lessons incompatible with the reason why high school sports exist. While misconduct occurring within the scope of the

competition is often addressed through sport-specific rules, PIAA reserves the right to address any unsportsmanlike conduct and impose supplemental discipline as appropriate under the circumstances. The following conduct, and any conduct of a similar nature, may subject actors to any and all remedial measures available to PIAA.

Section 1. Schools and Their Athletic Personnel

A. A school knowingly or recklessly condones or supports unsportsmanlike conduct by its personnel, student-athletes, teams, and/or supporters.
B. A school cancels, schedules, or reschedules a Contest to gain a competitive advantage.
C. A school knowingly or recklessly recruits students for an athletic purpose.
D. A school fails to establish and enforce a code of conduct for student-athletes.
E. A school fails or refuses to cooperate with PIAA in investigating a possible violation of the PIAA Constitution, Bylaws, Policies and Procedures, and/or Rules and Regulations.
F. A school fails to treat a visiting Team as a guest or provide necessary and appropriate security for Contest officials, spectators, and visiting Teams at Contests hosted by the school.
G. A school cancels, schedules, or reschedules a Contest to circumvent the application, enforcement, and/or the intent of any provision of the Constitution, Bylaws,
Policies and Procedures, and/or Rules and Regulations of PIAA.
H. A school knowingly or recklessly certifies a student's eligibility or fails to conduct an appropriate investigation where there is a question about the student-athlete's eligibility.
I. A school knowingly or recklessly engages in conduct to increase hostile relations with opposing schools.
J. A School, through one or more of its Teams, Coaches, student-athletes, and/or supporters, damages or vandalizes the property of a Contest host site or its opponent.
K. A school, through one or more of its Teams, Coaches, student-athletes, and/or supporters, engages in racist,
sexist, ethnic, and/or religious intimidation, threats, chants, and/or attacks.
Section 2. Student-Athletes
A. A student-athlete engages in conduct intended to injure an opponent or Contest officials.
B. A student-athlete uses profanity, obscene gestures, and/or obscene language immediately before, during, or immediately following a Contest.
C. A student-athlete seeks to provoke opponents, Contest officials, or spectators to engage in improper conduct.
D. A student-athlete uses race, gender, ethnicity, religion, or disability to bait, intimidate, or denigrate an opponent.
E. A student-athlete who engages in unsportsmanlike behavior/conduct during a medal/award ceremony.
Section 3. Coaches
A. A Coach teaches student-athletes to win through illegitimate means. Striving to win at any cost is distinctly unethical.
B. A Coach fails to give opponents full credit when they win.
C. A Coach fails to control his/her temper immediately before, during, or after a Contest.
D. A Coach uses profanity, obscene gestures, and/or obscene language immediately before, during, or following a Contest.
E. A Coach criticizes Contest Officials through the media, student-athletes, or spectators rather than through the appropriate review process.
F. A Coach promotes unfounded rumors of questionable practices by opponents.
G. A Coach fails to maintain control of the Team for which the Coach is responsible.
H. A Coach knowingly seeks to embarrass an opponent or Contest officials.

I. A Coach uses race, gender, ethnicity, religion, or disability to bate, intimidate or denigrate an opponent.
J. A Coach who engages in unsportsmanlike behavior/conduct during medal/award ceremony.
Section 4. Contest Officials
A. A Contest Official fails to have thorough preparation in the current rules and approved officiating techniques of the sport.
B. A contest Official is not physically fit and mentally alert to appropriately officiate a Contest.
C. A Contest Official lacks a neat, distinctive, and approved uniform.
D. A Contest Official fails to report for duty at least 30 minutes before the scheduled start of a Contest.
E. A Contest Official fails to honor all agreements to officiate a Contest.
F. A Contest Official fails to control his/her temper in all relations with students, Coaches, member schools, and spectators.
G. A Contest Official fails to make any interpretations and announcements clear upon request.
H. Following a Contest officiated, a Contest Official discusses plays or student-athletes of a Team in that Contest with any of their future opponents.

Section 5. Spectators

A. A spectator uses profanity, obscene gestures, and/or obscene language while attending Contests.
B. A spectator attempts to provoke, intimidate, and/or berate Coaches, Contest Officials, student-athletes, and/or other spectators.
C. A spectator interferes with, or attempts to interfere with, any Contest.
D. A spectator uses race, gender, ethnicity, religion, or disability to bait, intimidate or denigrate a student, school, Contest Official, or other spectators.
E. Any spectator who engages in any of the behavior identified herein may be removed from a Contest venue and may be prohibited from attending future Contests.

Forest Hills Competitive Levels of Play

Within the Forest Hills Athletic Program, various levels of play are designed to facilitate student-athlete development. While success is pursued, it is never at the expense of instilling the highest ideals of character. *

* To enhance continuity between levels of play within each sport, the varsity head coach is considered the head of each program and oversees the junior varsity and junior high programs. It is expected that junior varsity and junior high coaches will honor the requests of their varsity counterparts in teaching skills, systems of play, and conditioning.

Junior High

The primary objective of junior high athletics is to foster participation, allowing students to unearth their talents, bolster their self-confidence, and enhance their academic performance. A focus is on learning the sport, skill-building, conditioning, becoming a good teammate, and encouraging sportsmanship and camaraderie. Involvement in junior high athletics facilitates social interaction, introduces students to new acquaintances, helps cultivate diverse interests, and fosters discipline and commitment for students. While we appreciate the value of winning, we firmly reject a mentality fixated solely on victory. Instead, the focus lies on utilizing practices, related experiences, and games to develop skills, comprehend the game's nuances, and lay a foundation for future participation in the sport/activity. In sports where there are “A” & “B” teams. The “A” team provides a more competitive outlet for more skilled and adept players, while a “B” team provides a more developmental environment.

Junior Varsity

As a transition between the junior high and varsity levels, junior varsity programs serve as a crucial bridge. Here, the emphasis shifts towards refining acquired skills and gearing up for the challenges of higher-level competition. The focus shifts to mastery of the activity and establishing leadership capacity. Participation at this stage exposes student-athletes to a higher intensity, proficiency, and talent characteristic of high school varsity sports. Once again, leadership and commitment are nurtured.

Varsity

Varsity sports are the pinnacle of high school athletics; the varsity level embodies the culmination of an athlete's scholastic journey. Here, the focus is on applying the fundamental aspects of the sport, coupled with the highest levels of dedication, ambition, and perseverance. Mastery of skills and a competitive spirit are essential for participants. Playing time is determined by the coach, prioritizing those who can contribute to team success while adhering to school and team regulations. Wins or losses do not solely define success but are measured by the caliber of effort, performance, progress, and attainment of objectives.

Roles of a Coach

It is essential for all coaches, including assistants and volunteers, to comprehend and fulfill their coaching responsibilities.

COACH AS LEADER

Assuming the role of team leader, a coach bears responsibility for fostering a positive team culture and overseeing the conduct of assistant coaches, players, team officials, and affiliated spectators.

COACH AS ROLE MODEL

Consistently upholding high personal standards, coaches represent the district, sport, and coaching profession positively. This includes adhering to school policies on tobacco, drugs, alcohol, and performance-enhancing supplements, refraining from offensive language, demonstrating respect and fairness to all involved, and prioritizing academic success.

COACH AS COMMUNICATOR

Public Relations: Coaches refrain from publicly criticizing fellow coaches, game officials, or student-athletes, maintaining positive and constructive public comments.

Parent Communications: Effective communication among coaches, student-athletes, and parents enriches the athletic experience and contributes to team success. Coaches are expected to respond to parent concerns within 24 hours, excluding immediately before or after athletic contests, and discuss appropriate topics such as academic performance, behavior, role on the team, and injury status. However, specific issues, such as selection and playing time, are within the coach's jurisdiction.

Conflict Resolution: Disputes should be addressed face-to-face or via phone, initially between the coach and student-athlete, followed by a conference involving the coach, student-athlete, and parent if necessary. The athletic director may be consulted for guidance if a resolution remains elusive.

Coach as Communicator Regarding Student Injury & Recovery: Coaches direct injured students and their parents to seek appropriate medical attention and adhere to healthcare professionals' instructions regarding treatment and rehabilitation. Coaches cooperate with medical practitioners/trainers in managing student-athlete's medical challenges, follow medical advice regarding participation, and promptly report head injuries to medical staff or the athletic director.

COACH AS MANDATED STATE REPORTER

As school district employees, coaches are mandated reporters of child abuse. They must report any reasonable suspicion of child abuse, even if they are not sure. Mandated reporters are protected from civil and criminal liability when they report in good faith. Childline is responsible for investigating reports and determining if abuse has occurred. The law requires that the name of the mandated reporter remain confidential.

Community members should be aware that anyone can report child abuse. A voluntary reporter, or permissive reporter, only needs a reasonable suspicion to make a report by calling Childline at **1-800-932-0313.**

COACH AS LEARNER

To effectively teach student-athletes the skills and rules of the sport, coaches will continuously seek professional development opportunities and increase self-awareness. This includes participating in coaching clinics offered by the district and mandated by the state.

COACH AS TEACHER

Practice Sessions: Coaches must conduct practice sessions similar to teaching a class, with the athletic venue serving as their classroom. They are expected to have a well-thought-out plan for instruction, moving from simple to complex and unknown to known. Coaches should also maintain accurate attendance records and practice schedules, avoiding terminology that could lead to misunderstandings or injury.

Record Keeping: Coaches must maintain accurate records throughout the season, including attendance, practice times, schedules, and evaluations.

Schedules: Coaches should develop and distribute a tentative practice schedule to student-athletes, informing them that the schedule is subject to change due to unforeseen circumstances.

COACH AS MANAGER

Equipment & Supplies: Coaches are responsible for district-owned equipment and must ensure student-athletes are properly equipped. The equipment must be safe and suitable for the student's age and maturity.

Supervision: Coaches must always know their student-athletes whereabouts and activities, developing and enforcing rules of behavior. They must also ensure that facilities are secure and student-athletes are supervised in locker rooms and other areas.

Weather: Coaches must consider weather conditions when practicing and competing, following district guidelines for inclement weather.

Emergencies: Coaches must follow emergency response plans designed by the athletic trainer or athletic director, using professional judgment and calling 911 as needed.

Discipline Procedures: Coaches must report incidents to the athletic director or administration and cooperate in investigations and disciplinary actions.

COACHING REQUIREMENTS

ACT 114 – As of April 1, 2007, Act 114 of 2006 has required that ALL prospective employees of public and private schools, including their independent contractors and employees, undergo background checks, excluding employees who do not have direct contact with students. Applicants must submit their background check reports to prospective public and private school employers. The law also requires student teachers to undergo background checks and present their reports to their higher education institution before field experience. There are three required background checks for ALL applicants:
Act 126 On July 5, 2012, Governor Corbett signed into law Act of July 5, 2012, P.L. 1084, No. 126 Cl. 24 Session of 2012, which amended the Public School Code of 1949 to mandate that all school entities (a public school, charter school, cyber charter school, private school, nonpublic school, intermediate unit or area vocational-technical school) and independent contractors of school entities provide particular training to all employees, including contracted substitute teachers, who have direct contact with children. Direct contact with children has been defined as “the possibility of care, supervision, guidance or control of children or routine interaction with children." The law went into effect on January 2, 2013.

The four (4) Coaching Clearances that must be obtained and maintained for each coach (volunteer or paid) are:

- State Police Criminal History Record (Act 34)
- Department of Human Services Child Abuse Report (Act 151)
- Federal Criminal History Record Information (CHRI) – FBI Report**
- Mandated Reporter Training (Act 126)

PIAA Required Coaching Mandates

In addition to the clearances listed above, each board-approved coach (volunteer or paid) in the Forest Hills school district must complete the following PIAA-mandated training and provide the district with a certificate of completion. A coach must complete a course under each heading annually before holding practice with their students:

Concussion Training Course (must complete either of the two courses)

- NFHS Concussion In Sports -- What You Need to Know
- ConcussionWise

Sudden Cardiac Arrest Training Course (must complete either of the two courses)

- NFHS Sudden Cardiac Arrest In Sports -- What You Need to Know
- CardiacWise

**** After two years of coaching, all coaches (volunteer and paid) must complete the First Aid and Principles of Coaching coursework and upload it to the PIAA directory. The PIAA requires this, and it must be completed if a coach wants to retain his coaching tenure.

Athletic Support Personnel

Maintenance and Custodial Staff

Custodians and maintenance personnel play a crucial role in supporting athletics. Their dedicated efforts are required to upkeep playing and practice facilities, and it's essential to acknowledge their contribution with gratitude and respect. Whenever feasible, strive to accommodate their requirements to ensure the smooth operation of facilities.

Equipment Manager

The equipment manager's responsibilities are vital to the smooth operation of our athletic programs. They assist the collection, distribution, and ensuring the efficient return of all athletic equipment. This includes maintaining meticulous records of equipment collection and distribution, as well as storing equipment in an organized manner. Additionally, the equipment manager collaborates closely with the athletic director to recommend equipment purchases or replacements based on the needs of our teams. Furthermore, they work directly with the head coach for each sport/activity to ensure they have the necessary equipment and support to facilitate successful practices and competitions.

Game Manager

The game manager's role is integral to the seamless execution of our athletic events. Game managers are responsible for coordinating all activities related to game-day operations, including but not limited to: paying officials, welcoming visiting teams, and providing direct support and supervision throughout the duration of the event. Additionally, in an EMERGENCY SITUATION game, managers MAY be tasked with operating the clock and PA system as necessary, ensuring smooth communication and timekeeping during games. Furthermore, they will collaborate with officials and law enforcement to ensure the safety and security of all attendees.

Athletic Trainer

The athletic trainer assumes responsibility for managing and treating all athletic injuries, necessitating prompt reporting of any injuries. If a physician's visit is recommended by either the athletic trainer or a parent due to a potential injury, a written medical release must be provided to the coach and athletic trainer before resuming participation. Serious injuries will prompt the coach to inform parents or guardians, with hospital care arranged if needed. Determination of an injured player's readiness for practice or play rests solely with the assigned doctor and the athletic trainer, not the coach. In cases where there's a disagreement among the athletic trainer, coach, and parent regarding the athlete's ability to participate, a written medical release from the family is mandatory to override the athletic trainer's decision. The athletics trainer is also authorized to supervise and plan strength and conditioning programming according to their availability and at the discretion of each program's head coach.

Athletic Director

The Athletic Director reports directly to the Principal and also interfaces with the Assistant Superintendent and the Superintendent of Schools. As the primary liaison with head coaches and other essential stakeholders, the Athletic Director represents the school and assumes primary responsibility for organizing and administering athletic programs spanning Grades 7 through 12. Moreover, the Athletic Director offers leadership in the daily management of student athletics and undertakes additional responsibilities as delegated by the administration.

Principal

The High School Principal reports to the Assistant Superintendent and Superintendent of Schools and maintains direct communication with the Director of Buildings and Grounds (or their appointee) and the athletic director. Recognized by the PIAA as having authority in the athletics program, the Principal serves as the official representative of the school and bears ultimate responsibility for the overall organization and administration of all student activities at the junior-senior high school.

ATHLETIC COMMUNICATION PROCESS AND PROCEDURES

The following chain of command should be followed at all levels (junior high through varsity) when there is a conflict on the team. Direct discussion between athletes and coaches is encouraged as the first step in any situation. The coach is responsible for giving the athlete time to hear any concerns while providing guidance to the athlete. **Parents and athletes should not circumvent the chain of command and go to higher levels without first having their student athlete discuss an issue with a coach and then talk to the coach themselves.**

Chain of Command - For Conflict Resolution

1. Student-Athlete Discussion with Coach
2. Parent Discussion with Coach (Observing 24-hour rule) *
3. Athletic Director discussion with Coach & Parent
4. Meeting with the Building Principal, Athletic Director, Coach, & Parent
5. Meeting with the Superintendent or Assistant Superintendent
6. Meeting with the Board of Education

The following examples are acceptable to discuss with the coaching staff:

- Treatment of your child mentally or physically.
- Ways to help your child improve.
- Concerns about your child's behavior/attendance

The following matters are not to be raised directly by parents with coaches or advisors:

- Strategies for games or matches.
- Play calling.
- Allocation of playing time for their children.
- Concerns regarding other student-athletes regarding the aforementioned items.

The procedure unfolds as follows:

1. Athletes should schedule a mutually agreed-upon time to talk with the coach/advisor.
2. If satisfaction isn't achieved in Step #1, the parents can arrange a meeting with the Coach.
3. If dissatisfaction persists after Step #2, the parents may schedule a meeting with the Athletic Director
4. If dissatisfaction persists after Step #3, the parents may schedule a meeting with the Building Principal.
5. If concerns persist beyond the season's conclusion, the Superintendent may meet with the parents to address the issue.

Athletic Policies

APPROPRIATE PHYSICAL CONTACT BETWEEN PLAYERS

In our coaching handbook, we emphasize the importance of positive and respectful interactions among student-athletes. Physical contact plays a role in fostering camaraderie and team spirit, but it must always be appropriate and respectful. Players are encouraged to engage in gestures such as fist bumps, high fives, handshakes, and elbow bumps as forms of encouragement and celebration.

By adhering to these guidelines, coaches can ensure that physical interactions among players contribute positively to the team environment while respecting the boundaries and comfort levels of all individuals.

MANDATED COACH'S MEETING

Coaches are required to attend the season meeting (meetings may be in person or virtual) with the AD and Principal before the start of the season. Assistant coaches and volunteer coaches are also encouraged to attend.

MANDATED PARENT MEETING

Coaches must hold a parent meeting before the first week of practice and provide written guidelines to parents that include parent and athlete expectations.

TEAM GUIDELINES/EXPECTATIONS

Coaches are urged to establish a set of team guidelines and expectations tailored to their specific sport. These should be shared with athletes and parents within five days of the first official practice. If the coach feels it would be advantageous for athletes and their families, they can be shared earlier. Copies should be shared with the athletics office.

GAME/PRACTICE ATTENDANCE

Athletes must attend all "in-season" school practices and competitive events, including regular season, postseason, and rescheduled games. Situations such as family vacations and other family events will arise. It is the coach's role to use their best judgment in holding athletes accountable to the team while balancing an athlete's commitment to family and special events. In-season scholastic competitions and practices should take precedence over non-scholastic sports commitments. *It is advised that coaches include this policy in their team guidelines at the beginning of each season. In the instance of "dual sport" athletes, a system of understanding should be worked out between the athlete, their parents/guardians, and all coaches involved. Hence, all parties know in advance what games and practices will be attended by the dual-sport athlete when scheduling conflicts arise. *If a student-athlete elects to attend a non-scholastic sport practice or competition

instead of a scholastic competition. The coach should consider this an unexcused absence and follow through with whatever consequences they set in their team guidelines at the beginning of the season.

Absences due to school-sponsored trips or mandatory academic activities are excused without repercussions for athletes. However, the coach may decide on any necessary consequences for optional school trips. For any other missed games or practices, the coach has the authority to decide on appropriate consequences, including dismissal from the team.

***** The Forest Hills School District refrains from using Sunday practices except for play-off competitions, with games occurring on Mondays.**

SCHOOL CANCELLATIONS/EARLY DISMISSALS

In the event of a school cancellation, the activation of a Flexible Instructional Dday (FID), or early dismissal due to inclement weather, the following protocols will be observed as directed by the Superintendent of Schools:

1. With a cancellation, all rehearsals, practices, competitions, and performances are automatically canceled unless administrative approval is granted.
2. Coaches and sponsors may seek permission to utilize school facilities on FID days, with requests to be made daily.
3. Attendance at approved activities, practices, or rehearsals during a school FID day cannot be mandatory; student participation must be voluntary.
4. All home activities (games and contests) will be canceled unless authorized by the administration. Away games will be canceled unless administrative approval is granted.
5. In the case of an early dismissal, all activities will be canceled.

INJURY/ACCIDENT REPORTING/DOCUMENTATION

All injury and accident reporting must be documented on school district forms within 24 hours of the injury. It is the coach's job to complete the incident report unless a trainer is present. Follow-up by the athletic trainer and school nurse is essential. Paperwork will be distributed to coaches at the beginning of the season or can be obtained from the athletic trainer or athletic director if needed and will follow guidelines as stated above.

CONCUSSION MANAGEMENT

When necessary and dependent on sport, the athletic trainer will complete baseline testing at the beginning of each athletic season. In the event that a student sustains a concussion at an athletic event the athletic trainer must inform the school nurse immediately (no later than 7:30 AM) and follow Concussion Management Policy 123.1 of the FH Board Policies.

*If a student-athlete requests academic accommodations due to a concussion, they cannot fully return to play until they no longer have academic accommodations.

EQUIPMENT ISSUE AND RETURN

Students are accountable for all equipment provided by the Forest Hills School District, including uniforms and practice gear. It is expected that coaches inform athletes of the uniform return policy when equipment is distributed at the beginning of the season. Athletes are responsible for returning all equipment at the conclusion of the season; failure to do so will result in financial responsibility for any missing items. The issued equipment is strictly designated for use during practices and competitions of the respective school sport. While it's regrettable that theft or loss occurs, the athlete must return or compensate for all originally issued items that are not returned. Failure to cover the costs of unreturned or excessively damaged equipment will suspend further athletic participation at Forest Hills, with records and transcripts withheld until all obligations are settled.

STORAGE AREAS

Storage and equipment spaces are scattered across the campus and within the buildings. These spaces are designated for storing equipment that is used during the season. Coaches ensure these areas are adequately secured before departing the facility at the end of each day. Additionally, coaches are responsible for keeping these areas neat and orderly. Access to area keys is granted through the AD/Building Administrator. Reproduction of keys is strictly prohibited. Keys must be returned to the AD/Building Administrator once a coach concludes their tenure in the district.

TRANSPORTATION

The Forest Hills District provides transportation for all scheduled away events. Students must ride school-provided transportation to away events. This fosters team unity, shared responsibility for team equipment during travel, and the ability to receive coaching instructions before contests. Nonetheless, there may be instances where a parent needs to transport their child to a contest. In such circumstances, parents/guardians must contact the athletic director or high school office to obtain permission.

***Under no circumstances will a student be permitted to drive themselves to an athletic contest.**

TRANSPORTATION HOME FROM AWAY EVENTS

The district recognizes the desire and need for students to return home from away sporting events with a parent or adult family member. The parent or guardian must provide written or digital permission (text message, email, or through an app) for any player to ride home on non-school transportation.

SPECIAL TRANSPORTATION

1. If there are enough participants and it is more cost-effective, a charter bus can be used for all district-funded events located 75 miles or more from the district's administrative office.

2. A school bus will be taken to all district or inter-district championships located at a venue within the seventy-five (75) mile travel distance from the district's administrative offices. If a team competes beyond the district level at a location within the seventy-five (75) mile distance, a charter bus will be provided.

3. As a cost-saving measure, if the number of athletes on a team can fit on 1 charter bus instead of 2 school buses and the cost of 1 charter bus is less than the cost of 2 school buses, the team can utilize charter bus transportation regardless of the distance level of the contest.

24-HOUR RULE

Forest Hills School District adheres to the "24-Hour Rule" for all athletic matters. In case of conflict between a student/parent and a coach, any discussion or meeting regarding the issue should be postponed until the following day. Parents/Guardians are advised not to approach a coach immediately after practice or an athletic contest with concerns. Instead, a meeting should be arranged later in a private setting to address the situation calmly and professionally, away from other parents, athletes, and spectators. The Athletic Director and Principal may attend if necessary. Decisions regarding removing an athlete from a team or the athlete's desire to quit should not be made until the "24-Hour Rule" has been observed. This rule applies to coaches, athletes, and parents alike.

ELIGIBILITY OF NON-TRADITIONAL STUDENTS

All students receiving home schooling, enrolled in cyber programs, or attending charter schools must reside within the Forest Hills School District and adhere to the regulations outlined by the PIAA as detailed in this manual. Athletes from home-schooled, cyber, or charter backgrounds must demonstrate academic eligibility, provide proof of necessary vaccinations, and undergo suitable health evaluations. Moreover, charter school students can engage in Forest Hills extracurriculars only if their charter institution does not provide a specific activity. Should any inquiries concerning students from homeschooling, cyber, or charter programs, kindly contact the Athletic Director.

According to new PIAA guidelines district residents that attend a faith based private school may also return to their district of residence to participate if that faith based institution does not offer that particular athletic program.

SURVEILLANCE

Video cameras monitor the Forest Hills School District from inside and outside the building. Additionally, transportation vehicles may be equipped with video cameras.

TITLE IX

Any complaint of Harassment or discrimination of education should be addressed to Forest Hills School District's TITLE IX Coordinator, Mr. Lucas Jacobs, at 814-487-7613, ext 3249

Title IX: https://www.dli.pa.gov/Individuals/Disability-Services/CTI-HGAC/TitleIX/Pages/default.aspx

WEIGHT ROOM

The Forest Hills school district oversees a fully equipped weight room staffed with advisors/supervisors. The weight room's programming will be formulated in collaboration with the coach, supervisor, and athletic trainer. Student-athletes are expected to remain in the weight room throughout their session, with supervision provided by the advisor/coach.

1. At all times, proper athletic shirts and shoes must be worn.
2. Access to the weight room is strictly prohibited unless accompanied by a coach or advisor. Wait outside for an advisor/coach before entering. Under NO circumstances should any student be in the weight room unsupervised.
3. A lifting plan should be utilized by students lifting for a sport and/or free lifting. The athletic trainer can help in devising a lifting plan.
4. Lifters are required to have a partner during workouts.
5. After use, promptly return all weights, dumbbells, and equipment to their designated racks.
6. Be aware of your limits! Collaborate with the advisor/coach to determine your capabilities.
7. No food or beverages are permitted in the weight room except for water or sports drinks.
8. No hanging things on the walls without permission of the coach or advisor.
9. No roughhousing or use of profanity.
10. Treat the equipment with care. It serves a long-term purpose for the school district. Please demonstrate respect for all property.
11. Immediately report any damaged equipment to the Athletic Director/coach/advisor.
12. Sanitize equipment after use to prevent infections for the subsequent user.

NUTRITION

The athletic trainer can discuss nutritional issues with the athlete and collaborate with coaches and student-athletes to establish nutritional plans and goals.

ATHLETIC SUPPLIES

Coaches must submit their estimated equipment needs for the following school year promptly when requested by the athletic director. This will enable the athletic administration to develop the athletic budget for the ensuing year.

Accuracy in budget preparation is crucial to ensure that the requested equipment aligns with what is received. Providing detailed information regarding manufacturers, models, quantities, sizes, numbering, and other specifications facilitates the delivery of ordered equipment. However, it is essential to note that not all requested equipment may be purchased due to various factors. Coaches are encouraged to submit all anticipated needs but may need to prioritize if necessary.

Budget management is a collaborative effort between the coach and the athletic director. Coaches must maintain accurate record-keeping, and all equipment and supply orders must be processed through the athletic director and the Purchase Order system.

Coaches and boosters clubs should be advised that any equipment purchased for the program becomes the school district's property. Furthermore, staff members will not be reimbursed for out-of-pocket expenditures, whether made with personal credit cards or cash, unless it has received some type of prior approval from the business office.

ALUMNI PARTICIPATION IN PRACTICES

Former students and alumni who have graduated or withdrawn from school are expressly prohibited from engaging in practices, inter-school practices, scrimmages, or contests. Please consult ARTICLE XII in the PIAA By-Laws on www.piaa.org for further reference. If an alumnus wishes to assist with an athletic program, this can be accomplished by communicating with the athletic director and establishing the proper procedures to initiate a clinic or school board approval of that individual as a volunteer coach.

PLAYING UP

In certain situations, the skill level of a student enrolled at a specific grade level in a sport, along with the characteristics of the team/sport/competition, may justify the student's participation on a team designated for students of a higher grade. Should such an initiative arise, adherence to P.I.A.A. by-laws is imperative. Coaches, parents, students, and administrators must agree that this adjustment is in the student's best interest.

OPEN GYMS/OFF SEASON WORKOUTS

Coaches can conduct open workouts for Forest Hills student-athletes from their building during the off-season. **These sessions are limited to two hours per day and no more than three days** per calendar week outside of the official sports season. Only students currently enrolled in the Forest Hills School District are eligible to participate. For detailed guidelines, please consult the PIAA website.

VOLUNTEER COACHES

When correctly managed, utilizing volunteer coaches can significantly enhance the effectiveness of an athletic program. The selection of volunteers should be a meticulously considered process. It is imperative to choose individuals who are personable, knowledgeable, genuinely concerned about the well-being of student-athletes and the team, and willing to operate within the guidelines set by the coaching staff.

Volunteers may be given the opportunity to contribute input in areas such as team strategy, player selection, and practice organization. While volunteers may assist in decision-making, the ultimate responsibility for all decisions lies with the head coach. Continuous supervision of volunteers is essential. At no time should volunteers solely be supervising student-athletes.

All volunteers must submit and maintain the necessary district-required clearances, obtain certificates (such as concussion and sudden cardiac arrest), and complete a coaching application available through the athletic office. Once these clearances are obtained, the original approval forms must be presented to the athletic office before any contact with team members is permitted. Additionally, all volunteers must be approved by the Board of Education before the start of the season.

- If an approved volunteer coach is a paid Forest Hills employee, they may run practices and ride the bus without a paid coach.
- It is typically not advisable to select an individual as a volunteer if their child is a potential candidate for the team. However, exceptions may be made for parents with specialized skills or extensive volunteering experience within a specific program. The participation of all volunteers will be subject to ongoing evaluation.

SCRIMMAGES

To arrange preseason scrimmages, coaches must coordinate with the athletic director. P.I.A.A. regulations constrain the number of scrimmages and might be additionally restricted by the athletic department based on team availability and travel distance. It is crucial to adhere strictly to the P.I.A.A. definition of a scrimmage. Additional scrimmages are permissible for teams qualifying for district and state playoffs, but they must be arranged through the Athletic Office. Scrimmages should not occur out-of-state and remain within the geographical region.

TOURNAMENTS

Coaches interested in registering their team for tournaments must collaborate with the athletic director beforehand to ensure compliance with all PIAA regulations. Out-of-state competitions may be explored, provided that the team covers all associated costs and that proper approval is obtained from the district office well before the tentative tournament date.

TEAM TRIPS & OVERNIGHT STAYS

While it could be advantageous for a coach to engage their team in a non-game-related activity, the following guidelines must be observed: The program will cover the trip's expenses. Furthermore, outings should avoid scheduled standardized testing periods and be carefully planned to minimize academic disruption for the students. A field trip request/approval form must be submitted for each team trip, and the overnight stay should be clearly noted on the form if applicable.

OVERNIGHT STAYS FOR PIAA PLAYOFFS & STATE COMPETITIONS

Depending on the nature and schedule of a PIAA playoff tournament or state competition, the district may fund an overnight stay for athletes and coaches. The district office should approve the overnight stay in advance through the field trip request form. Coaches should be fiscally responsible and consider the distance from the playing venue when choosing a hotel accommodation. Teams are permitted overnight accommodations one day before the assigned state event.

MUSIC FOR PRE-GAME

If a team intends to play "warm-up" music in the venue as part of their pre-game routine, they must obtain prior authorization from the coach. Student-athletes representing the team must submit a clear, printed copy of the lyrics for each song, along with a copy of the entire playlist, at least one week before the intended use date. Songs with sexually suggestive content, references to drugs and alcohol, or profanity will not be approved, even if they are "clean versions."

SPECIAL EVENTS

Certain non-athletic occasions arise throughout the season that require careful consideration and planning. Events like Homecoming and Senior Recognition Nights, among others, add an extra layer of significance to the season but are often viewed as supplementary. To ensure the success and enjoyment of these events, coaches must collaborate with other faculty members, cheerleading advisors, parents, booster groups, custodians, and administration.

Moreover, the regular game routine may be disrupted by adjustments such as extending halftime, prolonging intermissions between games, or delaying the start of a game or meet. While coaches are urged to be well-prepared for competitions and adhere to established timeframes, your flexibility and cooperation are requested and appreciated.

SENIOR RECOGNITION & COLLEGE SIGNINGS

It is the coach's responsibility, in coordination with the Booster organization, to schedule and arrange Senior recognition nights. These are to be scheduled at the beginning of the season for planning purposes. Once scheduled, the athletic director and Principal should be informed.

The district will strive to hold two signing dates for college-bound athletes: one near the midpoint of the school year and the other near the end of the school year. The athletic director will communicate these dates to coaches well in advance and act as a liaison between the athletes, family members, school district personnel, and media to plan the event.

UNIFORM CYCLES

Forest Hills School District endeavors to provide suitable competition attire for all student-athletes. The athletic department has established a recommended uniform replacement schedule. However, it's essential to acknowledge that there may be instances where the replacement cycle cannot be strictly followed.

DONATED UNIFORMS

Boosters or external donors may opt to acquire uniforms for a specific organization or team. In such instances, the process entails initiation with the coach/advisor, followed by approval from the athletic director and principal, and ultimately concluding with final approval from the board of school directors. Upon completion of the purchase and donation, the uniform becomes the property of the Forest Hills School District. The uniforms will be distributed according to established protocols and procedures.

COACH EXTENDED SEASON PAY

Coaching salaries cover the regular season for varsity coaches who oversee teams entering post-season play; a stipend of $125 per week will be provided to those coaches to compensate them for their coaching duties in the postseason. This stipend will begin to be tallied on the first whole week after their last regular season contest and will be paid when the previous team for that particular season exits the playoffs. Varsity and Junior Varsity coaches are eligible for this incentive. Voluntary tournaments that extend the season are not considered for extended season pay.

ATHLETIC AWARDS AND LETTERS

Each varsity coach is in charge of developing guidelines for awarding athletic letters to their athletes. It is recommended that these guidelines be clear and well-communicated to players in advance. A list should be provided to the athletic director of athletic letter award winners as soon as possible with the understanding that it may take several weeks for the athletic director to obtain the awards.

Only varsity athletes are eligible for athletic letters. Coaches may develop or hand out other athletic awards at their own expense and discretion.

BOOSTERS PROGRAMS & FUNDRAISING

See Booster Organization/Parent Organization Handbook.

ATHLETIC BANQUETS

Athletic banquets are conducted at the expense of each team and its booster organization. If utilizing school facilities, several weeks' notification and prior authorization through the facility director and athletic director are required.

SQUAD REDUCTION

It is the intention of the school district and athletic department to involve as many students as possible in interscholastic sports. However, there may be instances where the number of students interested in participating in a particular sport exceeds the ability of the coaches to effectively coach, supervise, or provide playing opportunities if there is an instance where the number of prospective players concerns a coach. Discussions with the athletic director and administration to reduce the squad or limit participation will be implemented.

The district may also institute squad reduction on its behalf, where it cannot further extend itself to financial support for many participants.

ATHLETIC INJURY INSURANCE

All approved secondary athletic insurance policies cover athletic participants. The athletic department and school trainer will provide the details to any injured athlete and their family. It is imperative that coaches complete an accident report form to the athletics department and trainer on time so this service can be provided to our families.

PRACTICE & OFFSEASON WORKOUT SCHEDULING

Practices and off-season workouts should be scheduled through the athletic director as far in advance as possible to enable the athletic director and facility manager to coordinate facilities and custodial staffing efficiently. Generally speaking, all requests to use a facility for a practice or workout should be made at least a week in advance. It is understandable that weather, game cancellations, and other circumstances can change a coach's plans. The athletic director and facility manager will work with the coach in these instances.

In-season sports get priority for facility use before off-season workouts. Varsity and junior high athletic practices are prioritized for facility use before junior high, and junior high programs get precedence over youth sports.

There may be instances where two teams must split a field. We will try to avoid this whenever possible.

It is the responsibility of the athletic director to keep all scheduling up to date on FMX. Coaches should consult the FMX schedule when considering potential practice dates and times.

As a general guideline, school year practices and workouts should not exceed 9 pm, and summer workouts and practices should end before 8 pm.

All Saturday practices utilizing indoor facilities should end before 2 pm.

Sunday practices and workouts are prohibited unless a team is in the playoffs and has a game on Monday.

SOCIAL MEDIA POLICY

Each team may choose to create its social media page. This page must be maintained by a coach. Parents and students cannot hold a team's social media page. The exception to this rule is that a parent can maintain a booster organization's social media page.

Social media pages for Forest Hills sports teams must only post content on the following:

A. Scores or Highlights from Games (including photo or video)
B. Recognition of Player Achievements
C. Schedules for Workouts, Summer Leagues, Etc…
D. Advertisements for spirit sales, fundraisers, camps, clinics, etc..

E. Congratulatory posts to other teams on individual or team achievements.

PLAYOFF SEND OFFS

It is the coach/advisor's responsibility to contact school administration at least one week in advance of a state send-off. If the coach desires, local fire stations will be contacted to send off a team departing the school at the one level of state play and upon reaching the state championship game or event. Teams winning an LHAC Championship, D6 Championship, or State Championship may also be escorted by the fire trucks on their return to school.

COACH EVALUATIONS

The coaching evaluation process was revised in the summer of 2024. Each head coach (varsity, junior high, and junior high) will be required to attend both a pre-season and post-session meeting with the athletic director. The head coach may choose to bring their coaching staff or attend the meeting alone. It is preferred that the meeting take place in person.

At the time of the meeting pre-season meeting, the athletic director will review game and practice schedules for the upcoming season, facility usage, status of officials, equipment orders, clearance needs for any members of the coaching staff, tentative dates for special events like senior nights, homecoming, etc. and identify with the coach any special needs for the upcoming season. The coach will identify 3-5 goals for the forthcoming season and 3-5 action steps to help them achieve them. These goals will be shared with the administration for review and evaluation purposes.

At the post-season meeting, the coach will identify any off-season facility needs, identify equipment needed for the next season, review the achievement of goals set forth for the season, and identify 3-5 goals with action steps to work toward for the subsequent season.

Student athletes will be provided with pre-season and postseason surveys that allow them to reflect on the upcoming or recently completed season. Several questions will provide the students with a chance to provide feedback on what elements of practice they felt were beneficial, what they feel appropriate goals for the team should be, and areas for improvement/growth. Student responses will not be used to rate or evaluate coaches.

Code of Conduct for Parents/Guardians

Parents and guardians seek the optimal opportunities for their student-athletes, wielding significant influence over their attitudes toward the athletic team or program. Participation in the Forest Hills School District

Athletic Program is a privilege, accompanied by responsibilities for all stakeholders. Parents and guardians are expected to adhere to the following guidelines:

1. Encourage resiliency in their student-athletes, fostering meetings with coaches to address concerns.
2. Participate in activities to support your student-athlete, the program, and the Forest Hills School District.
3. Support their student-athletes' endeavors for success, promoting a team-first mentality and recognizing the significance of hard, coordinated work and every player's unique role and responsibility.
4. Review the Athletic Handbook with their student-athlete.
5. Demonstrate respect towards coaches, officials, parents, and players, and ensure their student-athlete does the same.
6. Commit to attending parent meetings and other team-supportive events.
7. Work with the coach, athletic director, and counselors to identify reasonable and appropriate post-secondary plans for your student-athlete.
8. Ensure their student-athlete attends all scheduled practices and contests.
9. Uphold sportsmanlike conduct at sporting events and refrain from coaching from the sidelines. This includes displaying positivity towards student-athletes, coaches, opposing teams and fans, and officials.
10. Encourage the student-athlete to focus on controllable aspects such as fitness, skill development, nutrition, attitude, effort, and team contributions.
11. Avoid publicly criticizing physical and mental errors players make during games.
12. Respect and follow the 24-hour role, communication procedures, and the chain of command.
13. Sign the respective team rules before the season starts to acknowledge understanding of individual and team responsibilities for the student-athlete.

Guidelines for Spectator Conduct

The Forest Hills School District advocates for sportsmanlike behavior from all attendees at athletic events. The administration or game manager reserves the right to deny entry to or remove anyone exhibiting inappropriate behavior. The following represent general guidelines for spectator behavior:

1. Demonstrate positive behavior and discourage others from behaving poorly.
2. Focus on supporting and cheering for your team rather than intimidating or ridiculing opponents, coaches, fans, officials, or game managers.
3. Understand that interscholastic athletics represent an extension of the school day and are a learning opportunity. Encourage the student-athlete's growth and development.
4. View your admission ticket as a privilege to watch and participate in the contest, not a permit to verbally attack others or behave disruptively towards officials, coaches, players, or fellow spectators.
5. Familiarize yourself with the rules of the game to better understand and appreciate the events as they occur in competition.
6. Treat opposing players, cheerleaders, bands, coaches, and spectators with the same respect you would offer guests in your home.
7. Respect the integrity and decisions of contest officials, acknowledging their commitment to promoting student-athletes and the sport.
8. Acknowledge and applaud outstanding play by either team.
9. Abstain from consuming alcohol, drugs, tobacco, or other controlled substances before, during, and after contests, including in parking areas.
10. Use only supportive, positive, and motivational cheers for the teams involved.

Attendance/Discipline Procedures

ATHLETIC ELIGIBILITY

All registrations for participation in a team sport should be completed before the first game/contest/competition. Any student going out for a sport may not be added to the roster later than mid-season. Exceptions will be made at the discretion of the athletic director and administration.

ATTENDANCE ELIGIBILITY

A student who has been absent from school during a semester for a total of twenty (20) or more school days is ineligible to participate in an inter-school Practice, Scrimmage, or Contest until the student has been in attendance for a total of forty-five (45) school days following the student's twentieth (20^{th}) day of absence. The District Committee may waive the following absences:

- days when the student was required to serve as the primary caregiver to a member of the student's immediate family or a near relative or death in that student's immediate family or of a near relative, both as defined in Section 1154 of the Public Code of 1949, as amended;
- days when the student was absent due to the student's compliance with a court subpoena;
- days when the student was confined by quarantine;
- days when the student attended a religious activity/function that the church requires its members to attend;
- days when the student has an excused absence of five (5) or more school days due to the same confining illness or injury

If the establishment of any requirement necessary for the District Committee to exercise its discretion to grant a waiver of five (5) or more excused absences results from illegal conduct on the part of the student, other than absences during which the student, without there having been a criminal conviction or an adjudication of delinquency, is admitted to a substance abuse treatment facility, the District Committee may not grant the waiver. Attendance at summer school does not count toward the forty-five (45) school days required. As stated in this section, absences from school for an entire semester or several semesters disqualify a student for the same period.

WEEKLY ELIGIBILITY

Eligibility reports are run weekly for all students, including cyber students.

In order to be eligible, students must pass the equivalent of at least four full credits, not have any incompletes, and not have more than two courses with failing grades. Eligibility shall be cumulative from the beginning of a grading period, reported weekly, and filed in the Principal's office.

Where a student's cumulative work from the beginning of a grading period does not meet the above-referenced standards as of any Friday, said student will be issued an *"academic notice".* Students who fail to meet academic eligibility standards as of the following Friday will be ineligible Sunday through Saturday of the following week.

Example:

Wk. 1	Cumulative to any Friday						Fri.	Sat.
Wk. 2	Academic Probation		Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
Wk. 3	Academically Ineligible	Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.

The ineligible period will extend weekly (Sunday to Saturday) until the academic deficiencies are corrected.

QUARTER ELIGIBILITY

To be eligible, students must pass the equivalent of at least four full credits. Incompletes in a course do not count as passing credits. In addition, students failing two full credits are ineligible. Any student not meeting this requirement on the report card shall be ineligible to participate in extracurricular

activities for fifteen (15) school days, beginning on the first day report cards are issued. A student shall be reinstated to that activity following fifteen days, provided the student meets all curriculum standards.

END-OF-YEAR ELIGIBILITY

Use of Final Credits at the End of the School Year (PIAA BY-LAW, ARTICLE X, Section 5) - At the end of the school year, the student's final credits in the subjects rather than the student's credits for the last grading period shall be used to determine the student's eligibility for the next quarter. Students whose work does not meet the standards provided for in Article X but attend summer school and correct their deficiencies shall be eligible.

SCHOOL DISCIPLINE

Students who are suspended from school, in-school and out-of-school, for any reason are not permitted to attend practice on the day of the suspension or until the suspension has been served.

ATTENDANCE PROCEDURES FOR PARTICIPATING IN EXTRACURRICULAR / ALL AFTER-SCHOOL ACTIVITIES

- To be eligible to participate in extracurricular activities, students must be in school by 8:07 AM on the day of the activity unless a doctor's excuse is provided.
- Students participating in after-school activities, sports, plays, band, dances, drama, practices, etc., must be in attendance on the day of the game or activity. Exceptions will be permitted for dental and doctor's appointments when the student provides a proper excuse from the dentist or physician to the coach or advisor on the day of the activity. This excuse must be presented upon the arrival of school.
- A student who leaves school sick on the day of any event cannot participate in the event later that day unless the student provides a doctor's excuse on the same day.
- Students must attend school, as mentioned above, on Friday to participate in an event on Saturday.

HAZING/HARASSMENT/BULLYING POLICY

The Forest Hills School District condones hazing or harassment in the school setting. setting. Hazing, Harassment, or Bullying should be reported IMMEDIATELY to a coach, the Athletic Director, or the school Principal. Listed below are the board policies on each.

HAZING - District Policy #247

This policy aims to maintain a safe, positive educational and extracurricular environment for students and staff free from hazing. Hazing activities of any type are inconsistent with the Forest Hills School District's educational goals and are prohibited at all times.

Hazing occurs when a person intentionally, knowingly, or recklessly, to initiate, admit, or affiliating a student with an organization or to continue or enhance membership or status in an organization, causes, coerces, or forces a student to do any of the following:

- Violate federal or state criminal law.
- Consume any food, liquid, alcoholic liquid, drug, or other substance that subjects the student to a risk of emotional or physical harm.
- Endure brutality of a physical nature, including whipping, beating, branding, calisthenics, or exposure to the elements.
- Endure brutality of a mental nature, including activity adversely affecting the mental health or dignity of the individual, sleep deprivation, exclusion from social contact, or conduct that could result in extreme embarrassment.
- Endure brutality of a sexual nature.
- Endure any other activity that creates a reasonable likelihood of bodily injury to the student.

Aggravated hazing occurs when a person commits an act of hazing that results in serious bodily injury or death to the student and

- The person acts with reckless indifference to the health and safety of the student; or
- The person causes, coerces, or forces the consumption of an alcoholic liquid or drug by the student.

Organizational hazing occurs when an organization intentionally, knowingly, or recklessly promotes or facilitates hazing. Regardless, any activity described above shall be deemed a policy violation.

- The consent of the student was sought or obtained, or
- The conduct was sanctioned or approved by the school or organization.

Student activity or organization means any activity, society, corps, team, club, service, social, or similar group operating under the sanction of or recognized as an organization by the district whose members are primarily students or alumni of the organization.

For this policy, bodily injury shall mean impairment of physical condition or substantial pain.

For purposes of this policy, serious bodily injury shall mean bodily injury that creates a substantial risk of death or which causes severe and permanent disfigurement or protracted loss or impairment of the function of any bodily member or organ.

HARASSMENT – District Policy 103

The District strives to maintain a safe, positive learning environment for all students that is free from discrimination, Discrimination is inconsistent with the educational and programmatic goals of the District and is prohibited on school grounds, at school-sponsored activities, and on any conveyance providing transportation to or from a school entity or school-sponsored activity. For purposes of this policy, harassment shall consist of unwelcome conduct such as graphic, written, electronic, verbal or nonverbal acts including offensive jokes, slurs, epithets and name-calling, ridicule or mockery, insults or put-downs, offensive objects or pictures, physical assaults or threats, intimidation, or other conduct that may be harmful or humiliating or interfere with a person's school or school-related performance and which relates to an individual's or group's race, color, age, creed, religion, sex, sexual orientation, ancestry, national origin, marital status, pregnancy or handicap/disability when such conduct is:

- Sufficiently severe, persistent or pervasive; and

- A reasonable person in the complainant's position would find that it creates an intimidating, threatening or abusive educational environment such that it deprives or adversely interferes with or limits an individual or group of the ability to participate in or benefit from the services, activities or opportunities offered by a school.

Sexual Harassment

Sexual harassment is a form of discrimination on the basis of sex and is subject to this policy. For purposes of this policy, sexual harassment shall consist of unwelcome sexual advances; requests for sexual favors; and other inappropriate verbal, nonverbal, written, graphic or physical conduct of a sexual nature when:

- Submission to such conduct is made explicitly or implicitly a term or condition of a student's status in any educational or other programs offered by a school; or
- Submission to or rejection of such conduct is used as the basis for educational or other program decisions affecting a student; or
- Such conduct deprives a student or group of individuals of educational aid, benefits, services or treatment; or
- Such conduct is sufficiently severe, persistent or pervasive that a reasonable person in the complainant's position would find that it unreasonably interferes with the complainant's performance in school or school-related programs, or otherwise creates an intimidating, hostile, or offensive school or school-related environment such that it unreasonably interferes with the complainant's access to or participation in school or school-related programs.

Federal law declares sexual violence a form of sexual harassment. Sexual violence means physical or sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual may also be unable to give consent due to an intellectual or other disability. Sexual violence includes but is not limited to rape, sexual assault, sexual battery and sexual coercion.

BULLYING/CYBERBULLYING - Board Policy 249

The Board is committed to providing a safe, positive learning environment for district students. The Board recognizes that bullying creates an atmosphere of fear and intimidation, detracts from the safe environment necessary for student learning, and may lead to more serious violence. Therefore, the Board prohibits bullying by district students.

Definitions

Bullying means an intentional electronic, written, verbal or physical act or series of acts directed at another student or students, which occurs in a school setting and/or outside a school setting, that is severe, persistent or pervasive and has the effect of doing any of the following:[1]

1. Substantially interfering with a student's education.
2. Creating a threatening environment.
3. Substantially disrupting the orderly operation of the school.

Bullying, as defined in this policy, includes cyberbullying.

School setting means in the school, on school grounds, in school vehicles, at a designated bus stop or at any activity sponsored, supervised or sanctioned by the school.[1]

Authority

The Board prohibits all forms of bullying by district students.[1]

The Board encourages students who believe they or others have been bullied to promptly report such incidents to the building principal or designee.

Students are encouraged to use the district's report form, available from the building principal, or to put the complaint in writing; however, oral complaints shall be accepted and documented. The person accepting the complaint shall handle the report objectively, neutrally and professionally, setting aside personal biases that might favor or disfavor the student filing the complaint or those accused of a violation of this policy.

The Board directs that verbal and written complaints of bullying shall be investigated promptly, and appropriate corrective or preventative action be taken when allegations are substantiated. The Board directs that any complaint of bullying brought pursuant to this policy shall also be reviewed for conduct which may not be proven to be bullying under this policy but merits review and possible action under other Board policies.

When a student's behavior indicates a threat to the safety of the student, other students, school employees, school facilities, the community or others, district staff shall report the student to the threat assessment team, in accordance with applicable law and Board policy.[2][3]

Title IX Sexual Harassment and Other Discrimination

Every report of alleged bullying that can be interpreted at the outset to fall within the provisions of policies addressing potential violations of laws against discrimination shall be handled as a joint, concurrent investigation into all allegations and coordinated with the full participation of the Compliance Officer and Title IX Coordinator. If, in the course of a bullying investigation, potential issues of discrimination are identified, the Title IX Coordinator shall be promptly notified, and the investigation shall be conducted jointly and concurrently to address the issues of alleged discrimination as well as the incidents of alleged bullying.[4][5]

Confidentiality

Confidentiality of all parties, witnesses, the allegations, the filing of a complaint and the investigation shall be handled in accordance with applicable law, regulations, this policy and the district's legal and investigative obligations.

Retaliation

Reprisal or retaliation relating to reports of bullying or participation in an investigation of allegations of bullying is prohibited and shall be subject to disciplinary action.

Delegation of Responsibility

Each student shall be responsible to respect the rights of others and to ensure an atmosphere free from bullying.

The Superintendent or designee shall develop administrative regulations to implement this policy.

The Superintendent or designee shall ensure that this policy and administrative regulations are reviewed annually with students.[1]

The Superintendent or designee, in cooperation with other appropriate administrators, shall review this policy every three (3) years and recommend necessary revisions to the Board.[1]

District administration shall annually provide the following information with the Safe School Report:[1]

1. Board's Bullying Policy.
2. Report of bullying incidents.
3. Information on the development and implementation of any bullying prevention, intervention or education programs.

Guidelines

The Code of Student Conduct, which shall contain this policy, shall be disseminated annually to students.[1][6][7]

This policy shall be accessible in every classroom. The policy shall be posted in a prominent location within each school building and on the district website.[1]

Education

The district may develop, implement and evaluate bullying prevention and intervention programs and activities. Programs and activities shall provide district staff and students with appropriate training for effectively responding to, intervening in and reporting incidents of bullying.[1][8][9][10]

Consequences for Violations

A student who violates this policy shall be subject to appropriate disciplinary action consistent with the Code of Student Conduct.

DRUG OR ALCOHOL USAGE - SCHOOL POLICY

The following policy guidelines have been approved by the School Board for Junior-Senior High School students as related to drug and/or alcohol related offenses. Any student who has been identified as violating this policy during the school day or any school-sponsored activity shall be disciplined in accordance with our action chart.

- First time offenders shall be disciplined as determined by the administration and referred to the Student Assistance Program (SAP) team.
    - Parents will be advised that the cost of out-of-school services shall be the responsibility of the parent.
    - If a student refuses to accept the conditions listed above, that student shall immediately be excluded from attending all school related activities for one calendar year. The student will also receive a ten-day suspension.

ACTION CHART FOR DRUG AND ALCOHOL RELATED INCIDENTS

Situation	**Immediate action**	**Locker Parents Search Notified**	**Involvement By Police**	**Disciplinary Action**	**Other**
Suspicion of drug, alcohol and/or steroids or body enhancing supplements use	Investigation of the problem	Yes Yes If warranted	If safety of victim or student body at risk	Dependent upon out-come of investigation	Referral to SAP Team
Student demonstrates physical symptom of drug or alcohol abuse	Investigation by administration. Referral to school nurse	Yes Yes	If safety of victim or student body at risk	Suspension from school for 10 days to be effective immediately	Referral to SAP Team. Compliance with agency assessment & recommendation. If refused, or not completed, students shall be denied attendance to all out-of-school activities for one calendar year.
Student is found with drugs, alcohol, inhalants, or drug paraphernalia for the first offense (including look-alike and un-authorized over-the-counter drugs or controlled drugs or substances)	Investigation of the problem by principal/designee Confiscation of drugs or suspicious items. (see procedure)	Yes Yes	Yes	Suspension from school for 10 days to be effective immediately.	Referral to SAP Team. Compliance with agency assessment & recommendation. If refused, or not completed, students shall be denied attendance to all out-of-school activities for one calendar year.
Distribution or **attempt to**	Investigation of the	Yes Yes	Yes	Suspension from school	Referral to SAP Team and formal

distribute drugs or alcohol (including look-alike and unauthorized over the counter or drugs or controlled substances)	problem by principal/designee Confiscation of drugs or alcohol (see procedure)			for 10 days to be effective immediately – recommend possible expulsion to Board of School Directors	intervention. If refused, or not completed, students shall be denied attendance at all out -of-school activities for one calendar year.
Student is found with drugs or alcohol for a second or succeeding offense (including look-alike and unauthorized over the counter drugs or controlled substances)	Investigation of the problem by principal or designee. Confiscation of drugs or alcohol. (See procedure)	Yes Yes	Yes	Suspension from school for 10 days to be effective immediately – recommend possible expulsion to Board of School Directors	Referral to SAP Team and formal intervention. If refused, or not completed, students shall be denied attendance to all out of school activities for one calendar year or possible expulsion.
Student self-referral	Referral to SAP Team	If the safety of the victim/student body is at risk.	If the safety of the victim or student body is at risk.	Not applicable unless school policy is violated	D/A Assessment

Forest Hills Junior-Senior High School

Athletics Emergency Action Plan & Standard Operating Procedures

Jayme Long, LAT, ATC

2026-2027

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Emergency Information

Forest Hills Junior-Senior High School
535 Locust St.
Sidman, Pa 15955

Forest Hills Elementary School
547 Locust St.
Sidman, Pa 15955

Phone Numbers:

- **In case of Emergency 9-1-1**

- Athletic trainer: Jayme Long
  - 814-421-9111

- Athletic Director: Dennon Carpenter
  - 814-713-2675

- Principal: Kristin Wilson
  - 814-421-3220

- Assistant Principal:Chris Evans
  - 814-341-8352

- SRO: Officer Shope and Hill
  - 814-659-6033 (Shope)
  - 814-410-5362 (Hill)

- Poison Control: 800-222-1222

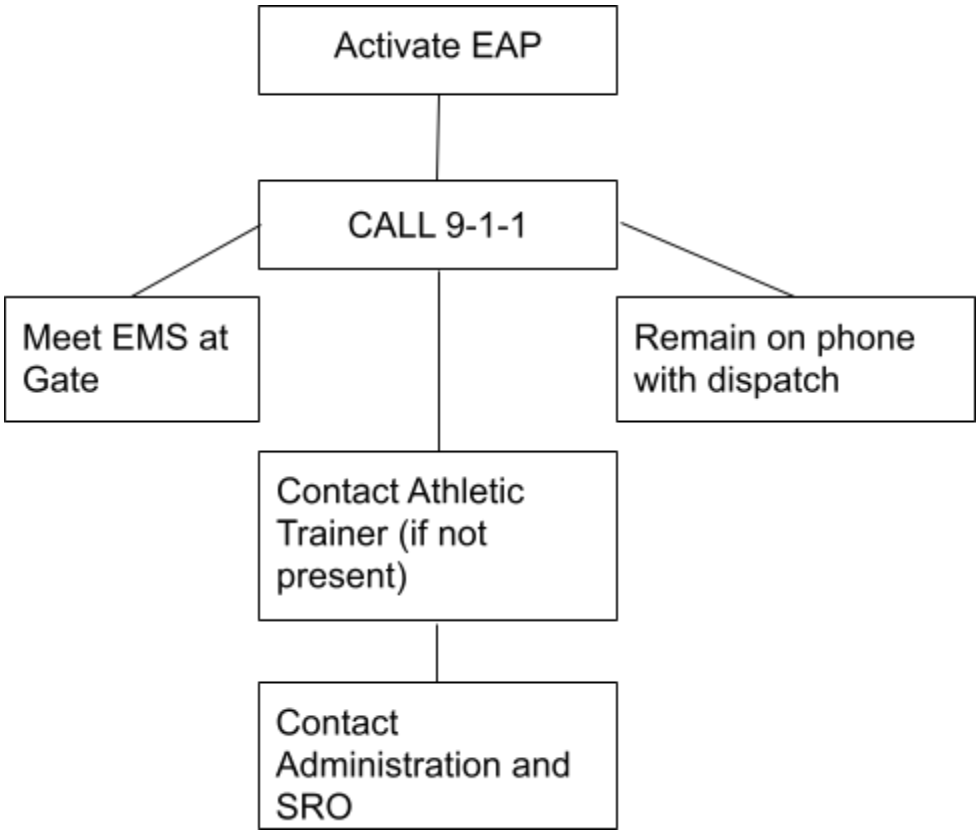
- Local Police: Adams Township
  - Non Emergency: 814-487-4712 800- 281-1680

- Local EMS: Forest Hills
  - Non Emergency: 814-495-5107

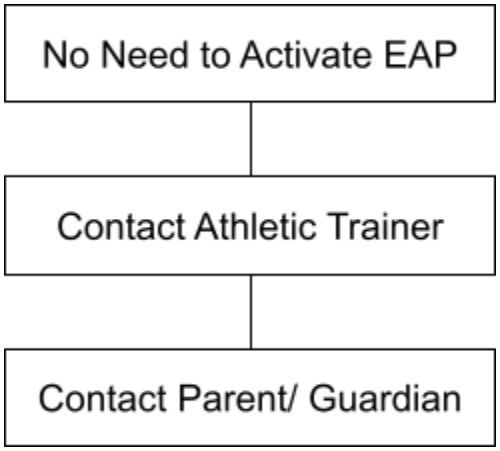
- State Police: Ebensburg
  - Non Emergency: 814-472-1653

Communication Tree

Life Threatening/ Emergency Situation:



Non-Emergency Situation:



Main Access Points

It is extremely important that if you are the one contacting EMS in any emergency situation that you are able to give detailed instructions on the best entrance for personnel to utilize. It is also important that someone is then at the specified entrypoint to guide EMS to the patient.

HS Gymnasium:

- Instruct EMS personnel enter the property through the main campus entrance (Kiosk).
- Then have EMS continue around the back of the Junior-Senior High School and enter through the doors labeled “Gym Entrance”.

Wrestling Room:

- Instruct EMS to enter the building as described above for the HS Gymnasium.
- Then have EMS continue and exit through the back left corner of the gymnasium, where the wrestling room will be located on the right.

G.H Miller Stadium (Football, Softball, Soccer):

- Instruct EMS to enter the campus through one of the two student parking lot entrances (not the main campus entrance) off of Locust St.
- EMS can access the field from either end of the parking lot through the gates.

Field House:

- Instruct EMS to enter the campus through one of the two student parking lot entrances (not the main campus entrance) off of Locust St.
- EMS can then enter the field house through the main entrance.

Baseball Field:

- Instruct EMS to enter the field directly off of Locust St. (Not the main campus entrance)

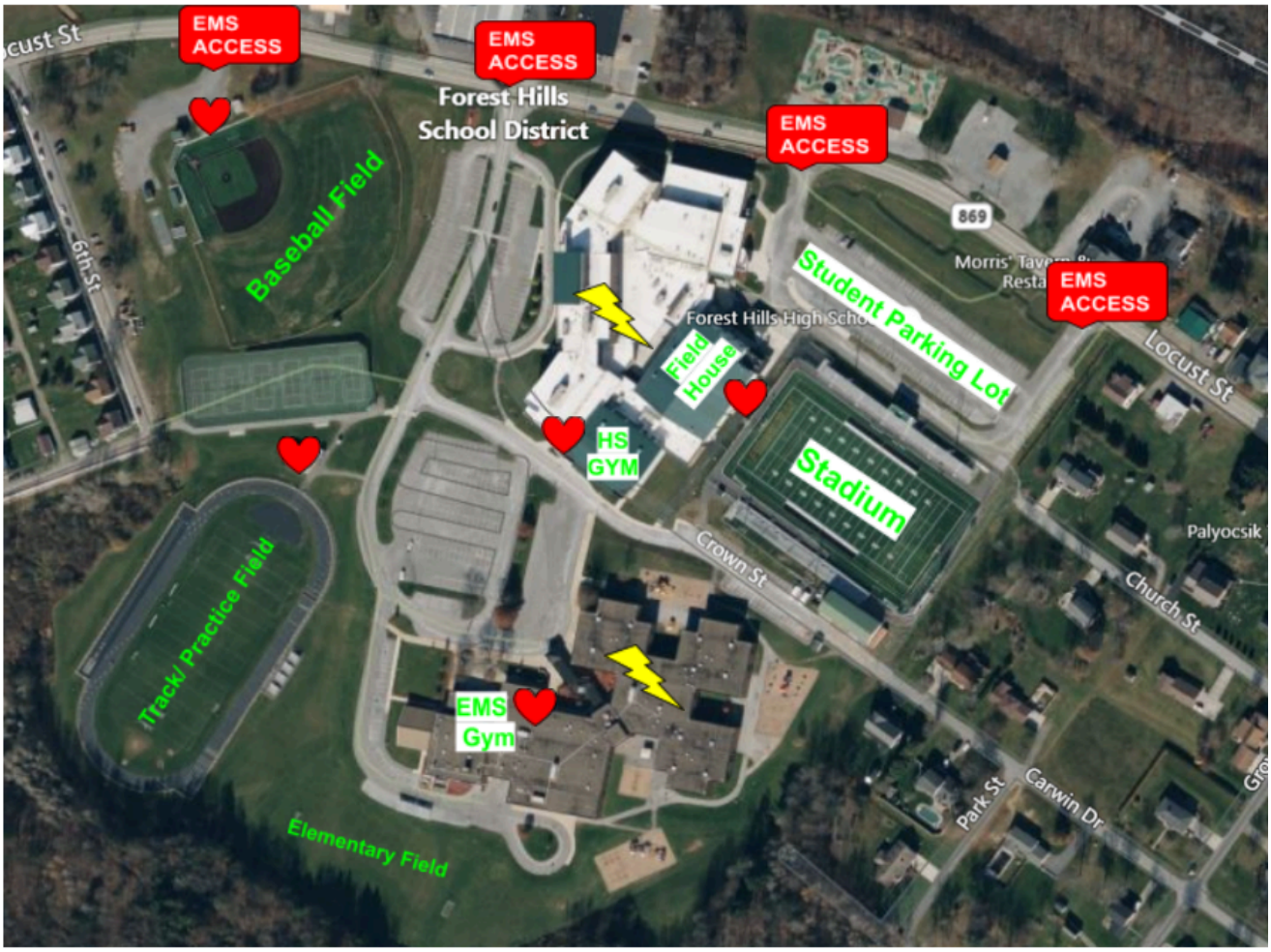
Track/ Tennis Courts:

- Instruct EMS personnel enter the property through the main campus entrance.
- Then have EMS continue until they are able to pull off to the right and enter either the tennis courts or track/ practice field area.

Elementary Field

- Instruct EMS personnel to enter the property through the main campus entrance (Kiosk).
- Then have EMS continue around the back of the Elementary School/ Business Office until they see the practice field on the right.
- If in the **Elementary gymnasium** instruct EMS to enter the Elementary school through the doors directly next to the business office entrance.

Exterior Sporting Event Locations Diagram



Key for all diagrams:

- Yellow Lightning bolt - Lighting evacuation location
- Red Heart- AED location

Interior Junior-Senior High Gymnasium and Field House

Interior Elementary Gymnasium

Adams Little League Baseball Fields

Junior high baseball will be utilizing the Adams little league baseball fields. It is important that coaches be knowledgeable of all emergency information for this location especially since it is likely that the Athletic Trainer and/or administrators may not be present at all events occurring here.

Address:
Main Access Points:
Emergency Equipment Locations:

ADD PAGE FOR WINDBER CC AND RIFLE RANGE

Hospitals:

Closest Hospital and Level 1 Trauma Center (20 mins): **Conemaugh Memorial Medical Center**

1086 Franklin Street
Johnstown, Pa 15905

Directions (School → Hospital):

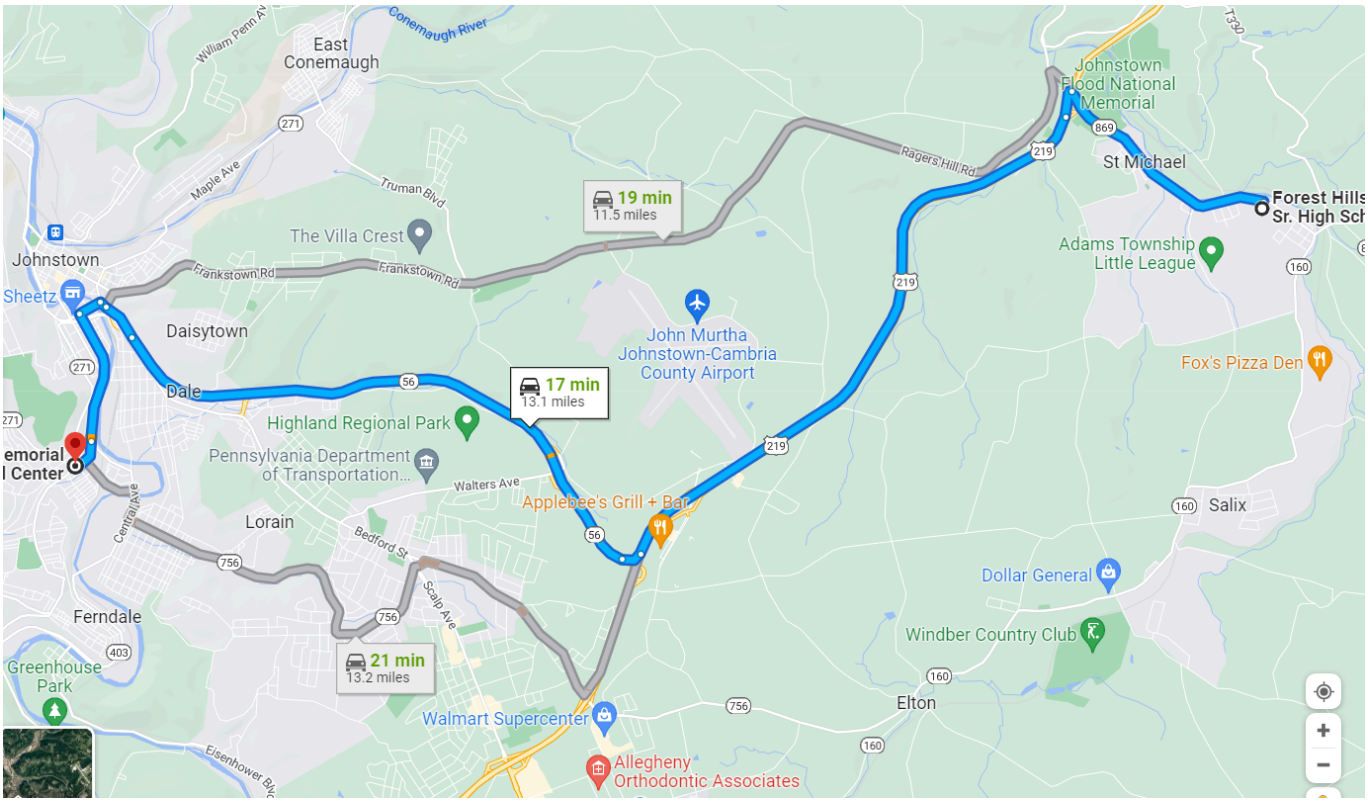
Turn left out of the school on Locust St.

Turn left onto US-219 South and take the PA-56 W Johnstown Expy exit

Exit toward PA-271 S / S Bedford St.

Turn Left onto Hayes St.

Turn Left onto Franklin St.



Alternate Hospital (16 mins): **Chan Soon-Shiong Medical Center at Windber**
600 Somerset Avenue
Windber, Pa 15963

Directions (School → Hospital):

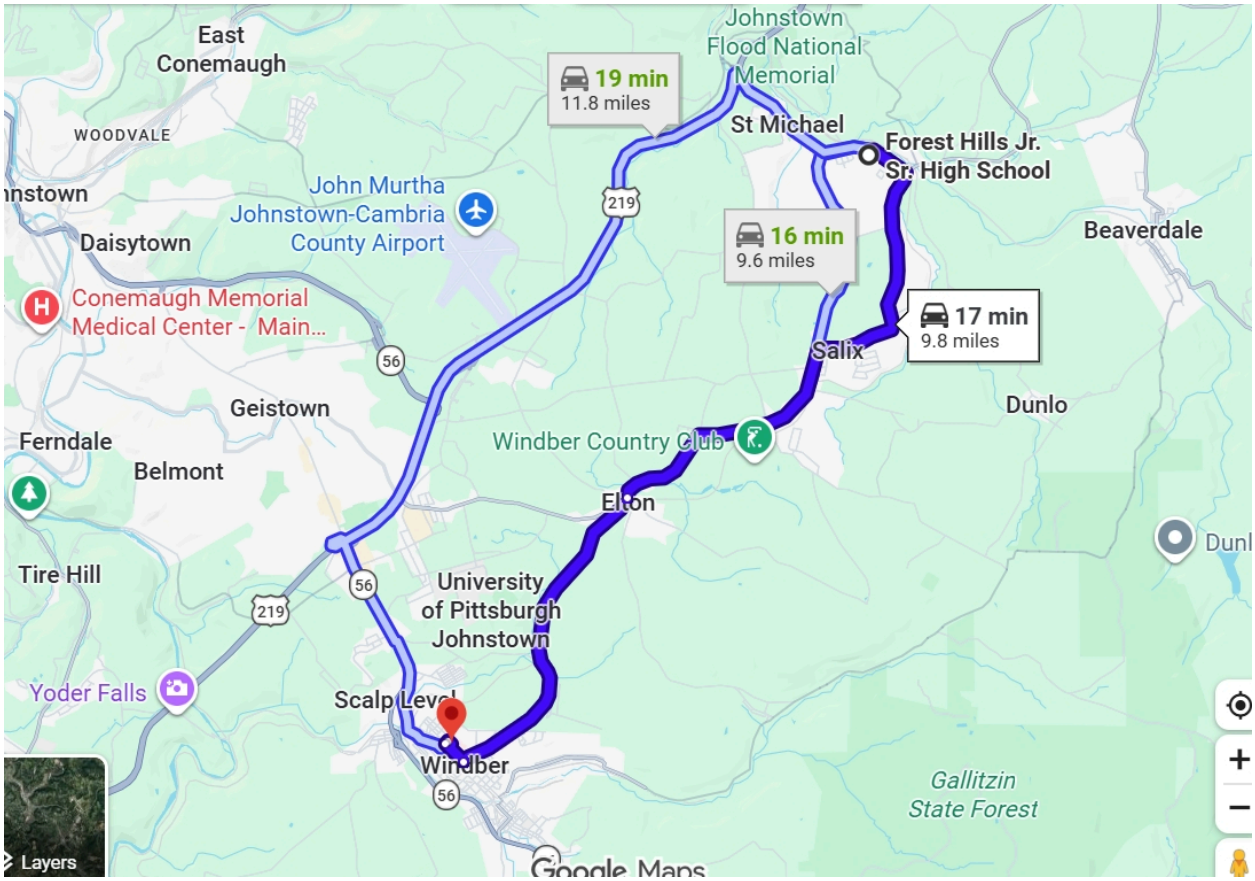
Turn right out of the school onto Locust St.

Keep right at Sheetz onto Pa-160/ Forest Hills Dr.

Turn right onto Somerset Ave.

Turn right onto Fifth St.

Turn right into facility.



Alternate Hospital (45 mins): **UPMC Altoona**
620 Howard Avenue
Altoona, Pa 16601

Directions (School → Hospital):

Turn left out of the school on Locust St.

Turn left onto US-219 North and exit onto US-22 East towards Hollidaysburg

Follow US-22 E and merge onto I-99 N

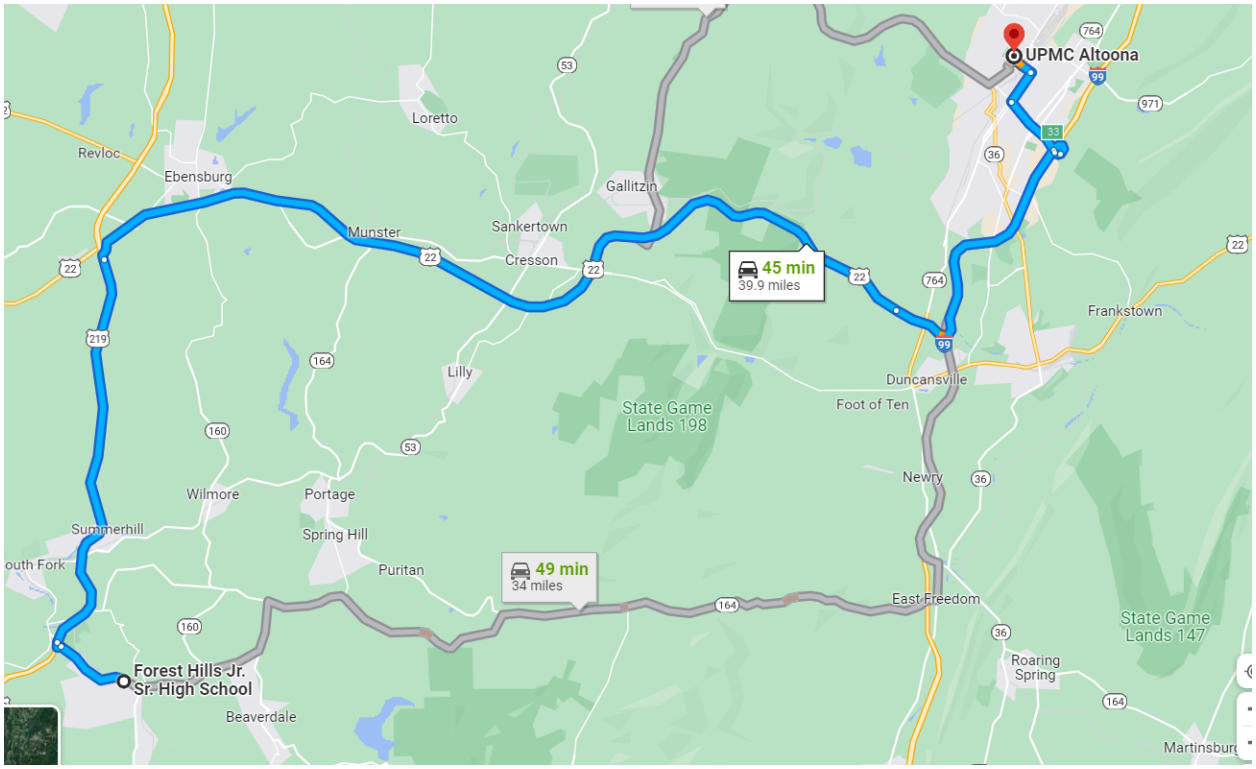
Take Exit 33 off of I-99 N for 17th St.

Keep right at the fork and merge onto 17th Street

Turn Right onto 6th Ave

Turn left onto 7th St

Turn right onto Howard Ave



Pediatric Emergencies (1 hr 31 min): **Children's Hospital of Pittsburgh**
4401 Penn Ave
Floor 1
Pittsburgh, PA 15224

Directions (School → Hospital):

Turn left out of the school on Locust St.

Turn left onto US-219 North

Exit onto US-22 W towards Blairsville

Continue onto I-376 W

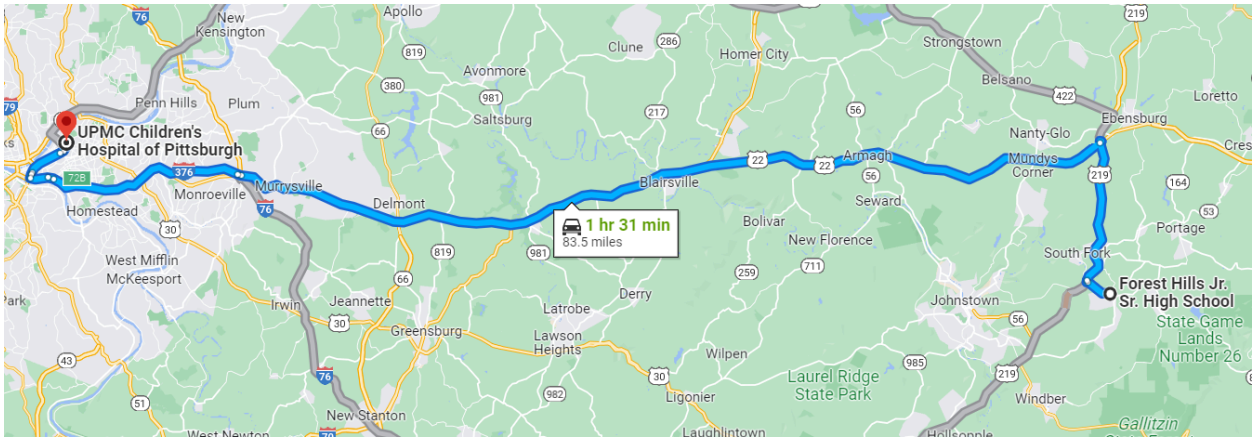
Take Exit 72B for Blvd of the Allies and follow signs for/ continue onto I-579 N

Exit onto PA-380 E /Bigelow Blvd

Take the Liberty Ave exit towards Bloomfield

Continue onto Main St.

Turn Right onto Penn Ave



Local EMS

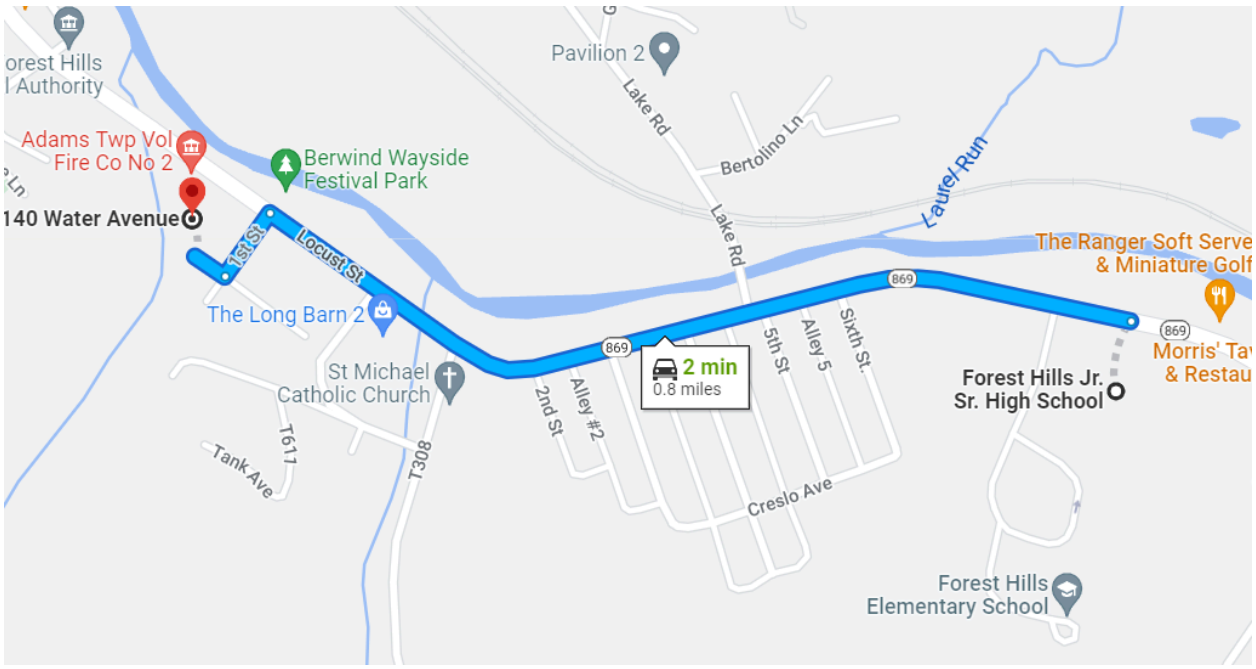
Forest Hills Ambulance Association

140 Water Ave.
St. Michael, Pa 15951

Directions (Station → School)

Turn left onto 1st St.

Turn right onto Locust St.



State Police

State Police (Ebensburg)

100 Casale Court
Ebensburg, Pa 15931

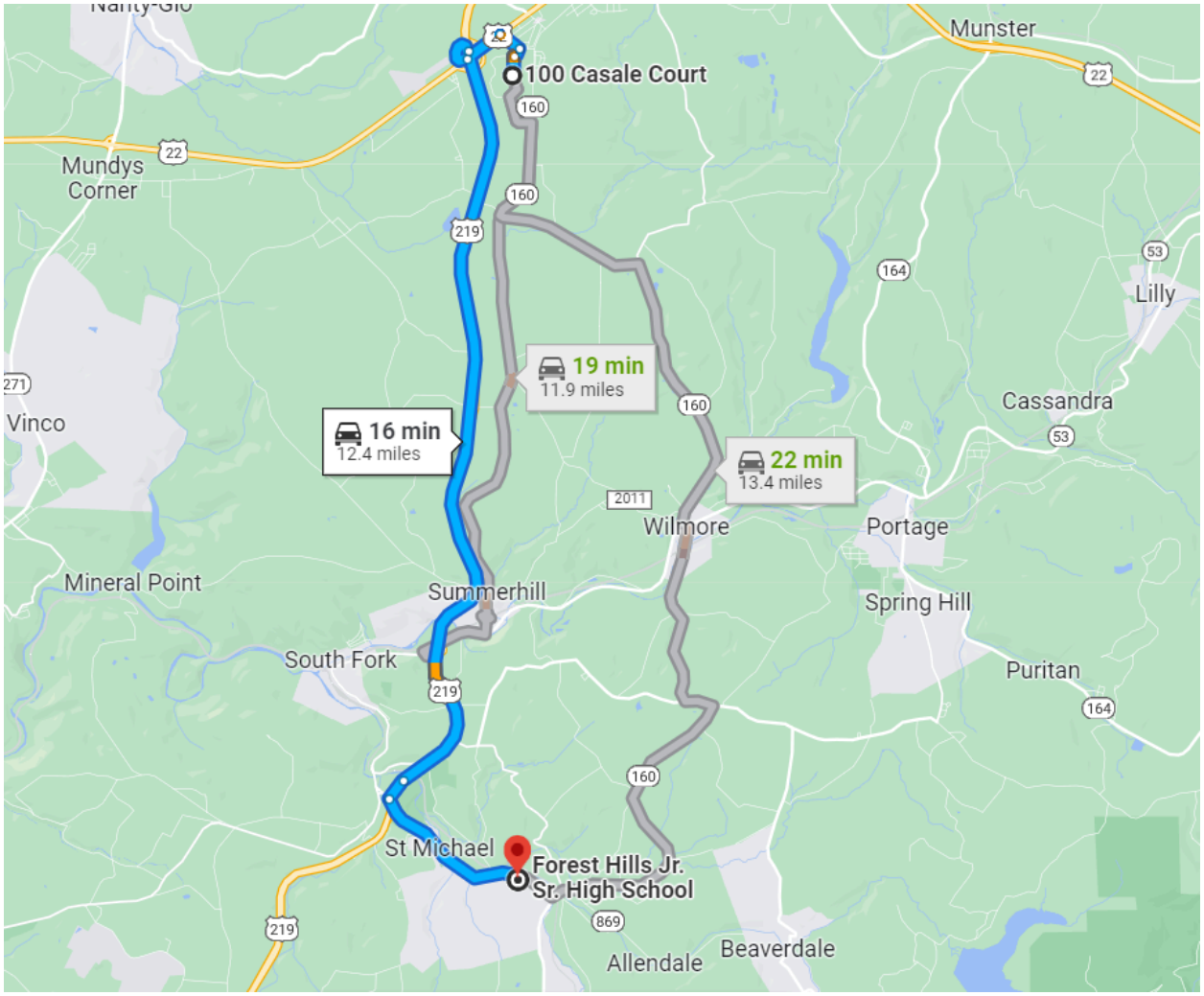
Directions (Station → School)

Exit the Industrial Park and follow onto US-22

Merge onto US-219 South via the Johnstown ramp

Exit via the St. Michael/ Sidman exit

Turn right onto PA-869 E (Locust St.)



Local Police

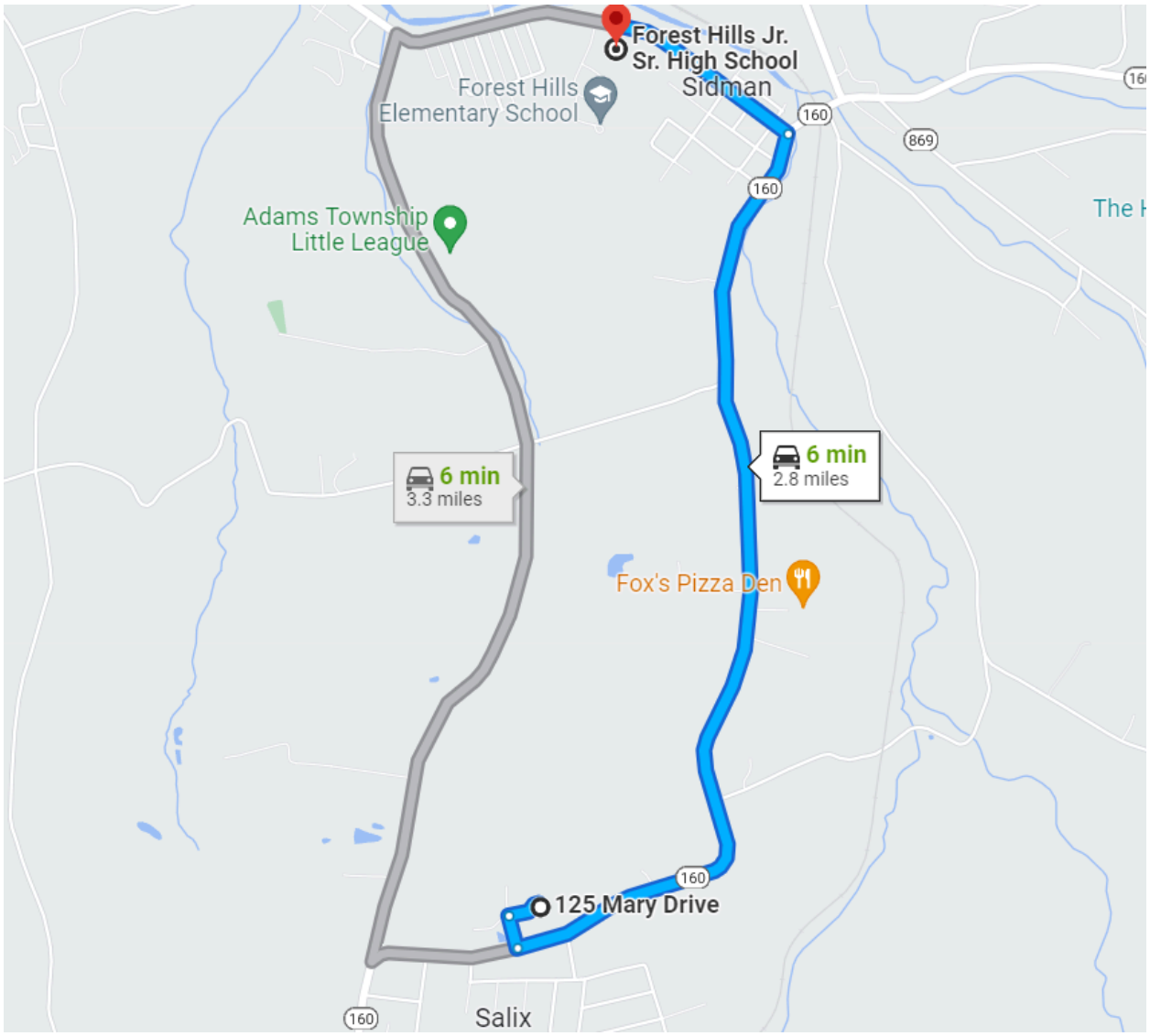
Adams Township Police Department

125 Mary Drive
Sidman, Pa 15955

Directions (Station → School):

Turn left on Forest Hills Dr.

Turn Left on Locust St.



Responsibilities for Personnel in the Event of an Emergency:

Athletic Trainer:

- Provide immediate care for the patient
- Activate Emergency Action Plan if necessary
- Direct other personnel on specific tasks needed based on the scenario
- Communicate patient's condition with EMS once they arrive
- Communicate with patient's Parents/ Guardians
- Document necessary information

Team Physician (If Present):

- Make the final decision about the patient's condition

Head Coach:

- Keep injured athlete calm
- Keep all other players calm and away from the injured athlete
- Call 9-1-1 and relay all pertinent information

Assistant Coach(es):

- Find parents of athlete if they are present
    - Contact them if they are not present (every coach should have an emergency contact form)
- Assist in keeping all other athletes calm
- Retrieve any emergency equipment needed by the athletic trainer
- If a parent is not present, an assistant coach will accompany the athlete to the hospital

Administration (Athletic Director/ Game Manager):

- Ensure the emergency access points are clear and accessible to EMS crews before the start of the event
- Contact Security and ensure that all spectators remain off of the playing surface away from the patient
- Meet EMS at the entry point and direct them to the patient

General Personnel Responsibilities:

Coaches:

- All coaches (head & assistant/s) must take the PIAA certification in first aid, health and safety.
    - All certifications must be up to date and maintained as long as coaching a team.
- Coaches must have access to first aid facilities and equipment in the event of injury
- Monitor and take action if severe weather is present
- Ensure athletes are staying hydrated by allowing multiple water breaks during practices and encouraging hydration during games

Administration:

- Repair safety hazards brought your attention in a prompt and timely manner. If it cannot be fixed immediately, place a hazard sign at the site and/or block off the area to prevent any injuries from occurring.
- Educate all coaches and staff of first aid equipment locations, important and emergency phone numbers, and procedures in case of emergency.

Athletic Trainer:

- Ensure that every team has a first aid kit and emergency contact information before the start of the season

Emergency Equipment Locations:

AED's are labeled on the location diagrams with a red heart (pg 5-7)

High School Gymnasium/ Wrestling Room:

- There is an AED located on the wall directly outside of the main gym doors next to the bathrooms.
- A Splint Bag, Crutches, and First Aid Kit are also available at this location. They are stored in the main Athletic Training room and will be brought to the gym for events.

GH Miller Stadium/ Field House:

- There is an AED located right inside the main entrance of the Field House on the wall behind the desk.
- A Splint Bag, Crutches, and First Aid Kit are also available at this location. They are stored in the main Athletic Training room and will be brought out to the field for events.

Track/Tennis Courts:

- There is an AED located inside the track garage.
- The Athletic Trainer is responsible for bringing a Splint Bag, and First Aid Kit to these locations when events are being held.

Baseball Field:

- There is an AED located inside the concession stand.
- The Athletic Trainer is responsible for bringing a Splint Bag, and First Aid Kit to these locations when events are being held.

Elementary Gym/ Field:

- There is an AED located along the main hallway wall outside of the gymnasium.
- The Athletic Trainer is responsible for bringing a Splint Bag, and First Aid Kit to these locations when events are being held.

The Certified Athletic Trainer is also equipped with a portable AED. This will be carried with them at all times and available for immediate sideline use.

Emergency Protocols Overview

What Do I Do?

1. Stay Calm!

2. Assess and ensure the scene for safety before intervening

3. CALL 9-1-1
    a. Provide direct, accurate, and calm descriptions of where you are and the patient's condition as well as how many victims
    b. Stay on the line with EMS until they arrive at the scene
    c. Send someone or yourself to meet EMS at the entrance.
        i. Be sure that someone stays with the patient at all times

4. Perform any First Aid in which you are trained
    a. Contact the Athletic Trainer if they are not already present

5. Once EMS is on scene allow them to take control of the patient
    a. Answer any questions that EMS has

6. After EMS has taken the patient, contact any pertinent personnel (AD, Principal…)

****All coaches and event staff should know emergency procedures including addresses and phone numbers****

**** The best way to ensure that an emergency situation is handled properly is to be prepared****

Lightning Policy

If lightning is seen when athletes are utilizing an outdoor playing surface:

1. Remove all players from the field of play and spectators from the bleachers
2. Everyone should seek shelter in a calm, collected manner to the nearest building. **(This is noted on the diagrams pg 5-7 with a lightning bolt)**
    a. In the case that no shelter is available (such as at the baseball field) spectators should be instructed to return to their vehicles.
3. No person should return to the field or continue competition until 30 minutes after the last lightning strike
4. After a delay of 60 minutes, the organization should plan to reschedule or postpone the competition for another time
5. Avoid open fields and tall objects

Utilize the Flash-to-Bang Theory

o Record time from lightning strike to its associated thunder clap

o Divide that time by 5 in order to achieve the approximate distance of the storm from your current location

o If the time between lightning and thunder is 30 seconds or less (6 miles away), clear everyone from the park and take sufficient cover (large buildings with restrooms that are fully enclosed, patron's cars with doors/windows shut, buildings in the park)

- Avoid sheltering under trees and in open fields or open spaces

If a person is struck by lightning: (reference NATA)

1. Call 9-1-1 Immediately
2. Survey the scene for safety
3. Carefully move the victim to a safe area, if needed
4. Evaluate and treat airway and heart function
5. Evaluate and treat for hypothermia and shock
6. Evaluate and treat for fractures
7. Evaluate and treat for burns

Lightning Detection Apps utilized: Weather Bug

Heat Illness Policy

Heat should always be monitored when outdoor competitions are occurring. Heat illness usually occurs during periods of weather with heat and humidity. Heat stroke is a medical emergency and requires immediate action to contact EMS or 9-1-1.

Signs of heat exhaustion include:

- Cool, clammy skin
- Sweating
- Dizziness
- Nausea or vomiting
- Rapid, weak pulse
- Headache or confusion

Treatment:

- Remove excess clothing
- Move athlete into a shaded or cooled area
- Have athlete drink water
- Ice down armpits, neck, and groin areas
- If athlete or spectator continues to worsen or does not improve, call EMS.

Signs of heat stroke include:

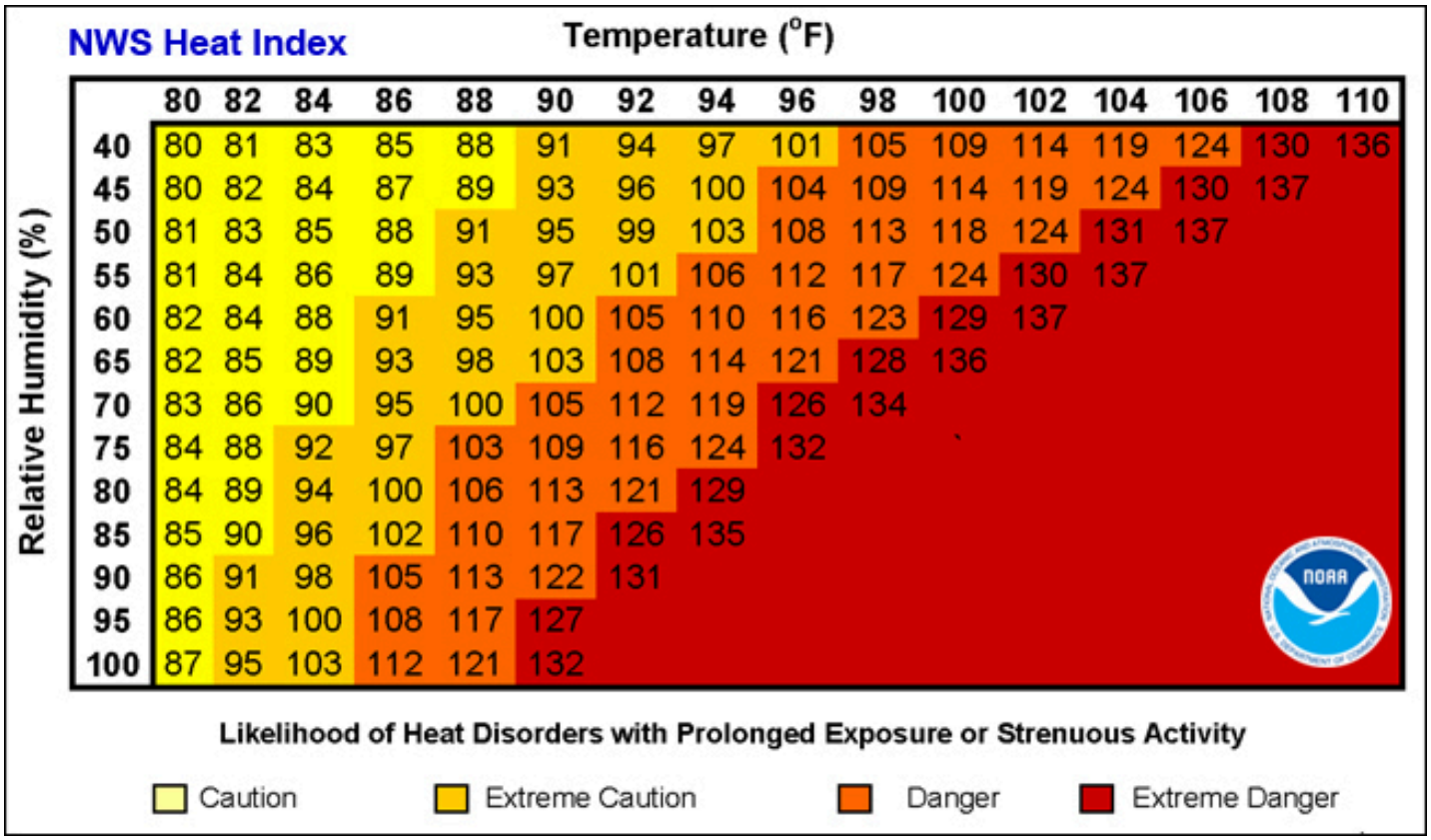
- Body temperature >104° F
- Red, hot, dry skin
- No sweating
- Dizziness or loss of consciousness
- Disorientation
- Loss of balance
- Irritability
- Rapid, strong pulse
- Throbbing Headache

Treatment:

- Call 9-1-1 immediately! This is a medical emergency
- Initiate immediate cooling with ice packs and ice submersion
- Remove excess clothing
- Move athlete into a cool or shaded area
- Have patient drink water once normal body temperature is restored.

Heat Index:

The heat index compares the humidity to the temperature outside to determine what real feel is. It is helpful to use this index to inform coaches and organizations when to cancel games or practices due to weather. Refer to heat index when game or practice decisions are being made.



http://www.nws.noaa.gov/om/heat/heat_index.shtml

Cold Illness Policy

Cold weather should be monitored when outdoor competitions are occurring. If not monitored properly, athletes or spectators may end up with a cold illness, such as hypothermia or frostbite. Hypothermia can quickly turn into a medical emergency and EMS should be contacted immediately.

Signs of mild Hypothermia include:

- Body temperature of 96° to 98° F
- Shivering
- Impaired motor movements
- Lethargy
- Mild confusion
- Decrease in blood pressure

Treatment:

- Remove wet or damp clothing
- Apply warm and dry clothing
- Wrap patient blankets on body and head if available
- Introduce warm liquids
- Apply heat to the armpits, chest and groin areas
- Monitor Vitals

Signs and symptoms of moderate to severe Hypothermia include:

- Body temperature of 90° to 95° F
- No shivering
- Cold skin
- Slow, weak pulse
- Impaired mental function
- Slurred speech
- Unconsciousness

Treatment:

- Contact 9-1-1 or EMS immediately! This is a medical emergency
- Remove wet or damp clothing
- Cover with warm, dry clothing or blankets
- Move into a warmer environment
- Apply heat to trunk, armpits, chest and groin
- Introduce them warm liquid to drink
- Monitor Vitals until EMS arrives

Signs and symptoms of deep Frostbite:

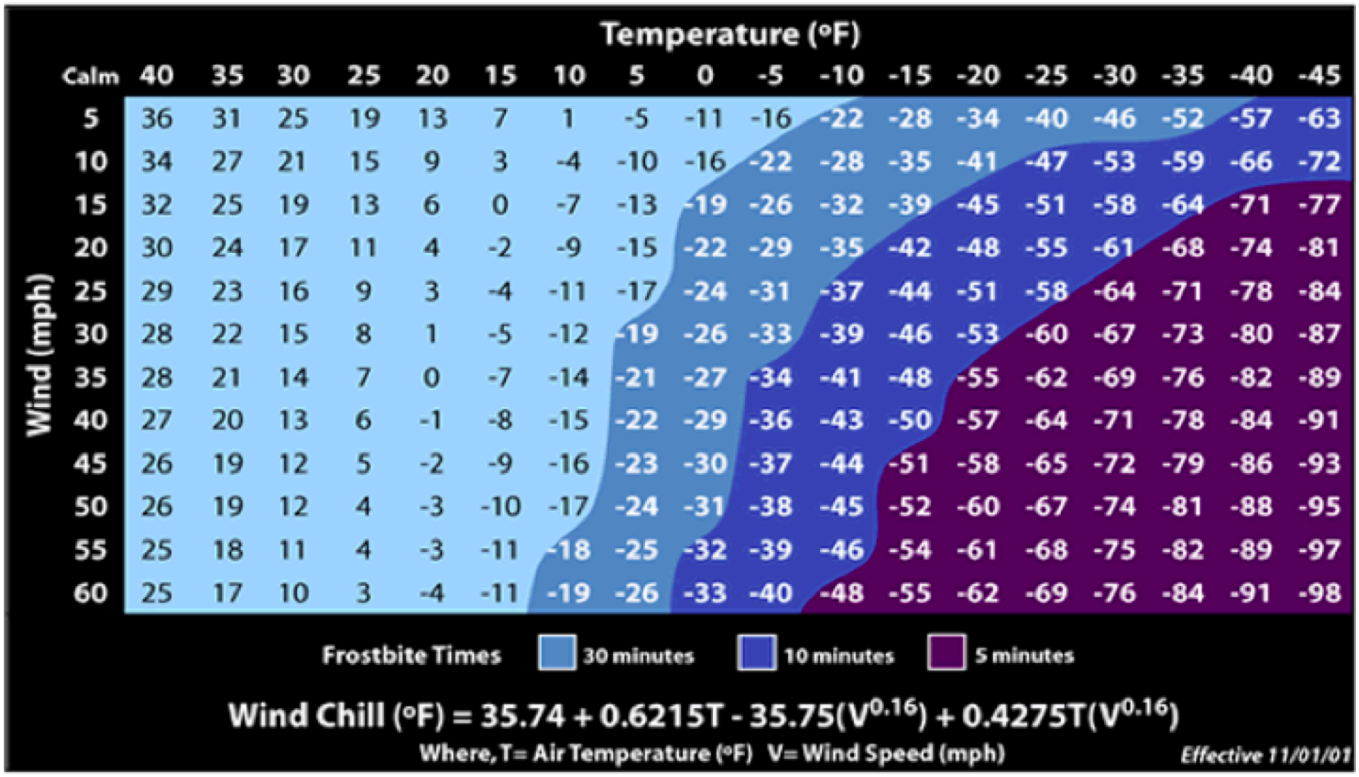
- Edema
- Mottled/gray skin appearance
- Hard tissue
- Numbness or anesthesia

Treatment:

- Contact 9-1-1 or EMS immediately
- Remove person from cold environment to somewhere cool
- Place frozen body part into a tub of warm water
- Monitor Vitals until EMS arrives

Wind Chill chart:

The Wind Chill chart will be helpful in determining the risk of the cold weather by comparing the temperature to the speed of wind.



http://www.nws.noaa.gov/om/cold/wind_chill.shtml

Asthma Policy

- Asthma is a pulmonary condition that can be exacerbated by exercise or exposure to environmental triggers such as food and insects. According to the National Athletic Trainers' Association (NATA) Position Statement on the Management of Asthma in Athletes, asthma is a "chronic inflammatory disorder of the airways characterized by variable airway obstruction and bronchial hyper-responsiveness."

Signs/Symptoms of an Asthma Attack:

- Chest tightness (or pain in children)
- Coughing
- Prolonged shortness of breath (dyspnea)
- Wheezing (especially after exercise)
- Flared nostrils
- Inability to catch one's breath
- Inability to speak in full sentences
- Use of accessory muscles to breathe (exaggerated breathing motions)

Treatment:

- Remove athlete from play and have them sit in an upright position
- If possible move to an area with dry, warm air (cup hands around mouth to aid in this)
- Instruct athlete on proper deep breathing techniques (in through the nose and out through the mouth)
- If athlete has an inhaler administer proper dose

How an inhaler is administered:

- Remove the cap and hold the inhaler upright.
- Shake the inhaler.
- Tilt your head back slightly and breathe out.
- Press down on the inhaler to release the medicine as you start to breathe in slowly.
- Breathe in slowly for 3 to 5 seconds.
- Hold your breath for 10 seconds to allow the medicine to go deeply into your lungs.
- Repeat puffs as directed. Wait 1 minute between puffs to allow the second puff to get into the lungs better.

Terrorist/Shooter Policy

In the event of a terrorist event or an active shooter, know where the nearest exits of the school or stadium are located. The event may be sudden and evolve quickly. Parents, coaches, athletes and other spectators should be educated on what to do in such an event. If an event or shooter does appear, be sure to call 9-1-1 immediately. *Portage Area School District utilizes the ALICE training method in the event of an active shooter.*

When calling 9-1-1:

- Provide your location
- Provide the location of the shooter
- Tell them what weapons and how many the shooter has
- Provide how many potential victims there are
- Provide as many details as you can to better prepare law enforcement

- The first resort should be to **RUN**. Create an escape route and plan in your mind.
    - Leave your belongings behind and **keep your hands visible**.

- If you are unable to run, **HIDE** in an area where you are out of the view of the shooter or terrorist.
    - Block the entryway to your hiding place. Turn cell phones on silent and be as quiet as possible.

- If you are unable to run or hide, you should **FIGHT** as your last resort.
    - Attempt to incapacitate them and be physically aggressive with them.

Once law enforcement arrives, everyone should cooperate and make sure their **hands are visibl**e. Place any belongings in your hands on the ground. Avoid screaming, yelling and pointing. Stay out of the way of all police officers.

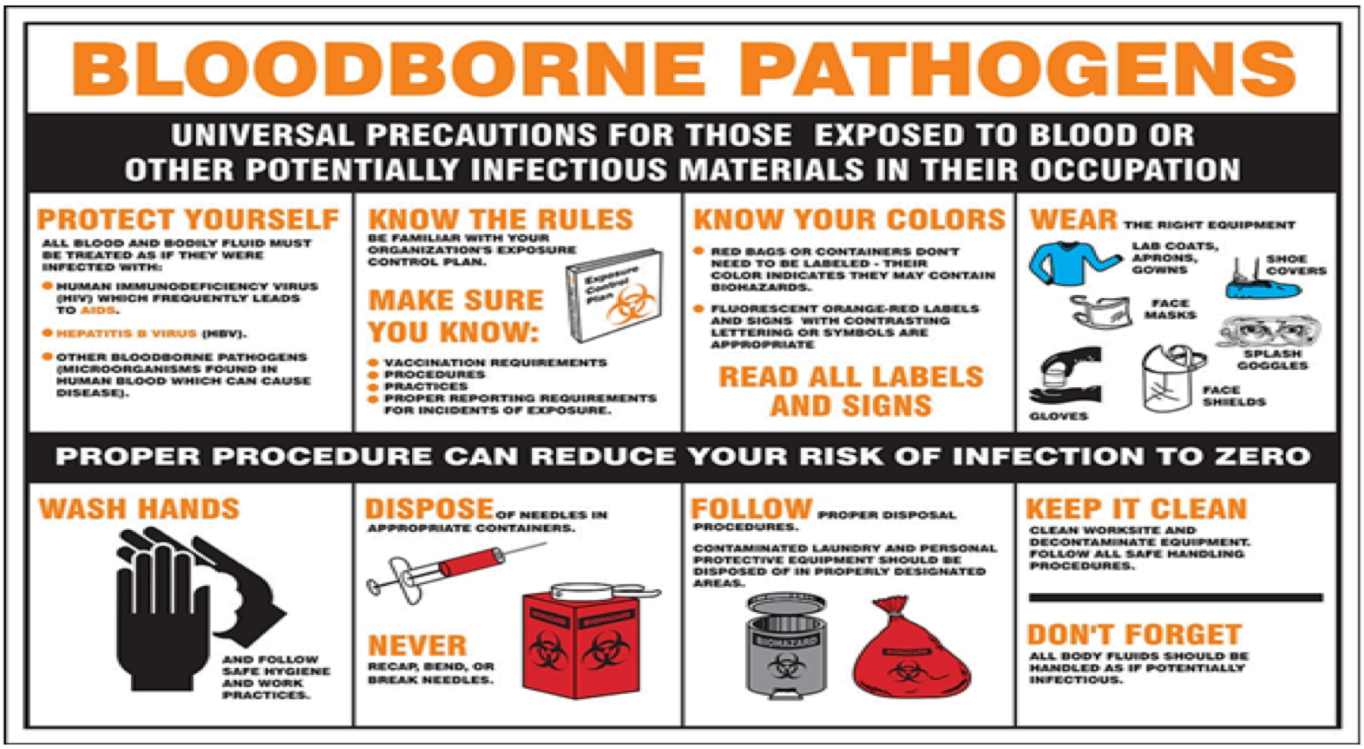
Blood Borne Pathogens Policy:

- **What is it?**
  - Bloodborne pathogens (BBP's) are the small microscopic organisms housed in the human blood that cause infections and diseases in the human population. These organisms can cause chronic life-threatening diseases or even death.

- **How do they enter the body?**
  - BBPs can enter the body if there is an opening in the skin (i.e. a cut, burns, open sores, abrasions, laceration, etc.), through mucus membranes (i.e. mouth, nose, and eyes), or through sexual contact.

- **Common BBPs:** Hepatitis B, Hepatitis C, Human Immunodeficiency Virus (HIV)

- **Precautions:**
  - Wear appropriate protective equipment when interacting with blood
    - Gloves, face masks, protective clothing
  - Dispose of contaminated waste in proper red/ orange biohazardous waste disposal units
    - Contaminated linens that cannot be disposed of should be washed in hot water separately
    - Needles or other sharps should be disposed of in a sharps container
  - Once material has been discarded, wash hands thoroughly.
  -



Cardiopulmonary Resuscitation (CPR/AED)

Step 1: Make sure the scene is safe. Check responsiveness of the victim. Give victim a nudge and shout ***"Are you okay?!"***If the person does not respond to verbal and painful stimuli, check their pulse and respirations for no longer than *10 seconds*

- Place index and middle finger on upper neck for pulse reading while also watching to see if the chest rises and falls appropriately.
- Check the victim's airway to make sure there are no foreign objects lodged into the throat

Step 2: If there is no pulse or breathing from the victim instruct someone to call 911 and retrieve the Automated External Defibrillator (AED), position the victim to lying on back, and begin chest compressions.

- Place non-dominant hand on top of dominant hand and begin to push down in the center of the chest
- Give ***30compressions*** and count out loud "one and two and three, etc." having the rate of the pumps equal the beat of the song "Staying Alive" by the Bee Gees

Step 3: Once 30 compressions have been completed, open the victim's airway by tilting the head back to lift the chin in order to deliver rescue breaths. (Only perform rescue breaths if a protective mask is available.

- Pinch the victim's nose off and make a tight seal with your mouth over the victim's mouth, blowing in ***2 breaths***
- If the victim's chest does not rise, reposition the head and reopen the airway

Step 4:Continue cycles of CPR (30 compressions: 2 breaths) until an AED becomes available, EMS arrive to the scene, or presents with signs of life

- If an AED becomes available, turn on the system, look at diagrams to know where to place pads, and make sure connector piece is plugged in.
- Follow the auditory prompt and make sure ***all are cleared*** from the victim before pressing the analyze button and the shock is administered.
- Once shock is delivered, perform 5 cycles of CPR and then the machine will reanalyze the heart rhythm.

- CPR should only be performed by those properly trained
- Frequent practicing of CPR techniques should be completed with all available staff (coaches and administration)
    - All staff should be knowledgeable of the location of emergency equipment and aware of their roles in an emergency situation

Communicable Disease Policy:

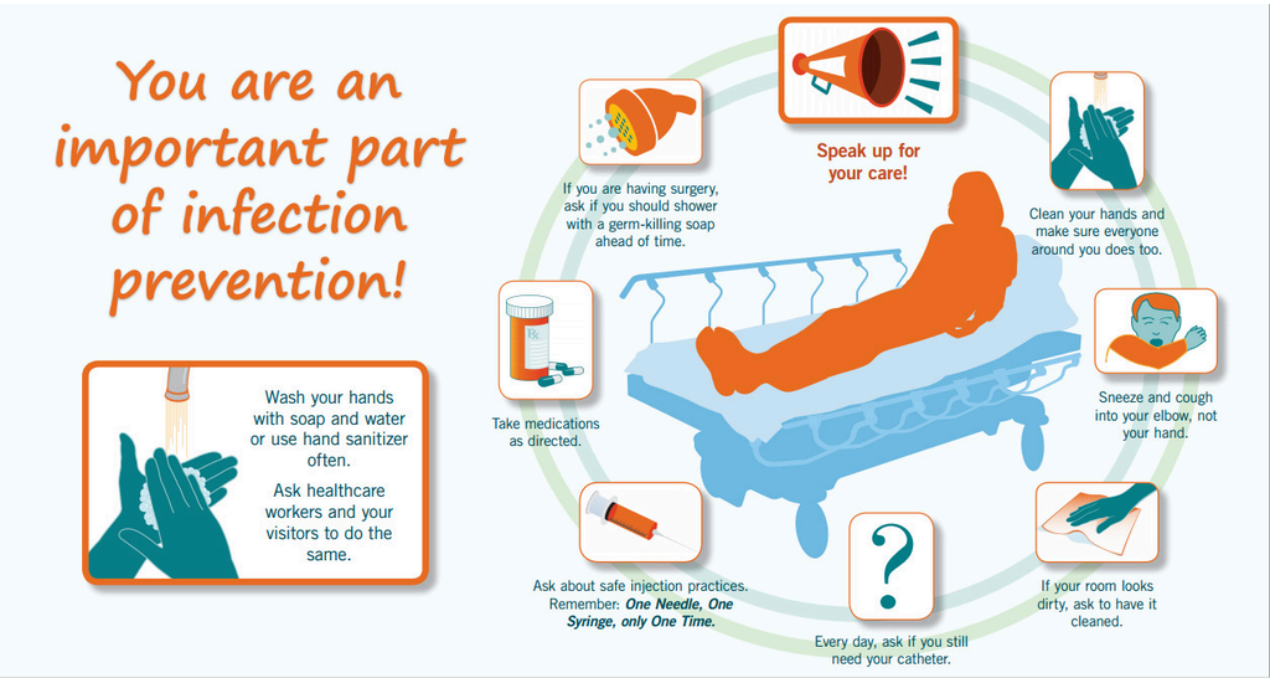
Communicable Disease Policy:

Portage Area School District realizes that the control of communicable diseases is essential to the well-being of the community. Those who have contracted a communicable disease should be excluded from entering the premises or from attending any athletic events to deter the spread of diseases. Any resident who has open skin lesions that cannot be covered should be restricted from entering the premises. All communicable disease cases contracted on school premises should be reported to the Washington County Health Department.

Signs and Symptoms of Common Communicable Diseases:

- Headache
- Fever
- Fatigue
- Productive Cough
- Sinus Congestion
- Swollen Lymph Nodes

If experiencing any of these signs and symptoms please refrain from entering the park. We recommended that you seek further medical evaluation if symptoms persist.



Injury Evaluation Policies

****All injury evaluations should be conducted by a certified Athletic Trainer if they are on-site or are available.****

Musculoskeletal:

1. First person on scene should comfort the patient (if the patient is a minor, the parents should be contacted and made aware of the situation)
2. Check the person's heart rate, breathing rate, and mental status by asking; where they are right now? And what their name is?
3. Contact and inform a person of authority that an injury has occurred (Athletic Director, Coach, Staff)
4. Determine an ambulance is necessary for transportation or if their parents will be arriving soon to obtain further treatment
5. Make sure to document the incident with all personnel involved, person's general contact information, care provided, and what action was taken

Head and Cervical Spine Injuries:

1. Immediately stabilize the person's head and neck, **DO NOT** allow the patient to move
2. Determine level of consciousness and assess vitals such as heart rate and blood pressure
3. Contact and inform a person of authority that an injury has occurred (Athletic Director, Coach, Staff)
4. Determine if there are any medical professionals close that can be alerted and provide medical care
5. Determine whether or not an ambulance needs to be called for transport (If a parent, or other medical professional is not present it is always safer to call 9-1-1 when a head/ neck injury occurs)
6. Keep the person calm and stable throughout the entire process
7. After a plan of action has occurred, be sure to document the entire evaluation process, the person's name and contact information, and the course of action that was taken

Sudden Emergency Cardiac Situations

1. Immediately call 9-1-1
2. Determine if there are any medical professionals close that can be alerted and provide medical care
3. Begin CPR (if you are properly trained)
4. Instruct another bystander to the location of the nearest AED and have them retrieve the device (if someone is capable of using one)
5. Stay with the patient and continually check vitals
6. Once EMS arrives inform them about the situation and what care you have provided
7. After EMS has arrived and taken control of the situation, be sure to document the entire evaluation process, the person's name and contact information, and the course of action that was taken.

Unconscious Patient:

1. Make sure the scene is safe to enter (especially if the cause of the patient becoming unconscious is unknown)
2. Approach the person and attempt to gently arouse
3. Ask the patient if they are awake, and OK
4. If the person is not responsive, call 9-1-1 immediately and request that someone get the AED
5. Check carotid pulse and breathing by watching for rising and falling of the chest
6. If neither are present, begin CPR until the AED is ready to be put on (only if comfortable/ properly trained)
7. Once available follow the instructions on the AED and continue until EMS arrives
8. After EMS has arrived and taken control of the situation, be sure to document the entire evaluation process, the person's name and contact information, and the course of action that was taken.

MANDATED REPORTING

As a coach, paid or volunteer, with the Forest Hills School District, you are considered a mandated Reporter. Listed below are guidelines for reporting suspected abuse.

Report Child Abuse or Neglect as a Mandated Reporter

If you suspect child abuse or neglect, report it to Pennsylvania's childline Hotline so trained professionals can investigates and keep kids safe.

Anyone can help protect children – report suspected abuse or neglect to ChildLine.

Some professions like people who work schools, health care settings, child care, social services, and law enforcement are considered mandated reporters and must report suspected abuse and neglect. Mandated reporters should report abuse electronically through the Department of Human Services' Child Welfare Portal.

If you're **not a mandated reporter**, you can report suspected abuse or neglect to ChildLine as a permissive reporter by calling 1-800-932-0313.

Mandated Reporters

The following adults are considered mandated reporters and are required to report suspected child abuse through the Child Welfare Portal or by calling ChildLine at 1-800-932-0313 if they have reasonable cause to suspect that a child is a victim of child abuse:

- A person licensed or certified to practice in any health-related field under the jurisdiction of the Department of State;
- A medical examiner, coroner or funeral director;
- An employee of a health care facility or provider licensed by the Department of Health, who is engaged in the admission, examination, care or treatment of individuals;
- A teacher or school employee;
- An employee of a child care service who has direct contact with children in the course of employment;
- A clergyman, priest, rabbi, minister, Christian Science practitioner, religious healer or spiritual leader of any regularly established church or other religious organization;
- An individual paid or unpaid, who, on the basis of the individual's role as an integral part of a regularly scheduled program, activity or service, is a person responsible for the child's welfare or has direct contact with children;

- An employee of a social services agency who has direct contact with children in the course of employment;
- A peace officer or law enforcement official;
- An emergency medical services provider certified by the Department of Health;
- An employee of a public library who has direct contact with children in the course of employment;
- An individual supervised or managed by a person listed above, who has direct contact with children in the course of employment;
- An independent contractor who has direct contact with children;
- An attorney affiliated with an agency, institution, organization or other entity, including a school or regularly established religious organization that is responsible for the care, supervision, guidance or control of children;
- A foster parent; and,
- An adult family member who is a person responsible for the child's welfare and provides services to a child in a family living home, community home for individuals with an intellectual disability or host home for children which are subject to supervision or licensure by the department under Articles IX and X of the Public Welfare Code.

When must a mandated reporter make a report?

A mandated reporter must make a report of suspected child abuse or neglect through the Child Welfare Portal or by calling ChildLine at 1-800-932-0313 if they have reasonable cause to suspect that a child is a victim of child abuse under any of the following circumstances:

- The mandated reporter comes into contact with the child in the course of employment, occupation and practice of a profession or through a regularly scheduled program, activity or service;
- The mandated reporter is directly responsible for the care, supervision, guidance or training of the child, or is affiliated with an agency, institution, organization, school, regularly established church or religious organization or other entity that is directly responsible for the care, supervision, guidance or training of the child;
- A person makes a specific disclosure to the mandated reporter that an identifiable child is the victim of child abuse. This specific circumstance includes when a mandated reporter is "on" or "off" the clock; or,
- An individual 14 years of age or older makes a specific disclosure to the mandated reporter that the individual has committed child abuse.

Mandated reporters must make this report even if the child themselves did not disclose the suspected abuse. You do not have to have direct contact with the child to make a report.

What is Child Abuse?

Standards for what is considered child abuse are defined by the Child Protective Services Law (CPSL). According to the CPSL, an incident is child abuse when a perpetrator intentionally, knowingly or recklessly does any of the following:

- Causes bodily injury to a child through any recent act or failure to act.
- Fabricates, feigns or intentionally exaggerates or induces a medical symptom or disease which results in a potentially harmful medical evaluation or treatment to the child through any recent act;
- Causes or substantially contributes to serious mental injury to a child through any act or failure to act or a series of such acts or failures to act;
- Causes sexual abuse or exploitation of a child through any act or failure to act;
- Creates a reasonable likelihood of bodily injury to a child through any recent act or failure to act;
- Creates a likelihood of sexual abuse or exploitation of a child through any recent act or failure to act;
- Causes serious physical neglect of a child;
- Causes the death of the child through any act or failure to act; or,
- Engages a child in a severe form of trafficking in persons or sex trafficking, as those terms are defined under section 103 of the Trafficking Victims Protection Act of 2000 (114 Stat. 1466, 22 U.S.C. § 7102).

Child abuse also includes certain acts in which the act itself constitutes abuse without any resulting injury or condition. These acts include any of the following:

- Kicking, biting, throwing, burning, stabbing or cutting a child in a manner that endangers the child;
- Unreasonably restraining or confining a child, based on consideration of the method, location or the duration of the restraint or confinement;
- Forcefully shaking a child under one year of age;
- Forcefully slapping or otherwise striking a child under one year of age;
- Interfering with the breathing of a child;
- Causing a child to be present during the operation of a methamphetamine laboratory, provided that the violation is being investigated by law enforcement; or
- Leaving a child unsupervised with an individual, other than the child's parent, who the parent knows or reasonably should have known was required to register as a Tier II or III sexual offender or has been determined to be a sexually violent predator or sexually violent delinquent.

These acts could have occurred within two years from the date the report is made to ChildLine, which is considered "recent" by the CPSL. Sexual abuse, serious mental injury, serious physical neglect and deaths have no time limit.

Approval Form

Forest Hills Junior-Senior High School

Emergency circumstances may occur at any time and it is important to be prepared so that quick and efficient care can be provided for the individual. All pertinent personnel of Forest Hills School District should be aware of the above Emergency Action Plan and Standard Operating Procedures for the facility in order to execute the plans as efficiently as possible.

I hereby verify that I have read and understand the Emergency Action Plan and Standard Operating Procedures. I understand these contents and will comply with the set forth plans and requirements laid out in this document.

Athletic Trainer: Print name_____

Signiture_____Date_____

Athletic Director: Print name_____

Signiture_____Date_____

Team Physician: Print name_____

Signiture_____Date_____

Principal: Print name_____

Signiture_____Date_____

Superintendent: Print name_____

Signiture_____Date_____

Forest Hills Athletic Department

BOOSTER/PARENT Organization Handbook

2026-2027

www.fhrangers.org

FOREWORD

The Forest Hills School District recognizes the valuable role that Booster/Parent Organizations play in the successful implementation of the District's programs. A Booster/Parent Organization is a group of parents and concerned citizens that provide services and financial support for a district-sponsored program. Although such organizations do not have an official affiliation with the District, it is imperative that these groups work cooperatively with the Athletic/Student Activities Office and reflect the philosophies, goals, and educational objectives of the District. As a means to that end, the following guidelines have been promulgated to assist Booster/Parent Organizations in their efforts to provide support to the District's program.

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- F. FUNDRAISER REQUEST FORM 20

1. PURPOSE

   The Forest Hills School District recognizes and appreciates the cooperation, encouragement, and support provided by approved Booster Organizations to its various PIAA-affiliated interscholastic athletics programs. These organizations offer essential funding and organizational assistance to the district's athletic teams. Although Booster Organizations are independent legal entities for tax and fiscal purposes, they are often perceived by the public as part of the school district due to their frequent interactions with students and school personnel. Consequently, the Forest Hills School District maintains a degree of fiscal oversight over these organizations. Any deliberate or significant non-compliance with the guidelines outlined in this handbook may result in severe penalties, including the potential dissolution of the non-compliant Booster Organization.

2. DEFINITIONS

   Booster/support organization(s) are typically made up of an organized group of parents and/or interested residents of the District who 1) have been recognized as a booster/support organization by the School Board, 2) operate as a Pennsylvania non-profit organization, and 3) exist with the primary purpose of supporting and promoting recognized sporting/activity groups at Forest Hills School District, by uniting students, parents, coaches, sponsors, faculty, staff and community in a way that enhances the sharing of school spirit, and provides moral as well as financial support.

3. AUTHORITY

   The Forest Hills School District acknowledges that the role of an approved Booster Organization is to assist and support the district's athletics programs without directing, interfering with, or replacing the staff, facilities, or programs. Booster Organizations are not intended to remove coaches, advance personal interests, or alter district policies. It is imperative that all members of a Booster Organization understand that all school district-sponsored activities are under the control, direction, and supervision of the Board of School Directors, through its building principals and the Director of Athletics, who serves as the primary liaison to the Booster Organizations.

   Booster Organizations should focus on three primary objectives:

   - Promoting fan support, spirit, and sportsmanship.
   - Assisting the school district by providing supplemental benefits and services to student-athletes.
   - Enhancing communication between parents/guardians and coaches in areas of common interest.

4. RECOGNITION

   A booster organization, in order to gain recognition from the Board of School Directors, must:

   a. Present to the Board, through the Athletic Department, a set of by-laws or similar rules governing the organization's activities. The by-laws or similar rules must be consistent with the philosophy, mission, and policy of the school district.
   b. Agree that it will comply with all district policies and guidelines relating to booster organizations, the PIAA, LHAC, District VI rules and regulations, and any other governing body regulating the activity that the booster organization is organized to support
   c. Booster organizations must submit a yearly financial statement to the Athletic Office to comply with Act 82, the Interscholastic Athletic Opportunities Disclosure Act.

      1.) For the purpose of this section, year shall mean the school year commencing July 1 and continuing to June 30 of the following year.

5. VIOLATIONS

   Should the Board deem that the efforts or activities of any booster/support organization are not in the best interest of the District and/or violate this policy or any PIAA rule or regulation, recognition of the booster/support organization may be withdrawn.

RECOGNITION

I. Current Programs:

At the current time, the following Booster/Parent Organizations are recognized by the Forest Hills School District and are authorized to use the school's name and logo for approved fundraising:

- All athletic teams (School and club sponsored)
- Marching Band
- Drama Club
- Indoor Majorettes
- Esports

II. Initial Recognition:

In order to be recognized by the District, Booster/Parent Organizations need to apply for recognition by submitting a letter requesting the District's approval to become a sanctioned Booster/Parent Organization. A recognized Booster/Parent Organization must acknowledge their acceptance of these guidelines by having authorized officers of the organization sign these guidelines on an annual basis and conduct themselves in a manner that is consistent with the philosophies, goals, and objectives of the District. Only those Booster/Parent Organizations that have District recognition will be authorized and eligible to receive the cooperation and assistance of the District with respect to the programs which they support. In addition to the above requirements, all Booster/Parent Organizations seeking District recognition must:

A. Maintain a set of By-Laws which set forth membership criteria, officers, elections, meeting schedules and minutes as well as other matters pertinent to the organization on file. By-laws should be reviewed and updated each year as necessary.
B. Agree to comply with all District policies and guidelines relating to Booster/Parent Organizations, as well as with the rules and regulations of the PIAA, LHAC, and other governing bodies, which regulate the program for which the Booster/Parent Organization provides support.
C. Conduct themselves in a manner consistent with the district's philosophies, goals, and objectives.
D. Obtain a tax identification number and comply with all IRS regulations.

All Booster/Parent Organizations shall operate on a fiscal year basis, commencing July 1 and ending June 30. At the end of each fiscal year, a financial statement detailing revenue, expenditures, and bank account balances (from the start of the year and the end of the year) must be submitted on an official form to the Business Office. Any booster/parent organization that violates these Guidelines, the rules and regulations of the PIAA or by any other governing body, is subject to the suspension or revocation of the District's recognition. Organizations who fail to comply with this regulation will lose their status as a recognized support group.

EXPECTATIONS

I. Chain of Command:

Concerns or issues from members of Booster/Parent Organizations should first be directed to the Booster/Parent Organization's Board of Directors, then through the coach/sponsor, then to the Director of Athletics & Student Activities. However, the district is not responsible for the actions of the booster/parent organization and will only act as an intermediary on issues.

II. Role of the Forest Hills School District

Booster organizations shall acknowledge that the District and/or Athletic director are solely responsible for the supervision and direction of all District athletic programs including, but not limited to:

- Hiring, dismissal, and evaluation of all athletic personnel, musical directors, advisors, and sponsors;
- Hiring and supervision of all contest officials;
- Disbursement of funds from the Athletic Department
- Selection, use, cleaning, and storage of all district supplied athletic equipment

- Adherence to all rules and regulations of the District, the PIAA, LHAC, and any other governing body.
- Scheduling of and transportation to all athletics contests and practices including tournaments and invitational.
- The Athletic Director and Principal must approve participation in any athletic or extra-curricular event or tournament (exclusive of state competitions) that requires an overnight stay. The Athletic department will pay for a team's participation in two (2) varsity and one (1) junior varsity tournament per each season; all others will be reviewed by the Athletic director on a case-by-case basis. The District will provide transportation for all interscholastic competition and post season play. The type of transportation will be determined by the number of team members and the distance of the trip. If a booster organization would like to upgrade transportation for in-season or postseason play, the District will pay a equal amount to its negotiated rate from its normal vendor.

III. Role of the Coach/Sponsor/Advisor:

Communication between the coach/sponsor/advisor and the Booster/Parent Organizations is vital for the smooth and efficient operation of any and all District programs. The head coach/sponsor of each respective program is encouraged to attend Booster/Parent Organizations meetings and should be involved in all organization decisions that affect his or her respective program. Booster/Parent Organizations need to respect the wishes of each respective head coach/sponsor.

A. The head coach/advisor/sponsor of their respective program is in charge of overseeing the program in its entirety. The head coach/sponsor/advisor should be involved in the agenda of the organization, voting issues, and proposed amendments. The coach/sponsor/advisor should be invited to attend meetings on a regular basis.
B. Booster/Parent Organizations are an arm of the overall program, and the coach/sponsor/advisor should work with them closely. The organization should seek input from the coach/sponsor/advisor as to the specific needs of a program and assist as much as possible.
C. When a Booster/Parent Organizations wants to move forward with an initiative, they should do so in conjunction with the coach/sponsor/advisor. If there are concerns or complaints, they need to bring those issues directly to the coach/sponsor/advisor. This reinforces that the role of the group is to enhance the program and do it in a way that is with the express consent of the coach/sponsor/advisor of that program.

IV. Parent-Student Athletic Handbook:

Boosters, parents and students should all be familiar with the Athletic Handbook:

A. Positive Athletic Parenting
    a. Be a positive motivator and exemplify good sportsmanship.
    b. Refrain from disparaging the coach/sponsor/advisor or their staff; instead emphasize loyalty and perseverance, and use it as a teaching tool.
    c. Encourage your child to participate for the enjoyment of the experience rather than focusing solely on personal statistics, game scores, or athletic scholarships.
    d. Advocate for participation in multiple activities.
    e. Maintain realistic expectations regarding your child's abilities.
B. Parents' Responsibility as Fans:

Recent incidents in the news have highlighted concerns regarding the role of the parent as spectators at youth or high school athletic events and competitions. In our state, there have been reports of parents allegedly assaulting referees during high school basketball games. It is imperative for all fans, whether parents or otherwise, to recognize that, like participants, they have a significant role to play in every competition.

C. PIAA Code of Ethics:
https://www.piaa.org/assets/web/documents/Handbook%20-%20Section%20II%20-%20Policies%20and%20Procedures.pdf

D. Athletic Courtesy

Athletics should foster clean sports. It is the privilege and duty of every person connected with athletics to exemplify these principles in that person's own actions and earnestly advocate them before others.

a. Contest rules are to be regarded as mutual agreements, the spirit or letter of which no honorable person would break. The stealing of advantage in sport is theft.
b. No advantages are to be sought over others except those in which the Contest is understood to show superiority.
c. Unsportsmanlike or unfair means are not to be used, even when opponents use them.
d. Visiting Teams are to be honored guests of the home Team, and should be treated as such. E. No action is to be taken nor course of conduct pursued which would seem unsportsmanlike or dishonorable if known to one's opponent or the public.
e. Remember that student-spectators represent their school the same as student-athletes.
f. Any spectator who continually evidences poor sportsmanship should be requested not to attend future Contests.
g. Decisions of Contest officials are to be abided by, even when they seem unfair.
h. Contest officials and opponents are to be regarded and treated as honest in intention. In Contests when opponents conduct themselves in an unbecoming manner, and when Contest officials are manifestly dishonest or incompetent, future relationship with them should be avoided.
i. Good points in others should be appreciated and suitable recognition given.
j. The practice of "booing" is regarded as discourteous and unsportsmanlike.

E. Communication

Booster Organizations must be governed by a published constitution and by-laws that align with the philosophy, mission, and policies of the Forest Hills School District. The organization should have a full complement of elected officers, including a President, Vice-President, Secretary, and Treasurer, along with any additional offices necessary. These officers are responsible for implementing the decisions of the membership.

F. Booster Meetings

Booster Organizations should be well-organized, hold regular meetings, provide regular financial statements (including summaries of each fundraising event), and adhere to Robert's Rules of Order. When organizing or re-organizing, Booster Organizations must make every effort to notify all interested parties in a timely manner about meetings and activities.

a. Meeting Minutes
    1.) Meeting minutes from all booster meetings shall be forwarded to the attention of the Athletic Director and Principal as soon as they become available.

G. Mandatory BOOSTER OFFICER Meeting

At least one officer from each Board-recognized athletic booster club must attend a mandatory meeting in May, conducted by the Athletic Director, Principal and Business Manager. This meeting will cover the FHSD Athletic Booster Club Handbook and review the requirements for Board approval at the July meeting. All required paperwork must be submitted by June 23rd. Failure to attend this meeting and submit the necessary paperwork will result in the loss of Board recognition.

H. Acceptable/Unacceptable Booster Club Activities

a. Acceptable:
    1. Fundraise for items endorsed by the head coach (refer to Board Policy #702 on the district website for donations).
    2. Supply spirit wear, warm-up gear, and sideline clothing for coaches and student-athletes.
    3. Organize end-of-season activities or banquets.

4. In coordination with the head coach, supply supplementary items such as special transportation, meals, or equipment to enhance the program.
5. Fund out-of-season teams, tournaments, and training opportunities organized by the head coach.
6. Finance senior recognition items and gifts with head coach approval.
7. Support team-building activities organized by the head coach.
8. Organize and fund gifts for coaches and officials.
9. Assist the athletic department in hosting a “community night” and encourage community feeder programs to attend senior high games.
10. Communicate proper spectator behavior and expectations to parents of student-athletes. Arrange transportation for adults to attend away playoff games.
11. Provide opportunities for community members to purchase spirit items.
12. Communicating special events with the Athletic director (youth football night, returning athletes/alumni, etc).

b. Unacceptable:

1. Fundraising for and purchasing items without the head coach's support.
2. Organizing in-season and out-of-season activities without the head coach's approval.
3. Arranging activities (fundraising or otherwise) during an athletic event without the approval of the Athletic Director.
4. Maintaining or making improvements to Forest Hills athletic facilities without administration's permission.
5. Using the booster club to communicate dissatisfaction to the FHSD administration regarding the head coach, scheduling of athletic competitions, condition of uniforms and equipment, transportation to away games, assignment of game officials, or condition of facilities.

PROCEDURES

I. Fundraising Procedures

All fundraisers organized by Booster/Parent Organizations must receive prior approval from the Director of Athletics & Principal. To obtain approval, requests must be submitted using the appropriate request form (Need a form) and approved by the Forest Hills School District before beginning the fundraiser. It is recommended to submit these requests at the start of the fiscal year when budgets are prepared. Fundraising will only be approved if the Booster/Parent Organizations comply with all requirements outlined in this handbook.

A. Permissible fundraising activities shall be for the following purposes:

a. Supplementing equipment, supplies and programs for the various interscholastic co-curricular and extracurricular programs within the school district with advice and approval from the Athletic Director and Principal.
b. Supporting student scholarships.
c. Providing other types of activities/trips with approval of the Athletic Director and Principal.
d. Supporting recognition banquets and awards which meet the enclosed guidelines.

B. Guidelines

a. Students are not required to participate in fundraising activities, and should not be singled out if they choose not to participate in the fundraising activity.
b. Non-secondary students are not permitted to participate in door-to-door fundraising activities.
c. All advertising must be in accordance with district policy and administrative guidelines.
d. When advertising any fundraiser, all payments must be made payable to the specific sponsoring organization and clearly state that all proceeds will benefit that organization.

e. Booster/Parent Organizations must follow appropriate practices in maintaining and disbursing funds.
f. Booster/Parent Organizations shall not use the Forest Hills School District tax-exempt number. Organizations who wish to have tax-exempt status must file with the Commission of Charitable Organizations, Department of State, as a charitable, non-profit organization to secure their own tax-exempt number.
g. Booster/Parent Organizations are required to comply with all laws and pertinent financial regulations.

C. Student Participation
   a. Students are only permitted to participate in fundraising activities if the following conditions are met:
      i. The Booster/Parent Organization has been officially recognized by the District.
      ii. The fundraising activity has received the necessary approval as outlined in this policy.
      iii. There are no restrictions on the participation of any student in the activities of the Booster/Parent Organization or benefits of the Booster/Parent Organization (i.e., banquets) if that student does not participate in fundraising. An exception may be made in instances when a fundraising goal has been established for the purpose of defraying costs associated with an approved field trip.
      iv. No student(s) shall be required to participate in fundraisers before a determination is made that they are an official member of the team. Fundraising activities shall include only students who are on a team's roster or who were on the prior year's team roster.
      v. Students' participation in fundraising is contingent upon identifying to the community the purpose of the fundraiser and clearly identifying that the fundraiser is being conducted by a specific booster organization.
      vi. At least one independent volunteer (certified through the District) must be present at every fundraiser involving direct supervision of student athletes.

D. "Buy-Outs"

The practice of Booster/Parent Organizations offering "buy-out" opportunities in lieu of fundraising has become more prominent in recent years. The following guidelines are related to "buy-outs" or "donations" paid to Booster/Parent Organizations:

   a. There can be NO REQUIREMENT for any student and/or family to make any monetary contribution to a Booster/Parent Organization. If a donation or fee is requested by an organization, it must be clearly communicated, in writing, that: there is no requirement to participate, that any money provided to the organization is strictly a voluntary donation, and no penalties or ramification will result in not contributing.
   b. In lieu of participating in fundraisers, students and parents may opt to provide a monetary donation. This must be done as a voluntary gesture with no requirements.
   Dues or required fees of any kind are not permitted.
   c. Public acknowledgement of any form related participation in donations or fundraisers in any capacity is not permitted.

II. Donations to the District:

The Forest Hills School District may accept donations or contributions with written pre-approval by the designated administrator and/or the Board, prior to any fundraising or the expenditure of any funds. The District must keep in mind the compliance to Title IX laws when accepting any donations. Contact the Director of Athletics & Student Activities in writing with any potential donations.

A. The written request must be accompanied by the meeting minutes from the meeting at which the group voted to make the donation, along with a list of members who were present.

B. The Board of Education must approve all donations in excess of $5000. All facility/property related donations/projects must also receive prior approval from the Board.
All new equipment/donations will be purchased by the District upon payment received from the Booster/Parent Organization. All donated items will become property of the District.

III. Purchase of Uniforms:

Uniform purchases are made on a rotation cycle and at the discretion of the Director of Athletics & Student Activities. Booster/Parent Organizations interested in upgrading a sport team's uniforms must submit, in writing, a proposal for uniform upgrade and purchase.

IV. Small Games of Chance Rules & Laws:

A. Small games of chance, such as 50/50 raffles and lottery ticket raffles, are permitted for fundraising under Pennsylvania's Local Option Small Games of Chance Act. According to the statute, games of chance include punchboards, daily drawings, weekly drawings, 50/50 drawings, raffles, and pull tabs.
- 50/50 Drawings: In a 50/50 drawing, participants purchase tickets for a chance to win a prize. The winner is chosen through a random drawing of the sold tickets. The prize consists of half the money collected from ticket sales, while the other half is retained by the sponsoring organization.
- Raffles: A raffle is a game of chance where participants buy tickets for a chance to win a prize. The winner is determined by a random drawing of ticket stubs, with the drawing occurring at a specified location and date as indicated on each ticket.
- To conduct these games, a Booster club must register as an "eligible organization" under the Act. Detailed procedures for becoming an eligible organization and the applicable rules for conducting small games of chance, such as 50/50 drawings and raffles, are available from the Athletic Office.

B. In order for a Booster/Parent Organizations to conduct small games of chance, the following must occur:
   a. The Booster/Parent Organization must be recognized by the Board of Education. In order to achieve such recognition, the booster organization must be in full compliance with all the provisions of the district's Booster Organization Policy.
   b. The Booster/Parent Organization is responsible to apply for any required permit pursuant to the state Small Games of Chance Act.
   http://www.revenue.state.pa.us/portal/server.pt/community/small_games_of_chance/14500

V. Concession Stands:

All organizations wishing to operate a concession stand for their program's events must request, coordinate, and receive approval from the Athletic Department and/or building principal. Organizations must also have an individual present, when a concession stand is in operation.

VI. Tournaments:

Prior to hosting any tournament, the head coach shall consult the athletics office to determine facility availability, registration fees, admission fees, payment of officials, etc. The Booster/Parent Organization may be permitted to use the concession stand sales from the tournament as a fundraiser if proper permission is given.

VII. Clearances for Parent Volunteers:

A. Please review the Forest Hills School District policy that speaks to compliance with the new laws. The policy states that: all members of Booster/Parent Organization must provide clearances. Those impacted by this policy include:
   a. Any member of the Booster/Parent Organization and/or anyone who volunteers in any capacity at any function. Examples include but are not limited to: 50/50 workers, concession workers, meal volunteers, those who assist with fundraisers, etc.
      i. In lieu of provided clearances a boosters organization may have their volunteers complete an arrest/conviction report and certification form. It is the responsibility of the

booster organization to distribute, collect, and store this information on behalf of its members.

This form is labeled PDE-6004 (Use of Facilities Attachment) and is found on the District X drive. It can be obtained by contacting the athletics office or any district secretary.

B. The following is a list of clearances as required to work with school age children:
    a. State Police Criminal History record (Act 34)
    b. Department of Human Services Child Abuse clearance (Act 151)
    c. Federal Criminal History Record Information (CHRI) - (FBI check)
    d. Sexual Misconduct/Abuse Disclosure Release (Act 168)

VIII. Use of School Facilities:

A. Groups must schedule all use of school facilities with the athletic director through the head coach in writing and on the prescribed application at least 10 days in advance of the proposed date to the building principal (Board Policy #710).
B. Outside Services
    a. Booster/Parent Organization often request to use district facilities for an outside service to come in and train their students (i.e. speed & agility training). For the safety of our students, a request for outside services must be submitted using the “Use of Facilities” process.
    b. The outside group or individual will be required to provide general liability insurance (as per the Use of Facility policy), as well as clearances for any instructors.

IX. Special Events:

A. Senior Night and other special recognitions such as youth night will be coordinated by the Booster/ Parent Organization with the approval of the Director of Athletics & Student Activities. The organization must request in advance to hold such events. The organization must submit the following items:
    a. An overview of the event with a detailed itinerary and special functions (announcements, meals, giveaways, raffles, etc.). Please note that announcements must be submitted to and approved by the Director of Athletics & Student Activities prior to the day of the event.
    b. All biographies for senior night must also be submitted in advance and must be typed on the appropriate “Senior Bio Form”. * This is if a team elects to use their own “Senior Bio Form” in lieu of the district’s standard form.
    c. Alcohol may not be provided by the booster/organization at any function at which students are present.

X. Team Pictures

A. Team pictures may be arranged and organized by the Booster/Parent Organization if they so choose with permission from the head coach. After pictures are completed, they must be electronically forwarded to the Athletic Department.
B. The District’s yearbook staff should also be given digital access to any team pictures. Booster/Parent Organizations will be permitted to have one member of the organization at field/court level during competitions to take photographs with prior approval by the Director of Athletics & Student Activities.

XI. Athletic Signings

A coach or parent may request a signing for an athlete who is continuing their athletic career at the collegiate level. Athletic signings will occur twice throughout the school year. A Winter signing will be held for fall and winter sports and a Spring signing will be held for winter and Spring Sports. Athletic signings are approved and organized through the Athletic Director.

XII. Banners/Signs

Prior to ordering and displaying any banners or signs on school grounds, they must receive pre-approval from the Athletic Director. This includes obtaining approval for any advertisements that will be displayed on the banners or signs. The booster organization is responsible for maintaining all banners and signs.

FINANCIAL GUIDELINES

I. Financial Reporting:

All Booster/Parent Organizations shall operate on a fiscal year basis, commencing July 1 and ending June 30. At the end of each fiscal year, a financial statement detailing revenue, expenditures, and bank account balances (from the start of the year and the end of the year) must be submitted on an official form to the Business Office.

II. Recommendations

A. Obtain a tax identification number and comply with all IRS regulations.

B. Booster/Parent Organizations are responsible for all monies raised and should establish an account with a bank of their choice. It is HIGHLY recommended that all booster accounts have (at minimum) two (2) names on the account in order to provide a check/balance to the account.

III. Title IX Athletic Disclosures Act:

A. The Equity in Athletics Disclosure Act (EADA) requires coeducational institutions that receive federal student aid to annually disclose extensive information about those athletic programs. Many of the disclosures track Title IX regulations. Part of the Act requires Booster/Parent Organizations to report annual spending to the district for inclusion in the report. This amount is due to the Business Office on the appropriate form by June 30 of each year.

B. As per Commonwealth of PA Law-Act 82 Article XVI-C, beginning with the 2013-14 school year, all school entities will be required to collect and submit information – including financial categories of travel, uniforms (games & practice), supplies & equipment, facilities, coaching staff compensation, athletic trainer compensation, and other miscellaneous – pertaining to interscholastic opportunities, as well as non-school contributions and purchases, annually.

a. This will include all funds provided by Booster/Parent Organizations, alumni, in-kind (estimate value) contributions, and any other individuals or groups that make a contribution or purchase for an interscholastic athletic team.

IV. Tax Exemption:

By federal law, Booster/Parent Organizations are not allowed to use the school's tax exempt ID number. Booster/Parent Organizations are encouraged to apply for their own tax exemption number. For application please see the following link.

http://www.dinsmore.com/new_streamlined_application_process_for_tax_exempt_organizations_approved/

V. Liability Insurance:

While students participating in activities are covered by the District's insurance, should an issue arise involving a Booster/Parent Organization, the District's insurance does not cover the group or its officers. As a result, Booster/Parent Organizations may consider purchasing an insurance policy designed to cover organizations such as public school Booster/Parent Organizations. Forest Hills School District has its own insurance and it is strongly recommended that Booster/Parent Organizations purchase their own policy in an effort to protect the organizations and its members.

VI. Amateur Status & Permissible Awards:

To be eligible to participate in an Inter-School Practice, Scrimmage, and/or Contest, a student must be an amateur in the sport involved. An amateur student is one who engages in athletic competition solely for the educational, physical, mental, social, and pleasure benefits derived thereof and does not receive monetary or similar or equivalent compensation or remuneration for such participation.

A. A student may accept, from a non-profit service organization (Booster/Parent Organizations) approved by the Principal of the student's school, or the news media, items of apparel, a blanket, watch, ring,

scroll, carry-on or warm-up bag, photograph, medal, plaque, or similar award, with appropriate institutional insignia or comparable identification in recognition of the student's athletic ability or performance, and present the same at a time appropriate to such recognition. The fair market value of items provided to any such student may not exceed $500.

B. Any and all awards distributed to student-athletes must be in compliance with NCAA regulations for Amateurism and PIAA By-Law Article II – Amateur Status and Awards.
C. The District will provide Varsity Letter Awards.
D. To remain in the confines of the PIAA guidelines for end of season gifts, please see page 12, section 3, Permissible Awards in the PIAA Constitution and By-laws.

ADVERTISING/MARKETING

I. Signage:

Booster/Parent Organizations are permitted to display one (1) sign listing all of their sponsors at each home event.

The sign must be removed at the conclusion of the season. In addition, the size, proof, and location for display should be approved beforehand.

II. Announcements:

Individual Booster/Parent Organizations sponsor announcements will not be made at District sponsored events.

III. Social Media –Website, Twitter, Instagram, Facebook:

Booster/Parent Organizations may use electronic and/or social media and publications as a mode of communication.

A. All procedures and guidelines outlined in board policy must be followed.
B. Parents must opt-out by the start of the season – provide written documentation – to the organization if they do not wish to have content related to their child posted on the respective platforms.

IV. Use of Logo/School Colors:

The Forest Hills School District requires consistent use of District approved images. For purposes of consistency and to mitigate distractions, all District Booster/Parent Organizations are to utilize only approved logos on related communication materials, which include but are not limited to social media pages, websites, emails, letterhead, posters and signage. This applies to all apparel, which includes but is not limited to uniforms and spirit wear.

V. Sponsorships:

Limitations on permissible benefits booster groups may offer to businesses.

A. No sponsorships permitted with sports medicine, physical therapy or athletic training services.
B. Sponsor signage is restricted to one sign.
C. Sponsor's special events (i.e. ½ court shot) must be pre-approved.
D. Program sponsors/ads are permissible.
E. District partnerships will take precedence over any Booster/Parent Organization sponsorship.

FOREST HILLS SCHOOL DISTRICT
Booster/Parent Organization Handbook
CHECK LIST (APPENDIX A)

- Annually provide a list of Booster club officers to Athletic Department prior to any activities or meetings. Consider (strongly) insurance policy coverage.
- Confirm a current copy of Bylaws and/or Constitution is on file in Athletic Department.
- All officers must annually sign Policy Acknowledgement Form (Appendix B).
- Provide Business Office with Financial Statement prior to start of activities.
- Secure Small Games of Chance eligibility (by obtaining Small Games of Chance license) for 50/50 raffle and other similar games of chance.
- Get pre-approval for any facility repair, maintenance, and/or upgrade work.
- Get pre-approval for hosting a tournament on Forest Hills campus.
- Provide Business Office with Financial Accounting Summary Report at conclusions of Booster activities (no later than July 15th annually).

FOREST HILLS SCHOOL DISTRICT
Booster/Parent Organization Handbook
ACKNOWLEDGEMENT FORM (APPENDIX B)

Booster/Parent Organization: _____

We, the presiding officers of this Booster/Parent Organization, acknowledge we have read, in its entirety, the Forest Hills School District Booster/Parent Organization Handbook and confirm we are in full compliance with all provisions of the Policy.

President _____ _____
Printed name Date

_____
Signature

Vice President _____ _____
Printed name Date

_____
Signature

Secretary _____ _____
Printed name Date

_____
Signature

Treasurer _____ _____
Printed name Date

_____
Signature

FOREST HILLS SCHOOL DISTRICT
Booster/Parent Organization Handbook
RECOMMENDED PROCEDURES TO MINIMIZE THEFT AND FRAUD (APPENDIX C)

RECEIPTS:

- · Handle as little cash as possible
- · Have more than one person count and record cash and checks from events and activities – preferably immediately following the event — this is the role of the treasurer to coordinate
- · Endorse checks immediately with a “For Deposit Only” stamp
- · Make all deposits promptly — deposits must be counted and separately verified the same day as the activity, and preferably forwarded to the Treasurer within 24 hours
- · Retain copies of checks and other correspondence as backup
- · Match bank deposit receipts to duplicate deposit slips, then match both to any backup documents · Blank checks should be in the possession of the Treasurer and no pre-signed checks.

DISBURSEMENTS:

- · Use pre-numbered checks and secure unused checks
- · Do not permit checks to be written to “cash”
- · Require two signatures on checks – both people should review/approve the invoice and backup documentation
- · Minimize the use of cash to pay expenses – if used, obtain a receipt
- · Back up all disbursements with original invoices – do not pay from statements
- · Mark invoices “paid” with check number and date after checks are written

OTHER:

- · Record every transaction into the ledgers as soon as they occur and these transactions should be listed in original transaction date
- · The Treasurer must either perform the transaction or be immediately informed of the transaction. This means that all back up for purchases made by check or debit must immediately be given to the Treasurer – no compiling several weeks’ or even days’ worth of receipts and submitting them in a batch
- · Have bank statements reconciled or at least reviewed by someone other than the person who handles the receipts and invoices and/or records the transactions
- · Reconcile bank statements promptly
- · Prepare monthly reports for the organization that allow for easy understanding of transactions and current financial position
- · At minimum have records reviewed annually by a financial professional. Audits are preferred · Standard forms for deposits, expense reimbursement, invoice payment and debit transaction verification should be reviewed, updated as necessary, and shared with all relevant organization members. They need to be properly filled out and signed when submitted.
- · For 50-50 raffle sales, must have accurate daily records of ticket #’s sold and cash received and distributed out.

FOREST HILLS SCHOOL DISTRICT
Booster/Parent Organization Handbook
FINANCIAL REPORTING TEMPLATE (APPENDIX D)
(SAMPLE)

As per Commonwealth of PA Law-Act 82 Article XVI-C, beginning with the 2013-14 school year, all school entities will be required to collect and submit information – including financial categories of travel, uniforms (games & practice), supplies & equipment, facilities, coaching staff compensation, athletic trainer compensation, and other miscellaneous – pertaining to interscholastic opportunities, as well as non-school contributions and purchases, annually.

This will include all funds provided by Booster/Parent Organizations, alumni, in-kind (estimate value) contributions, and any other individuals or groups that make a contribution or purchase for an interscholastic athletic team. With this mandate in mind, the following financial reporting guidelines are provided to assist with all Booster/Parent Organizations accounting:

For Revenue or Income (back-up is the key)

- . List source of revenue/income
- · Dues (need records of each individual's donated amount & date)
- · Fundraising activity (required documentation includes revenues, costs and net proceeds)
  · Donations (needs records or each donation amount, source and date)
- · Sponsorships (need records of each sponsor's amount, source and date)

For Expenses (back-up is the key)

- . All expenses must be categorized under the following:
- · Travel (includes, but not limited to, charter bus costs, summer camp bus)
- · Uniforms (includes, but not limited to, practice gear, warm-up/travel gear)
- · Supplies & Equipment (includes, but not limited to, any purchases of supplies or equipment related specifically to the respective program)
- · Facilities (includes, but not limited to, any equipment, repair and/or services aimed at improving respective sport facility)
- · Coaching Staff Compensation (includes, but not limited to, stipends provided to volunteer coaches, gifts provided to volunteer and/or district paid coaches)
- · Athletic Trainer Compensation (includes, but not limited to, stipends provided to athletic trainers, gifts provided to athletic trainers)
- · Other (includes any expense not categorized in the aforementioned categories)
- . For each expense, there must be itemized records of each expense, amount, date and source List source of expense as either Var, JV, JH or MS.

FOREST HILLS SCHOOL DISTRICT
Booster/Parent Organization Handbook
FINANCIAL REPORTING TEMPLATE (APPENDIX D)
(SAMPLE)

INCOME

Source	Description	Date	Amount	Level
DUES	Ex:| Varsity dues-Lewis family			VAR
FUNDRAISER	Ex:| Car wash—July 12, 2012			MS
DONATIONS	Ex:| Giant Eagle			VAR
SPONSORSHIPS	Ex:| Excela Health—Game vs. Butler			VAR
CONCESSIONS	Ex:| Pine-Richland-Sept.8, 2012			VAR & JV-JH
APPAREL SALES	Ex:| Team sweats			VAR
BANQUET	Ex:| Family costs			MS
		TOTAL	$TBD	

EXPENSES

Source	Description	Date	Amount	Level
TRAVEL	Ex:| Charter bus to PIAA playoffs			VAR
UNIFORM	Ex:| Shooting shirts			MS
SUPPLIES/EQUIPMENT	Ex:| Concession stand supplies			VAR
FACILITIES	Ex:| Paint for dugouts			VAR
COACH COMPENSATION	Ex:| Volunteer stipend for <insert name>			VAR & JV-JH
		TOTAL	$TBD.0	

FOREST HILLS SCHOOL DISTRICT
Booster/Parent Organization Handbook
SENIOR BIOGRAPHY (APPENDIX E)

Student's Name: _____
Student's Parents: _____
Escorted by: _____
Years of Participation in this sport/activity (at Forest Hills JR/HS): _____
Other Activities/Hobbies/Academics at Forest Hills:
_____
_____
_____
_____
Future Plans: _____
_____
_____
_____
Accomplishment most proud of (at Forest Hills JR/HS):
_____
_____
_____
_____
Advice to Future Students:
_____
_____
_____
_____

FOREST HILLS SCHOOL DISTRICT
Booster/Parent Organization Handbook
FUNDRAISER REQUEST FORM (APPENDIX F)

Name of Organization: _____

Contact Person:_____ Phone Number: _____

Contact Email: _____

Fundraiser Request: _____

Purpose of Fundraising Event_____
_____
_____
_____

Date Fundraiser to begin: _____
Date fundraiser to end: _____
Date of Distribution: _____

Person making request: _____

_____ Approve
_____ Deny…..Reason for denial _____

_____
Authorizing personnel

INVOICE

Navigate360
Building safer tomorrows.

Date:08/01/2026
Invoice #: INV-54595

Navigate360, LLC
PO Box 933402
Cleveland, OH 44193
ar@navigate360.com

Bill To
Forest Hills School District
549 Locust St
Sidman, PA 15955

Ship To
Forest Hills Elementary School
547 Locust St
Sidman, PA 15955

Contract Start Date: 08/01/2026
Contract End Date: 07/31/2027

Message	Payment Terms	Due Date	Purchase Order
	Net 30	08/31/2026	

Item Name	Description	Qty	Unit Price	Line Total
Compass Behavior Intervention	Behavioral Intervention for students	1	3,307.5000000	$3,307.50
Compass Services and Support	Annual service and support fees for curriculum subscriptions.	1	551.2500000	$551.25
			Subtotal	$3,858.75
			Sales Tax	$0.00
			Total	$3,858.75
			Amount Paid:	$0.00
			Amount Due: (US $ only)	**$3,858.75**

To pay online, click secure payment link:
https://checkout-v5.paystand.com/?publishableKey=7axwnld9juwujqy7fg377jl6&viewCheckout=portal-medium&module=si_salesOrder&extSalesOrderId=168781

Scroll down to 'Other Methods' (NOT Payer Portal)

ACH: Select 'ACH'. You can also initiate ACH through your financial institution.
Credit/Debit Card: Select 'Card'. This option will add a 3% processing fee.

PREFERRED Payment Method: ACH/Wire
Bank Name: PNC Bank
PNC Routing Number: 041000124
Account Number: 4273496353

Make Checks Payable to: Navigate360, LLC
Remit to: PO Box 933402, Cleveland, OH 44193

For billing questions, please email: ar@navigate360.com
To download a copy of our W-9, please visit www.navigate360.com/W9

NAVIGATE360 - ORDER FORM

Customer:

Forest Hills Junior Senior High School
PO Box 325
549 Locust St
Sidman, PA 15955
Kevin Edmondson
kedmondson@fhrangers.org

Proposal No: **Q-249798**
Proposal By: Christina Ash
Email: cash@navigate360.com
Opp Number: 260095
Proposal Expires: 12/31/2026

Total Investment: $2,000.00 - Net 30

Term: The 12 month term for subscription services begins on **7/31/2026** and ends on **7/30/2027**. Subscription services will be billed according to the following invoice schedule: One-Time Payment

Notes:

SUBSCRIPTION SERVICES

Product	Description	Quantity	Annual Price
Compass Behavior Intervention	Behavioral Intervention for students	1 Building(s)	$1,600.00
Compass Services and Support	Annual service and support fees for curriculum subscriptions.	1 Building(s)	$400.00

Subscription Total: $2,000.00

Total: $2,000.00

All Pricing in USD.

Notices:

***After the initial term, for subscription products the Master Services Agreement (MSA) shall automatically renew for successive one-year terms unless either party provides written notice of nonrenewal to the other party at least 90 days prior to the end of the then-current Term.**
***After initial investment contemplated by this Order Form, Customer agrees and understands that subscription services under the MSA may be subject to an annual increase of up to 5%.**

Accurate Sales Tax will be added when applicable.
* Multi-year contract pricing is subject to pricing terms defined in the Master Services Agreement of this Order Form.

Terms and Conditions

Please see the Master Services Agreement and Addenda thereto for the terms and conditions that govern this Order Form. Customer agrees that Customer's purchases hereunder are neither contingent on the delivery of any future functionality or features of the Services nor dependent on any oral or written public comments made by Company regarding future functionality or features.

☑ By signing below, Customer agrees to the Master Service Agreement Terms and following addenda:

Master Service Agreement: **Forest Hills Junior Senior High School MSA**

Software Services Addendum A

IN WITNESS WHEREOF, the parties have caused their respective duly authorized representatives to execute this Agreement in consideration of the promises and mutual covenants contained herein.

NAVIGATE360 SIGNATORY

Name: _____

Date: _____

Signature: _____

CUSTOMER SIGNATORY

Name: _____

Title: _____

Date: _____

Signature: _____

CUSTOMER BILLING INFORMATION

A/P Contact Name: _____

A/P Phone: _____

A/P Email: _____

A/P Address: _____

City: _____

State (2 Letter Abbreviation): _____

Zip Code: _____

Federal Tax ID: _____

Purchase Order

☐ Attached PO #: _____

☐ PO in process to be sent separately:

Sales Tax Exempt No. _____

Sales Tax Exemption Certificate must be attached.

Upload Document:

Proposal No: **Q-249798**

Accurate Sales Tax will be added when applicable.

* Multi-year contract pricing is subject to pricing terms defined in the Master Services Agreement of this Order Form.

Forest Hills Athletic Department

IMPACT STATEMENT

Proposal for Disposal/Donation of Old Cheer Mats

ISSUE: The athletic department purchased new cheer mats for our cheerleading programs. Our old mats were close to 15 years old and our new mats should have a similar lifespan. Storage is a major problem on campus and cheer mats take up a considerable amount of space. It is my suggestion that we donate the mats to our youth cheer program. It would be the responsibility of the youth cheer program to transport them and store them off site for any future use that they see fit.

PERSON(S) MAKING REQUEST: Denon Carpenter, Director of Athletics

DATE OF REQUEST: 08/6/2026

FISCAL YEAR TO BE IMPACTED: 2026-2027

SCHOOL(S) IMPACTED: District Wide

IMPACT STATEMENT: Donation of old cheer mats to our youth program benefits district residents and our cheer program. Removing cheer mats from our campus frees up a considerable amount of storage space.

EFFECT ON OTHERS: Donation of old mats can still benefit district students and residents.

COST TO THE DISTRICT: No Cost

Forest Hills Athletic Department

IMPACT STATEMENT

Proposal for Disposal of Old Weight Room Equipment

ISSUE: The athletic department is working through a fieldhouse weightroom renovation on a step by step basis. The next step in the process is to clear out obsolete and outdated equipment to better organize and upgrade the facilities. We are seeking approval for disposal of old weight room equipment. Based on the age and condition of some of the pieces of equipment in question we believe it is better to dispose of the equipment or scrap it rather than to sell.

PERSON(S) MAKING REQUEST: Denon Carpenter, Director of Athletics

DATE OF REQUEST: 08/6/2026

FISCAL YEAR TO BE IMPACTED: 2026-2027

SCHOOL(S) IMPACTED: District Wide

IMPACT STATEMENT: Equipment that would be disposed of currently consists of hack squat, several old benches (possibly from the old high school), including traditional benches, pec deck, and glut/ham units. I am also seeking approval for disposal of elliptical machines (original fieldhouse equipment/20 years of use) that if we cannot repair we dispose of. Athletic stakeholders such as our athletic trainer and football staff are on board with the disposal of this equipment as it is redundant due to new equipment purchases and future plans and to some extent is not used.

EFFECT ON OTHERS: Donation of old mats can still benefit district students and residents.

COST TO THE DISTRICT: No Cost. Taking some outdated equipment to the scrap yard could result in a small payment to the district.

Cafeteria Memo

TO: Dr. David Lehman, Superintendent
FROM: Mrs. Jesslyn Anslinger, Food Service Director
RE: Recommendations for Elementary Dish Machine Bid
DATE: August 7, 2026

I would like to recommend that the acceptance of the bid from Douglas Equipment in the amount of $89,700.00. After reviewing the bids with the business manager, Stacey Thomas, I am not recommending the bid from the lowest bidder due to the fact that the wording in their bid did not reflect a firm price quote; was not valid for a period of 90 days; and did not include factory installation of the dish machine, all of which were requested in the invitation for bid.

We received 4 bids:

Gerald Sherry & Associates	**$84,267.00**
Douglas Equipment	**$89,700.00**
Culinary Depot	**$101,227.54**
Grady's	**$112,222.23**

Invitation for bid was published in the Tribune Democrat and Altoona Mirror for 3 consecutive weeks in July, with the acceptance deadline of July 27, 2026.

August 6th, 2026

To facilitate speed in facility approval. I am seeking blanket approval for the following youth sports organizations for the 2026-2027 school year for facility usage:

Youth Cheer
Youth Basketball
Youth Wrestling
Youth Football
Youth Majorettes

Approval is pending reception of insurance certificate, designation of responsible officers for each facility booking, and approval of use by athletic director and facility director.

Sincerely,

Denon Carpenter

Denon Carpenter

Forest Hills School District
Application for Use of School Facilities

PO Box 158
Sidman PA 15955
814-487-7613

Name of Organization _____ Date of Application _____

Responsible Officer | Address | City/State/Zip | Email | Phone

Facilities Requested (please check the items which apply to your request)

School/Facility		Room(s)		Equipment	
Jr/Sr High School	____	Auditorium	____	Chairs	____
Elementary School	____	Cafeteria/Kitchen	____	Tables	____
Football Stadium	____	Courtyard	____	Microphone	____
Track/Soccer Field	____	Classroom(s)/Library	____	Movie Projector	____
Baseball Field	____	Gymnasium */Locker Room(s)	____	Movie Screen	____
Softball Field	____	LGI Room/SGI 1st Fl (circle one)	____	PA System	____
Fieldhouse	____	Rest Rooms	____	Scoreboard/Clock	____
Parking Lot	____	Playground	____	Television	____
Security Needs	____	Computer Lab	____	VCR	____
		Concession Stand (Gym)	____	_____	____

*NOTE: *Representatives of organizations approved to use the gymnasiums are instructed NOT to open or close the bleachers nor allow anyone to sit on the top row of the bleachers when bleachers are not extended for seating.*

Purpose for which facility will be used (be specific) _____

Date(s) of use _____ Hours - from _____ to _____

Estimated number of persons to be in attendance? _____

Will admission fee(s) be charged? _____ yes _____ no Amount of admission fee: $ _____

Will a collection be taken? _____ yes _____ no

For what purpose will fees or collections be used? _____

Will special decorations be used? _____ yes _____ no

Will refreshments be served? _____ yes _____ no

All persons participating in the above listed activity on multiple dates MUST complete and submit a PDE-6004 Arrest/Conviction Report and Certification Form. Form can be found on the FHSD website - www.fhrangers.org. **Current FHSD employees are EXEMPT from completing the PDE-6004.**

Please attach the following if applicable:

☐ **CERTIFICATE OF INSURANCE** - NON-SCHOOL SPONSORED ORGANIZATIONS USING SCHOOL DISTRICT FACILITIES MUST CARRY A MINIMUM OF $1,000,000 PUBLIC LIABILITY INSURANCE.,PLEASE FILE A **CERTIFICATE OF INSURANCE** LISTING FOREST HILLS SCHOOL DISTRICT AS CO-INSURED WITH THIS REQUEST. *(can be obtained from your insurance carrier)*

☐ **NON-PROFIT EXEMPTION** - NON-PROFIT ORGANIZATIONS USING DISTRICT FACILITIES MUST ATTACH TO THIS APPLICATION, A NON-PROFIT EXEMPTION LETTER FROM THE INTERNAL REVENUE SERVICE UNDER SECTION 501©(3) OF THE INTERNAL REVENUE CODE.

If permission is granted I agree to comply with the Rules and Regulation of the Board of School Directors governing the use of such premises, to take the utmost care in the use of said property, and to make good any damage to or loss of school property arising from my organization's occupancy of it. I agree to pay the appropriate rental fee for the use of the above, and further agree to pay actual costs for the use of special equipment, extra custodial services, stage crew services and any other costs specified by the Rules and Regulations. The undersigned will save and hold the School District harmless from all claims, loss or liability arising out of the use of the facility pursuant to this application.

_____
Signature of Responsible Officer

☐ Approved
☐ Denied

Devon Coon
Signature of Building Principal and/or Athletic Director

8/6/26
Date

☐ Approved
☐ Denied

_____
Signature of Superintendent

_____
Date

Date of Pre-Approval Notification _____

Date of Board Approval _____

Remarks _____

This form must be completed and received in the Forest Hills School District Superintendent's Office at least two (2) weeks prior to the regularly scheduled meeting of the Board of Education. Board meetings are held on the 2nd Thursday of each month.

Jun-23

PROJECT PROPOSAL

New Storage Shed for the Elementary Parent-Teacher Organization (PTO)

Submitted to: Forest Hills School District Administration / Board of Education

1. Purpose

The Forest Hills Elementary PTO is requesting approval to install a new storage shed on district property. A dedicated shed will give the PTO secure, weatherproof storage for Santa Shop items.

2. Site Conditions

Existing structure	12' x 16” shed (owned by After Prom)
Proposed new shed location	Immediately east of the existing After Prom shed
Requesting organization	PTO

The aerial image below shows the existing After Prom shed (highlighted area) and the surrounding site. The proposed new PTO shed is to be sited directly next to this existing structure in the grass.

Aerial view of existing shed location and proposed placement area

3. Shed Option

Option	Dimensions	Sq. Ft.	Estimated Price
12' x 16' Utility - Backyard Outfitters	12 x 16	192	6,000.00

Amy Sivec, 26-27 PTO President
(814) 659-3893
pto@fhrangers.org

Quote: 2805 / Date: 8/7/2026

Force Turf Solutions
1380 Rte. 286 Hwy E. Suite 303
Indiana, PA
15701, US
(412) 289-0069

Prepared By:
Allen Strick
814-242-4200
astrick@forceturfsolutions.com

Customer

Forest Hills School District
549 Locust Street
Sidman , Pennsylvania
15955

Walter Christ

wchrist@fhrangers.org

Project: **Forest Hills High School Gaga Pits**

Scope of Work

Gaga Pit Stone Base, Nailer Board, and Turf Installation

Scope of Work

Provide all labor, equipment, and incidental materials necessary to install the stone base, nailer boards, and owner-supplied synthetic turf within two (2) Gaga Pits.

Work Includes

- Mobilization of personnel, equipment, and materials to the project site.
- Fine grading and preparation of the Gaga Pit subgrade to receive the stone base.
- Furnish and install compacted crushed stone base to the specified depth and grade.
- Laser grade and compact the stone base to provide a smooth, stable, and uniform surface suitable for turf installation.
- Furnish and install pressure-treated nailer boards securely anchored around the perimeter of each Gaga Pit.
- Install Owner-supplied used synthetic turf over the prepared stone base.
- Trim, fit, stretch, and fasten the turf to the perimeter nailer boards to provide a clean, wrinkle-free finished surface.
- Secure all turf seams and perimeter edges using industry-standard installation methods.
- Clean the work area and remove installation debris generated by this scope of work.

Owner-Provided Materials

The Owner shall furnish:

- Used synthetic turf for installation within both Gaga Pits.

The Contractor is not responsible for the condition, wear, remaining useful life, dimensional accuracy, or performance of Owner-supplied turf materials.

Exclusions

Unless specifically identified in this proposal, the following are excluded:

- Earthwork or excavation beyond minor surface preparation.
- Concrete, asphalt, or structural repairs.
- Drainage improvements or underdrain systems.
- Site utilities, electrical, irrigation, or lighting modifications.
- Perimeter wall construction or repairs.
- Turf infill materials, unless otherwise specified.
- Replacement of damaged or insufficient Owner-supplied turf.
- Surveying, engineering, permits, or testing.
- Any work outside the limits of the two Gaga Pits.

Installation Requirements

- Stone base shall be compacted to provide a firm, stable foundation.
- Nailer boards shall be securely anchored to maintain turf attachment.
- Turf shall be installed in accordance with accepted synthetic turf installation practices.
- Owner-supplied turf shall be inspected prior to installation. Any deficiencies that may affect the finished product will be communicated to the Owner before installation proceeds.

Warranty

No warranty is provided for Owner-supplied used turf or for defects resulting from the age, wear, condition, or performance of Owner-furnished materials.

Mobilization

	Total Cost
Crew Travel Description: Travel to and From Job Site	--
	$2,207.52

Base Construction

	Total Cost
Nailer Board Description: 2"x4" Subgrade rated pressure treated nailer board	--
Geotextile Fabric * Description: 6 oz. Geotextile Fabric (Bottom and Sides)	--
#57 Aggregate * Description: #57 Aggregate base material	--

FORCE TURF SOLUTIONS

Quote: 2805 / Date: 8/7/2026

	Total Cost
Placement of #57s * Description: 3" of #57 limestone compacted	--
#9 Aggregate Finish Stone * Description: #9 Aggregate for finish surface	--
Place and laser grade # 9s * Description: 1" of #9 Limestone compacted	--
	$3,753.76

Playing Surface Installation

	Total Cost
Turf Installation * Description: Installation of Field per plan	--
	$2,179.75

* Tax not applied to part or subcomponent

Notes

Summary

Subtotal	$8,141.03

$8,141.03

Accepted By .....

Date .....

Forest Hills Athletic Department

PROPOSAL & IMPACT STATEMENT

HUDL Livestreaming Fees

ISSUE: HUDL is an excellent tool for coaches, athletes, and families. It records games, provides our district with livestreaming ability, breaks down and analyzes film for athletes and coaches, makes scouting opponents easier, and even provides opportunities to assist student athletes and coaches in the college recruiting process. Our current package which provides service to our football, volleyball, soccer, basketball, softball and wrestling teams is $15,000. To offset this cost, and other increasing costs that are occurring in staffing and managing athletic events the district is moving to charge for livestream viewing starting in the 2026-2027 school year. The majority of LHAC schools already charge for livestreaming through their platform of choice (in most cases NFHS or HUDL).

PERSON(S) MAKING REQUEST: Denon Carpenter, Director of Athletics

DATE OF REQUEST: Aug. 11th, 2026

FISCAL YEAR TO BE IMPACTED: 2026-2027 and subsequent school years moving forward.

SCHOOL(S) IMPACTED: District Wide

IMPACT STATEMENT: The athletics department is seeking permission to charge $5 for a single game, $20 for a monthly (all sports access pass), or $120 for an annual (all sports access pass). The split is a 60/40 with 60% of proceeds going to Forest Hill and HUDL receiving 40%. Revenue collected from livestreaming will help offset the annual $15,000 HUDL subscription, official fees, and game worker fees.

** All access only denotes sports that have livestreaming capability. We have the ability to livestream events that occur on G.H Miller field (football, soccer, and softball) and in our main high school gym (basketball, volleyball, wrestling, and bocce.) Junior high soccer games that occur in the rear of the elementary and junior high football games that occur on the track field cannot be livestreamed.

EFFECT ON OTHERS: Small cost for district residents to obtain access to livestreamed games. $5 is the same price as 1 adult admission. $20 a month (all access) and $120 (all access) for an annual pass still offer significant cost savings to anyone who would be paying $5 for an adult ticket to each event.

COST TO THE DISTRICT: None. This is a revenue generating initiative for the district.

Forest Hills Athletic Department

PROPOSAL & IMPACT STATEMENT

New Classification of Volunteer Coaches

ISSUE: The PIAA currently requires annual concussion and cardiac arrest training for coaches, the completion of a Principles of Coaching Course and First Aid Course within 2 years of their approval to coach, and in May 2026 created a new requirement for all coaches to receive AED and CPR training every two years. **This is a requirement for ALL paid and volunteer coaches.** We currently have approximately 40 volunteer coaches approved at the district office level. Many of these coaches do not attend on a frequent basis or are brought in only under special circumstances to teach a specific skill. In these instances, their involvement does not dictate the need for this additional training, **especially considering our school policy is that all volunteers may only coach in the presence of a paid district personnel.**

PERSON(S) MAKING REQUEST: Denon Carpenter, Director of Athletics

DATE OF REQUEST: Aug. 11th, 2026

FISCAL YEAR TO BE IMPACTED: 2026-2027 and subsequent school years moving forward.

SCHOOL(S) IMPACTED: District Wide

IMPACT STATEMENT: The athletics department is seeking permission to create two separate lists of volunteer athletic personnel within the district. An approved coach “paid or volunteer” would be subject to completing all mandatory PIAA training and coach education. The new category of volunteer, a "volunteer clinician” would be a volunteer that would be approved with the understanding that there would be limited involvement with the team on a drastically reduced frequency that a typical coach. Examples of a volunteer clinician might be an individual who only attends practice occasionally to teach a specific skill set like field goal kicking or punting in football, a shot doctor or ball handling specialist in basketball, etc.

A phone conversation with Jen Grassell of the PIAA, Senior Director of Members School Services and Sport and responsible for coach education clarified that making this distinction at the board level would be a permissible practice.

A draft that outlines the comparison between a volunteer coach and a volunteer clinician is attached. This document can be adjusted as the school board sees fit.

A sample draft letter that will be provided to all existing volunteers and any new volunteers moving forward that outlines the continuing education requirements and asks each volunteer to declare their intent up front is also attached.

EFFECT ON OTHERS: This proposal would eliminate unnecessary training for individuals who assist with our athletic programs, but do so at a frequency that does not justify the additional training that the PIAA mandates for a traditional coach.

COST TO THE DISTRICT: None.

Volunteer Coach	Volunteer Clinician
General Description: A volunteer coach classification is for an individual that will attend at least 30% of practices and or games. Any individual that wants to ride on school transportation to and from games and/or be present on a sideline during games MUST be approved as a volunteer coach. **Approval Process:** The head coach of a program must write a letter or email to the athletic director requesting the approval of the volunteer coach. The athletic director will then submit a recommendation for the volunteer coach to be approved by the school board. The individual MUST be board approved before showing up at any practices and interacting with athletes in any capacity. **Required Documentation:** Starting with 2026-2027 school year volunteer coaches need to have the following documents submitted to the athletic director prior to any approval. We will NOT submit recommendations to approve any volunteers unless the following documents are turned in: A. General Application B. PA State Police Clearance C. PA Child Abuse Clearance Volunteer Coaches must abide by any guidelines set forth by the PIAA that currently includes: 1. Annual Concussion and Cardiac Arrest Certifications 2. Completion of Fundamental of Coaching and First Aid Courses within two years of approval. 3. Completion of AED Training and CPR training every two years 4. Any future requirements instituted by the PIAA and/or Forest Hills School District. **Supervisory Notice**: Unless they are a paid Forest Hills employee a volunteer coach cannot work with athletes unless a paid coach is present.	**General Description:** A volunteer clinician is for an individual that plans on helping at in season practice sessions or offseason workouts. A volunteer clinician CANNOT ride the bus or be present with a team on the sidelines during competition. If an individual plans to be at 30% or more of scheduled practices, then they need to apply as a volunteer coach. A clinician can make repeated visits throughout a season. For example, they come every Friday to work with athletes on a certain skill set *Example Roles for a Volunteer Clinician*: Expert knowledge or instruction in a particular skill or concept. Example track event specialist (1 Day High Jump Workshop), Shooting/Shot Doctor or Ball Handling Specialist for Basketball, volunteer to throw batting practice, hitting specialist, pitching specialist for baseball/softball, choreography specialist for cheer/majorettes. **Approval Process:** The head coach of a program must write a letter or email to the athletic director requesting approval. The athletic director will then get written approval from district administration before proceeding **Required Documentation:** A. Preferred PA State Police and Child Abuse Clearances B. Volunteer Form can be sufficient on short notice C. Athletic Department reserves the right to request State Police and Child Abuse Clearance for a clinician with little or no known history working with the districts or sports within the area Volunteer Clinicians are NOT required to provide concussion or cardiac arrest certificates or the PIAA Principles of Coach or First AId, Health and Safety Courses. **Supervisory Notice:** Must be accompanied by a paid Forest Hills coach at all times.

Sample Volunteer Letter

Date:

Dear Sir or Madam,

Thank you for your interest in serving the Forest Hills School District as a volunteer through one of our athletic programs. Athletic coaches (paid and volunteer) are considered professional roles within the district and a host of commitments and responsibilities need to be considered for anyone applying to this role. The PIAA does not distinguish between a paid and volunteer coach. This means that all volunteer coaches must complete the following to stay complain with PIAA and Pennsylvania Department of Education guidelines:

1. **Clearances** - A volunteer coach must have valid and up to date child abuse, state police clearances, mandated reporter trainings, and a completed general application on file in the same manner that would be required of any paid district representative.

2. **Continuing Education** - A paid or volunteer coach must complete the following training to stay compliant with PIAA guidelines:

    A. **Annual Training** - Completion of NFHS approved Concussion and Cardiac Arrest Training. These are free and delivered virtually. They each take approximately 15 minutes to complete.

    B. **One Time Training** - within 2 Years of approval each paid and volunteer coach must complete a NFHS approved Fundamental of Coaching Course and First Aid Course. The cost of this training will be covered by the district. These courses are delivered virtually, but require an increased time commitment for completion. Each course may take several hours to what would account as a cumulative 8-hour work day to complete.

    C. **Every 2 Years** - A new requirement was instituted in 2026, all coaches must now complete a mandated CRP and AED Training every two years. Once again, the cost of this training will be covered by the district. We may offer in person and virtual options to meet this requirement as we move forward.

The district has created a board approved category of volunteers that due to their limited interactions would be exempt from these continuing education requirements. Please use the attached sheet and consider the time commitment and intent of your volunteer role. After reviewing the requirements, please return the following letter to the athletic director with your intent to be classified as a volunteer coach or volunteer clinician. You may email the athletic director at athletics@fhrangers.org with any questions.

Name of Volunteer Applicant _____

I have read the document contrasting the difference between an approved volunteer coach and a volunteer clinician. I am submitting my name for approval as outlined below:

Please Circle One: Volunteer Coach Volunteer Clinician

Signature: _____

Forest Hills Athletic Department

PROPOSAL & IMPACT STATEMENT

Addition of Powerlifting/Strength and Conditioning Personnel

ISSUE: There has been talk in the district of re-instituting a powerlifting program or instituting an increased structured strength and conditioning program within the district. We currently have unused funds from a summer weight room monitor and afterschool weight room monitoring that could possibly be restructured to provide a stipend for an individual(s) to fill roles. I am seeking permission from the school board to utilize funds for advertising for this/these role/roles after further discussion with coaches and auditing our current afterschool strength and conditioning opportunities with administrators.

PERSON(S) MAKING REQUEST: Denon Carpenter, Director of Athletics

DATE OF REQUEST: Aug. 11th, 2026

FISCAL YEAR TO BE IMPACTED: 2026-2027 and subsequent school years moving forward.

SCHOOL(S) IMPACTED: Forest Hills Junior- Senior High School

IMPACT STATEMENT: As stated above there seems to be a renewed interest in re-instituting a powerlifting program at the high school level. I believe this demand may exist and hiring a **credentialed** coach in this area may be a benefit to the district and its athletic programs.

I am seeking permission to further discuss with our existing coaching staff what their wants/needs/ in this area may be as well as auditing our current afterschool strength and conditioning offerings with admin to determine whether or not they can be meshed with a new program or would become redundant if a new structured program was offered.

I believe the following considerations need to take place as we move forward:

1. Credentialed Staff - any applicant pursuing a role in power lifting or strength and conditioning must possess a recognized credential in that area or be willing to pursue one. This is for the safety of all participants and to limit any liability claims against the district.
2. Dedicated Usage - in the instance of powerlifting in particular, reserved and dedicated usage of the weight room would be required for that group. This would be to eliminate outside distractions from unnecessary personnel, increase safety, and provide a more manageable instructor to student athlete ratio.
3. Male/Female Programs - it might be within the best interest of the district to maintain and hire two individuals in this capacity one to work with female athletes/ athletic

teams and another to work with male athletes. Our trainer Jayme Long has had much success in running and organizing strength training sessions for our female athletes and athletic teams. Based on the number of male athletes I see utilizing the weight room for strength and conditioning and I believe would take part in a program of this nature I believe it might be necessary to provide two distinct programs separated by gender.

4. Final details and documentation on credentialing for advisors, frequency and duration of programming, would be outlined before moving forward.

EFFECT ON OTHERS: Improved strength and conditioning programming and program design for interested athletes and athletic teams.

COST TO THE DISTRICT: None. We currently have stipends set aside for afterschool weight room monitors and summer weight room monitors that can be restructured to provide stipends for these roles.