

Profile and Plan Essentials

Special Education Students

Total Number of Students Receiving Special Education 271
School District Total Student Enrollment 1863
Percent of Students Receiving Special Education 14.5

Steering Committee

Name	Position/Role	Building	Email
Lucas Jacobs	Director of Curriculum	Forest Hills SD	ljacobs@fhrangers.org
Elissa Boyd	Director of Special Education	Forest Hills SD	eboyd@fhrangers.org
Rebecca Roberts	Building Principal	Forest Hills JSHS	rroberts@fhrangers.org
Rob Dill	Building Principal	Forest Hills El Sch	rdill@fhrangers.org
Kelly Griffith	Special Education Teacher	Forest Hills El Sch	kgriffith@fhrangers.org
Dave Lehman	Superintendent	Forest Hills SD	dlehman@fhrangers.org
Jody Summits	Parent	Forest Hills El Sch	jsummits@fhrangers.org
Tammy Ohler	General Education Teacher	Forest Hills JSHS	tohler@fhrangers.org
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Galen George	Board Member	Forest Hills SD	galenjgeorge@comcast.net
Olivia Kudlawiec	Other	Forest Hills SD	okudlawiec@fhrangers.org

School District Areas of Improvement and Planning - Indicators

Suspension/Expulsion by Race/Ethnicity (Indicator 4B)

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity (Indicator 9)

Indicator not flagged at this time.

Disproportionate Representation by Race/Ethnicity/Disability (Indicator 10)

Indicator not flagged at this time.

Timely Initial Evaluations (Indicator 11)

Indicator not flagged at this time.

Secondary Transition (Indicator 13)

Indicator not flagged at this time.

Graduation (Indicator 1)

Indicator not flagged at this time.

Drop Out (Indicator 2)

Indicator not flagged at this time.

Assessment (Indicator 3)

Indicator not flagged at this time.

Education Environments (Indicator 5)

Indicator not flagged at this time.

Parent Involvement (Indicator 8)

Indicator not flagged at this time.

Early Childhood Transition (Indicator 12)

Indicator not flagged at this time.

Post-School Outcomes (Indicator 14)

Indicator not flagged at this time.

Resolution Sessions (Indicator 15)

Indicator not flagged at this time.

Mediation (Indicator 16)

Indicator not flagged at this time.

School District Areas of Improvement and Planning - Monitoring

District has completed all monitoring corrective action/improvement plans.

Identification Method

Identify the District's method for identifying students with specific learning disabilities

Discrepancy Model

Building Name	AUN	Branch Number	RTI	Approved RTI Use
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Significant Disproportionality - Placement

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends	Improvement Planning and Activities

Significant Disproportionality - Discipline

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Significant Disproportionality - Identification

Significant Disproportionality

District Not Flagged for Significant Disproportionality in this area.

Identify Trends/Notable Observations	Improvement Planning and Activities

Non-Resident Students Oversight

1. Is your district currently a host district for a 1306 facility?

No

1. Describe the host's educational oversight to ensure students with disabilities are educated in the least restrictive environment while in the 1306 facility? (If not a host, answer as if you were.)

A Free Appropriate Public Education is provided to all students who are identified as special education. There are enrollment procedures at both the Elementary and Junior/Senior High School buildings and through the Special Education Office. The process is reviewed annually with the Forest Hills School District staff. When new students enroll into the district, the guidance office and/or the district's Special Education Office contacts the special education office at the student's previous school district to ensure that all records were sent from the sending district. If records are not received from the sending district, the Special Education Office follows up with a request for records. The Guidance Office and the Special Education Office ensure that each student is enrolled within 5 business days and receives FAPE. An IEP case manager, commonly a special education teacher, is assigned. IEPs are adopted upon enrollment and new NOREPs are issued. Choosing the Least Restrictive Environment is the principle that guides IEP teams when determining a student's educational placement. The IEP team first considers regular education with supplementary aids and services and then proceeds to review a continuum of alternative placements for appropriateness. If a student is placed in a 1306 facility outside of the district, the Forest Hills School District would communicate and be actively involved with the facility to ensure FAPE. The Supervisor of Special Education would work with the facility to schedule meetings, updates and plans for the student to transition back to the district. Child find applies to a student(s) placed in a 1306 facility. The district is obligated to locate and identify students thought to be eligible for special education services in out of district placements, such as a 1306 facility. If a student is eligible and in need of special education services, then a special education teacher is assigned as a case manager for that student and an Individualized Education Plan is designed to meet the student's individual needs.

2. Describe the district's procedures for communicating with 1306 facilities and how the district ensures a successful transition back to school?

Because there are currently no facilities within the Forest Hills School District, there are no problems or barriers in communication that exist which would limit the District's ability to meet its obligations under Section 1306 of the Public School Code. For any special education student transitioning back to the Forest Hills School District, the IEP team creates an appropriate phased transition plan which includes necessary supports and services for the student. Regular communication between the district and 1306 facility during this transition phase would be necessary to guarantee student success. The district's Special Education Supervisor and other key members of the team such as guidance counselors, the school principal and teachers would participate in transition planning meetings to ensure a smooth transition back to public school.

Incarcerated Students Oversight

1. Does the district have an adult correctional facility that houses juveniles within its geographical boundaries?

No

1. Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).

Least Restrictive Environment

1. Review the district's data for Least Restrictive Environment. Highlight areas of improvement.

From the 2020-2021 Penn Data report, the Forest Hills School District exceeds the State Performance Plan (SPP) targets for the number of Special Education students inside the regular classroom for 80% or more of the school day (61.5% state; 80.14% Forest Hills). The district also meets or exceeds the SPP targets for the number of Special Education students inside the regular classroom for less than 40% of the school day (9.6% state; 6.9% Forest Hills School District – this is an area in which a lower percentage is preferable). The district was also below the SPP target (0% state; percentage not reported for Forest Hills School District) for the number of Special Education students in other settings. Since Forest Hills School District had a very low number of students in this category, the percentage was not even reported by the state in the Penn Data documentation. The Forest Hills School District always makes an effort to include students in their least restrictive educational environments with supplementary aids and services provided. There have been a few occasions in which students, based on IEP team determination and evaluation/re-evaluation results, require placement in a setting outside of the public school district. When it becomes necessary for students to be educated outside of the school district, the LEA (or representative) at FHSD will participate in regular monitoring of student progress, such as 45-day review meetings. The goal for students who are placed outside of the public building is to be returned to the home school district once the IEP team determines that their needs can be met within a less restrictive setting.

2. What universal practices does the district utilize to address the academic and social/emotional needs of all students in need of accommodations to their learning environments?

Collaborative, instructional, social-behavioral and/or physical aids and services are considered in planning for inclusion. District leadership supports the provision of supplementary aids and services in the regular education classroom through coordinating staff schedules and responsibilities; provision of professional opportunities for teachers, paraprofessionals, related service providers and others; providing opportunities for problem-solving and planning, coaching and mentoring; and developing positive relationships with families. New initiatives, programs and materials are evaluated according to the principles of universal design for learning prior to implementation within the district. The LEA collaborates with IEP team members and families to determine the appropriate supplementary aids and services throughout the IEP process. The team meets and discusses additional supports and services to be implemented as appropriate with the considerations of Supplementary Aids and Services Toolkit. The team determines a general overview or profile of the general education classroom, as well as, the student and what barriers are currently present. The team then determines what potential strategies and services could be beneficial to remove the said barriers. Finally, the team discusses what supplementary aids and services are appropriate and develops a collaborative plan of implementation. This collective process ensures that removal from the regular education setting only occurs when the use of supplementary aids and services cannot be achieved satisfactorily.

3. Describe the academic programming and training efforts the LEA utilizes to ensure meaningful participation of students with disabilities in the general education curriculum.

The Forest Hills School District provides many supplemental aids and services to ensure that special education students are educated in the least restrictive environment with non-disabled students. The following is a list of options that may or may not be considered. This list includes, but is not limited to: Collaborative: Guided support for team members in the use of assistive technology to support a student, guided support for team members to support a student's behavior concerns, scheduled IEP team meetings and parent meetings, Early Intervention transition meetings, and the invitation of outside agencies to participate in team meetings. Instructional: Providing alternative materials, providing modified curricular goals, presenting material at the student's instructional level, use of an ACC device, testing accommodations or modifications, reading modifications, and use of creative behavior management techniques. Physical Adaptations and Modifications: Alternative seating arrangements or preferential seating, adaptive equipment, structural

aids such as FM devices, adaptive chairs and adaptive desks. Social Behavioral: Social Skills Instruction, ABA programming in alternative setting, cooperative learning strategies, positive behavior support plan, modifications of rules and expectations, use of resource room, and use of sensory bins in classroom. The Forest Hills School District contracts with IU08 to provide educational programs for some students outside of their neighborhood school. The district utilizes secondary IU08 programs for Life Skills Support, Multi-Disabilities Support and the BRIDGE program (The Bridge Program is for 18 to 21 year old students only). When students are placed in Alternative Education programs the district contracts with IU08, where appropriate, to provide the necessary special education programs at that setting. The district also contracts with Ignite Education Solutions, Pressley Ridge Day School, Other Public School Districts, and Alternative Community Resource Program to ensure that necessary special education needs are met regardless of the program setting. The district has developed its own Life Skills Support programming for students ages 5-8 and ages 9-12 at the Elementary School. In addition to direct supervision and targeted assistance from the LEA, IU08, and PaTTAN teachers have been required and encouraged to participate in numerous training sessions which directly relate to special education and promote inclusive practices. These trainings include: Literacy workshops, Autism workshops, progress monitoring and measurable annual goal writing training, secondary transition training, co-teaching training, differentiated instruction training, math skills development trainings, etc.

4. Describe the supplementary aids and services the LEA utilizes to ensure meaningful participation of students with disabilities in extracurricular activities. Students receiving special education services have the opportunity to participate in non-academic and extracurriculars, including field trips, interscholastic sports, and other activities, to the maximum extent appropriate to their needs. Supplementary aids and services, referenced through the toolkit, will be outlined in the student's IEP to ensure the student's maximum participation. In the past, the district has had students supported by a paraprofessional at school events. For example, at an elementary seasonal concert, a district-employed paraprofessional may attend the event to support the student and provide consistency for them at the school sponsored event after school. Another example of support provided at the junior-senior high level is that the district has provided special transportation for students participating in a work-experience program as part of his/her transition plan. The district works with various agencies along with the student's parents to support transition opportunities beyond the regular school day. The team always reviews settings variables and identifies potential barriers to access to promote meaningful participation of students with disabilities in extracurricular activities.

5. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities placed in private institutions are educated with non-disabled children and have the opportunity to participate in district lead extracurricular activities?

The Forest Hills School District attempts to provide each special education student with an appropriate education delivered in the least restrictive environment appropriate to individual student needs. Prior to evaluation for special education, pre-referral strategies are provided at both the elementary and secondary levels. If a parent requests an evaluation, the regular education prereferral team is involved to obtain current levels of academic and functional performance in the regular education curriculum/classroom and to determine what instructional strategies are effective. The multidisciplinary team carefully reviews current levels of functioning and how the student functions within the regular education curriculum to assist in the determination of need for Special Education services.

6. Discuss the district's need to build capacity and expand programs and services in an effort to provide a continuum of services. (Consider the out of district placement chart)

The district currently has a comprehensive special education program for school aged students receiving special education services. At the elementary level, life skills support classrooms supported by the PaTTAN initiative utilize ABA programming with applicable students within the classroom environment. At the secondary level, the district is exploring options for expanding life skills support programming from being a Host facility to transferring the entity of a classroom or classrooms. Teacher full-time equivalency across the district for special education teachers has been reviewed and revised to accommodate

multi-disability students with programming on the Forest Hills School District campus. By evaluating program needs, the district has been able to expand a continuum of services for incoming students. To expand programming at an itinerant level, the district is committed to providing training specific to differentiated instruction and focused disability training.

Out of District Placements

Facility Name	Facility Type	Other	Operated By	Service Type	Number of Students Placed
Appalachian Youth Services	Licensed Private Academic	Day Treatment Facility	Appalachia Intermediate Unit 08	Emotional Support	
Appalachian Youth Services	Licensed Private Academic	Day Treatment Facility	Appalachia Intermediate Unit 08	Learning Support	
Pressley Ridge Day School	Licensed Private Academic	Day School	Pressley Ridge Day School	Autistic Support	
Cambria Heights Elementary School	Other	Public School	Appalachia Intermediate Unit 08	Multiple Disabilities Support	
ACRP Center for Achievement	Licensed Private Academic	Specialty School	Alternative Community Resources Program	Autistic Support	
Pressley Ridge Day School	Licensed Private Academic		Pressley Ridge Day School	Emotional Support	
Ignite Education Solutions - Highways to Success	Licensed Private Academic		Ignite Education Solutions	Learning Support	
Ignite Education Solutions - Highways to Success	Licensed Private Academic		Ignite Education Solutions	Emotional Support	
Ignite Education Solutions - AEDY	Licensed Private Academic		Ignite Education Solutions	Learning Support	

Positive Behavior Support

Date of Approval

2021-06-10

Uploaded Files

Behavior Support 113.2.pdf

1. How does the district support the emotional, social needs of students with disabilities?

The Forest Hills School District believes in the use of positive behavior support. Positive measures, rather than negative, form the basis of a behavior support program to ensure that all students are free from demeaning treatment, the use of aversive techniques (activities designed to establish a negative association with a specific behavior), and the use of unreasonable restraint. The policy is designed to enable students with individualized educational programs (IEPs), who need behavior support (the development, change and maintenance of selected behaviors through the systematic application of behavior change techniques), to benefit from their free appropriate education program (FAPE) within the least restrictive environment (LRE) in accordance with the requirements of federal and state laws and regulations. Behavior support programs must include research-based practices and techniques to develop and maintain skills that will enhance an individual student's opportunity for learning and self-fulfillment. Specifically, students with disabilities may have been assessed with functional behavior assessments or other informal instruments to help create individual positive behavior support plans. If a student has a positive behavior support plan, it has been created based on data collected by the multidisciplinary evaluation team or IEP team and is individualized for the student. As always, providing the student with positive approaches and incentives to earn reinforcement is always the preferred approach and consequences are implemented as needed, based on these individual plans. The goal for children with PBSPs is to perform the desired replacement behaviors that the team has identified. Students are supported in these situations by their respective special education teacher (this may be an ES, AS, LS, or other designated special education teacher) in conjunction with regular education teachers who follow the plans and potentially, additional support staff, such as social workers, school counselors, the school psychologist, etc. Behavior support programs and plans must be based on a functional assessment of behavior and utilize positive behavior techniques. When an intervention is needed to address problem behavior, the types of intervention chosen for a particular student shall be the least intrusive necessary. The IEP team shall develop Positive Behavior Support Plans (PBSP) for students with disabilities who require specific intervention to address behavior that interferes with learning. These plans must include methods that utilize positive reinforcement and other positive techniques to shape a student's behavior, ranging from the use of positive verbal statements as a reward for appropriate behavior to specific tangible and non-tangible rewards. Effective techniques to (1) modify the contextual influences of behavior (i.e., setting events and immediate antecedent events), (2) teach socially appropriate alternative skills, and (3) reduce problem behavior will be employed. Positive side effects (positive techniques for the development, change, and maintenance of particular behaviors shall be attempted prior to the use of more intrusive or restraining measures) will also be monitored along with improvements in student general health/wellbeing as a result of positive behavior support.

2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.

Staff are regularly provided with training/review of de-escalation techniques and responses to behavior that should be implemented prior to engaging in

more substantial or physical interventions. At least 75 individuals--districtwide professional employees and staff--are trained and re-certified every year in non-violent crisis intervention (from the CPI Institute) as provided by trained staff of the local IU08.

3. Describe the district positive school wide support programs.

The district developed a Positive Behavioral Intervention Support Program (PBIS), based on the four pillars of making good choices, being responsible, being kind, and showing respect. The classroom and individual student behavior management plans are based upon the school PBIS model. The district provides staff from both buildings (including principals, counselors, special and regular education teachers, psychologist, and IST staff) with training in the Student Assistance Program. The Student Assistance Programs in each building meet weekly to help support student needs. Additionally, the district contracts with Reaching Educational Achievements with Clinical Mental Health (R.E.A.C.H.) to provide licensed mental health counselors for both individual and group counseling within each building. The district guidance counselors implement portions of the Smart Futures program for career readiness/career guidance in grades K-12. In addition to the SAP programs at the secondary level, the district provides WIN time (WIN is an acronym for What I Need – this program provides students with a lesson and proactive approach to discipline on an as-needed basis) for students in 7th-8th grade. To assist with truancy prevention, the district is linked with the Youth Advocate Program who can implement Justice Works with families. Alternative Community Resource Program provides school-based counseling and tele-psych therapy to students throughout the district for parents who are unable to transport students. The district makes referrals and provides a confidential room for the service. The district provides social work services for families who may benefit from the support that social work services provide. The district also contracts with IU08 to provide behavioral consults for IEP teams when appropriate and/or requested by the school team or student's family.

4. Describe the district school-based behavior health services.

The district contracts with Reaching Educational Achievements with Clinical Mental Health (R.E.A.C.H.) to provide licensed mental health counselors for both individual and group counseling at the secondary level. R.E.A.C.H. provides a behavioral counselor to the district at the elementary level. These services focus on skill-based social emotional learning. The district provides part-time social work services to students in grades K-12. The district contracts with Alternative and Community Resource Program (ACRP) to provide school-based counseling at the elementary. In conjunction with Cambria County, the district receives Referral, Intervention, Support, and Engagement (R.I.S.E.) services that provide students with individual and group counseling.

5. Describe the district restraint procedure.

The use of restraints is considered a measure of last resort, only to be used after other less restrictive measures, including de-escalation techniques. Restraints to control acute or episodic aggressive behavior or self-injurious behavior may only be used when the student is acting in a manner as to be a clear and present danger to himself/herself, to other students or to employees, and only when less restrictive measures and techniques have proven to be or are less effective. Restraint is defined as the application of physical force, with or without the use of any device, for the purpose of restraining the free movement of a student's body. The term restraint does not include: a. Briefly holding, with or without force, a student to calm or comfort them, guiding a student to an appropriate activity, or holding a student's hand to safely escort them from one area to another. b. Hand-over-hand assistance with feeding or task completion and techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student's parents/guardians and specified in the IEP. c. Devices used for physical or occupational therapy, seatbelts in wheelchairs or on toilets used for balance and safety, safety harnesses in buses, and functional positioning devices. These devices are considered mechanical devices when specified in an IEP. d. Mechanical restraints which are used to control involuntary movement or lack of muscle control of students when due to organic causes or conditions when specified by an IEP and as determined by a medical professional qualified to make the determination, and as agreed to by the student's parents/guardians. Said mechanical restraints shall prevent a student from injuring himself/herself or others or promote normative body positioning and

physical functioning. The use of restraints may only be included in a student's IEP when the following conditions apply: a. The restraint is utilized with specific component elements of positive behavior support. b. The restraint is used in conjunction with the teaching of socially acceptable alternative skills to replace the problem behavior. c. Staff is authorized to use the procedure and have received the staff training required. d. There is a plan in place for eliminating the use of restraint through the application of positive behavior support. The use of restraints may not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment. The use of prone restraints (student is held face down on the floor) is prohibited. The use of restraints to control the aggressive behavior of an individual student shall cause the educational agency to notify the parent/guardian of the use of restraint and shall cause a meeting of the IEP team within ten (10) school days of the inappropriate behavior causing the use of restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavior assessment, reevaluation, a new or revised positive behavior support, or a change of placement to address the inappropriate behavior.

Intensive Interagency

Please address any areas of concern with students who are placed on Instruction Conducted in the Home or who are at a substantial risk of waiting more than 30 days for an appropriate educational placement.

The Forest Hills School District currently has one student who is receiving instruction in the home. This type of instruction is provided by a district employed or contracted special education teacher. If a special education teacher is not available to fulfill the assignment, then a certified teacher may be assigned as a last resort. A district employed special education teacher would continue the assignment as the student's case manager and special education services would be customized to meet the student's current needs, academically and social-emotionally, in the given setting. No student has experienced an extended delay in being provided a free and appropriate public education. If it is deemed necessary for a student to receive instruction conducted in the home, the Special Education Office is responsible for reporting this type of programming within five (5) days of the placement through the Special Education Students @ Home reporting system.

Education Program (Caseload FTE)

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
21 - FH ES/JSHS	Multiple	Part-time (0.5)	03/01/2023 10:05 AM

Building Name		
Forest Hills El Sch		
Support Type		
Blind And Visually Impaired Support		
Support Sub-Type		
Blind And Visually Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		2
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	6 to 7
Age Range Justification		FTE %
		0.04

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
20 - FH ES/JSHS	Multiple	Part-time (0.5)	03/01/2023 10:03 AM

Building Name		
Forest Hills JSHS		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		1

Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	17 to 17
Age Range Justification		FTE %
		0.02

Building Name		
Forest Hills El Sch		
Support Type		
Deaf And Hearing Impaired Support		
Support Sub-Type		
Deaf And Hearing Impaired Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	8 to 12
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
19 - FH JSHS	Secondary	Part-time (0.5)	03/01/2023 10:00 AM

Building Name		
Forest Hills JSHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	15 to 16

Age Range Justification	FTE %
	0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
18 - FH JSHS	Secondary	Part-time (0.5)	03/01/2023 09:59 AM

Building Name		
Forest Hills JSHS		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades 7-12)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Secondary	18 to 19
Age Range Justification		FTE %
		0.15

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
17 - FH ES/JSHS	Multiple	Full-time (1.0)	02/17/2023 10:56 AM

Building Name		
Forest Hills El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		

Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		51
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 12
Age Range Justification		FTE %
SLS is provided in a one-to-one setting or in a small group within an appropriate age range; therefore, no one is beyond a 2 year age span		0.78

Building Name		
Forest Hills JSHS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 18
Age Range Justification		FTE %
SLS is provided in a one-to-one setting or in a small group within an appropriate age range; therefore, no one is beyond a 2 year age span		0.08

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
16 - FH ES/JSHS	Multiple	Full-time (1.0)	02/17/2023 10:53 AM

Building Name		
Forest Hills El Sch		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load

Itinerant (20% or Less)		60
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 12
Age Range Justification		FTE %
SLS is provided in a one-to-one setting or in a small group within an appropriate age range; therefore, no one is beyond a 2 year age span		0.92

Building Name		
Forest Hills JSHS		
Support Type		
Speech And Language Support		
Support Sub-Type		
Speech And Language Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 18
Age Range Justification		FTE %
SLS is provided in a one-to-one setting or in a small group within an appropriate age range; therefore, no one is beyond a 2 year age span		0.05

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
15 - FH ES/JSHS	Multiple	Full-time (1.0)	02/17/2023 10:50 AM

Building Name		
Forest Hills El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range

School District	Elementary	8 to 12
Age Range Justification		FTE %
AS is provided in a one-to-one setting or in a small group within an appropriate age range; therefore, no one is beyond a 3 year age span		0.5

Building Name		
Forest Hills JSHS		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		6
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 21
Age Range Justification		FTE %
AS is provided in a one-to-one setting or in a small group within an appropriate age range; therefore, no one is beyond a 3 year age span		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
14 - FH ES	Elementary	Full-time (1.0)	02/17/2023 10:32 AM

Building Name		
Forest Hills El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		13
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %

	0.65
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Building Name		
Forest Hills El Sch		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
13 - FH ES	Elementary	Full-time (1.0)	02/17/2023 10:30 AM

Building Name		
Forest Hills El Sch		
Support Type		
Life Skills Support		
Support Sub-Type		
Life Skills Support (Grades K-6)		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		10
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.5

Building Name		
Forest Hills El Sch		
Support Type		
Multiple Disabilities Support		
Support Sub-Type		
Multiple Disabilities Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.5

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
12 - FH ES	Elementary	Full-time (1.0)	02/17/2023 10:28 AM

Building Name		
Forest Hills El Sch		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		3
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.06

Building Name		
Forest Hills El Sch		

Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		7
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 12
Age Range Justification		FTE %
		0.14

Building Name		
Forest Hills El Sch		
Support Type		
Autistic Support		
Support Sub-Type		
Autistic Support		
Level of Support		Case Load
Itinerant (20% or Less)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 8
Age Range Justification		FTE %
		0.42

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
11 - FH ES	Elementary	Full-time (1.0)	03/10/2023 01:29 PM

Building Name		
Forest Hills El Sch		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		11
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.22

Building Name		
Forest Hills El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Elementary	5 to 7
Age Range Justification		FTE %
		0.24

Building Name		
Forest Hills El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Elementary	6 to 8
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
10 - FH ES	Elementary	Full-time (1.0)	03/10/2023 01:28 PM

Building Name		
Forest Hills El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		15
Identify Classroom	Classroom Location	Age Range
School District	Elementary	7 to 9
Age Range Justification		FTE %
		0.3

Building Name		
Forest Hills El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
Intermediate Unit	Elementary	7 to 9
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
09 - FH ES	Elementary	Full-time (1.0)	03/08/2023 03:46 PM

Building Name		
Forest Hills El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.32

Building Name		
Forest Hills El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	9 to 11
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
08 - FH ES	Elementary	Full-time (1.0)	03/08/2023 03:46 PM

Building Name		
Forest Hills El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.32

Building Name		
Forest Hills El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
School District	Elementary	10 to 12
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
07 - FH ES	Elementary	Full-time (1.0)	03/10/2023 01:27 PM

Building Name		
Forest Hills El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 13
Age Range Justification		FTE %
		0.32

Building Name		
Forest Hills El Sch		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Elementary	11 to 13
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
06 - FH JSHS	Secondary	Full-time (1.0)	02/16/2023 02:35 PM

Building Name		
Forest Hills JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		12
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 19
Age Range Justification		FTE %
		0.24

Building Name		
Forest Hills JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		3
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 19
Age Range Justification		FTE %
		0.15

Building Name		
Forest Hills JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range

School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.32

Building Name		
Forest Hills JSHS		
Support Type		
Emotional Support		
Support Sub-Type		
Emotional Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		2
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.1

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
05 - FH JSHS	Secondary	Full-time (1.0)	02/16/2023 02:31 PM

Building Name		
Forest Hills JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		14
Identify Classroom	Classroom Location	Age Range
	Secondary	12 to 15
Age Range Justification		FTE %

	0.28
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Building Name		
Forest Hills JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	12 to 15
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
04 - FH JSHS	Secondary	Full-time (1.0)	02/16/2023 02:28 PM

Building Name		
Forest Hills JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 16
Age Range Justification		FTE %
		0.32

Building Name		
Forest Hills JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	13 to 16
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
03 - FH JSHS	Secondary	Full-time (1.0)	02/16/2023 02:27 PM

Building Name		
Forest Hills JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		16
Identify Classroom	Classroom Location	Age Range
School District	Secondary	14 to 17
Age Range Justification		FTE %
		0.32

Building Name		
Forest Hills JSHS		

Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		5
Identify Classroom	Classroom Location	Age Range
	Secondary	14 to 17
Age Range Justification		FTE %
		0.25

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
02 - FH JSHS	Secondary	Full-time (1.0)	02/16/2023 02:25 PM

Building Name		
Forest Hills JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		22
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.44

Building Name		
Forest Hills JSHS		
Support Type		
Learning Support		

Support Sub-Type		
Learning Support		
Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	15 to 18
Age Range Justification		FTE %
		0.2

FTE ID	Classroom Location	Full-time or Part-time Position?	Revised
01 - FH JSHS	Secondary	Full-time (1.0)	02/16/2023 02:24 PM

Building Name		
Forest Hills JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		
Level of Support		Case Load
Itinerant (20% or Less)		20
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 19
Age Range Justification		FTE %
		0.4

Building Name		
Forest Hills JSHS		
Support Type		
Learning Support		
Support Sub-Type		
Learning Support		

Level of Support		Case Load
Supplemental (Less Than 80% but More Than 20%)		4
Identify Classroom	Classroom Location	Age Range
School District	Secondary	16 to 19
Age Range Justification		FTE %
		0.2

Special Education Facilities

Building Name		Room #
Forest Hills JSHS		A302
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 23 feet, 0 inches	713sqft	25
Implementation Date		
2023-02-17		
Uploaded Files		

1Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Forest Hills JSHS		A301
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 23 feet, 0 inches	713sqft	25
Implementation Date		
2023-02-17		
Uploaded Files		

2 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Forest Hills JSHS		C203
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 23 feet, 0 inches	713sqft	25
Implementation Date		
2023-02-17		
Uploaded Files		

3 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Forest Hills JSHS		C307
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 23 feet, 0 inches	713sqft	25
Implementation Date		
2023-02-17		
Uploaded Files		

4Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Forest Hills JSHS		B205
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 23 feet, 0 inches	713sqft	25
Implementation Date		
2023-02-17		
Uploaded Files		

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5 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Forest Hills JSHS		A203
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
31 feet, 0 inches x 23 feet, 0 inches	713sqft	25
Implementation Date		
2023-02-17		
Uploaded Files		

6 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Forest Hills JSHS		A103
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
33 feet, 0 inches x 23 feet, 0 inches	759sqft	27
Implementation Date		
2023-02-17		
Uploaded Files		

7Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Forest Hills El Sch		F8
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 26 feet, 0 inches	676sqft	24
Implementation Date		
2023-02-17		
Uploaded Files		

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8 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Forest Hills El Sch		F3
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 26 feet, 0 inches	676sqft	24
Implementation Date		
2023-02-17		
Uploaded Files		

9 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Forest Hills El Sch		E7
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 26 feet, 0 inches	676sqft	24
Implementation Date		
2023-02-17		
Uploaded Files		

10Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Forest Hills El Sch		D1
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 26 feet, 0 inches	676sqft	24
Implementation Date		
2023-02-17		
Uploaded Files		

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11 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Forest Hills El Sch		C1
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 26 feet, 0 inches	676sqft	24
Implementation Date		
2023-02-17		
Uploaded Files		

12 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Forest Hills El Sch		S12
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 26 feet, 0 inches	676sqft	24
Implementation Date		
2023-02-17		
Uploaded Files		

13Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Forest Hills El Sch		S13
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 52 feet, 0 inches	1352sqft	48
Implementation Date		
2023-02-17		
Uploaded Files		

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14 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Forest Hills El Sch		C2
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 26 feet, 0 inches	676sqft	24
Implementation Date		
2023-02-17		
Uploaded Files		

15 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Forest Hills El Sch		B7
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
26 feet, 0 inches x 26 feet, 0 inches	676sqft	24
Implementation Date		
2023-02-17		
Uploaded Files		

16Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Forest Hills El Sch		G137
School Building		Building Description
Elementary		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
39 feet, 0 inches x 27 feet, 0 inches	1053sqft	37
Implementation Date		
2023-02-17		
Uploaded Files		

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17 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Forest Hills JSHS		A102
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
23 feet, 0 inches x 24 feet, 0 inches	552sqft	19
Implementation Date		
2023-02-17		
Uploaded Files		

18 Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Building Name		Room #
Forest Hills JSHS		A104
School Building		Building Description
JR/SR High		A building in which general education programs are operated
Classroom Measurements	Classroom Area Measurement	Max # of students in classroom
24 feet, 0 inches x 26 feet, 0 inches	624sqft	22
Implementation Date		
2023-02-17		
Uploaded Files		

19Assurance Check

Assurance Check	Yes	No
The class is maintained as close as appropriate to the ebb and flow of usual school activities	Yes	
The class is located where noise will not interfere with instruction	Yes	
The class is located only in space that is designed for purposes of instruction	Yes	
The class is readily accessible	Yes	
The class is composed of at least 28 square feet per student	Yes	

Special Education Support Services

20Special Education Support Services

Special Education Support Services	Numerical Value	Primary Location	Contractor or District
Paraprofessionals	6.9	Secondary	District
Paraprofessionals	15.4	Elementary	District
School Psychologist	0.8	District Wide	District
Director of Special Education	0.9	District Wide	District
Social Worker	0.7	District Wide	Contractor
Physical Therapist	0.2	District Wide	Contractor
Occupational Therapist	0.5	District Wide	Contractor
Other	1.0	Elementary	Contractor

Special Education Personnel Development

Autism

Description of Training			
Understanding Autism			
Lead Person/Position		Year of Training	
Supervisor of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
1.5	1	Other	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Description of Training			
Inclusion: Students with Autism			
Lead Person/Position		Year of Training	
Special Education Teacher			
Hours Per Training	Number of Sessions	Provider	Audience
0.5	1	District	General Education Teachers

Positive Behavior Support

Description of Training			
Non-violent Crisis Intervention			
Lead Person/Position		Year of Training	
IU08 Educational Consultant			
Hours Per Training	Number of Sessions	Provider	Audience
3	3	Intermediate Unit	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

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Description of Training			
PBIS Core Team Training			
Lead Person/Position		Year of Training	
IU08 Educational Consultant			
Hours Per Training	Number of Sessions	Provider	Audience
6	4	Intermediate Unit PaTTAN	Building Administrators General Education Teachers Paraprofessionals Special Education Teachers

Paraprofessional

Description of Training			
Technology			
Lead Person/Position		Year of Training	
Technology Coach			
Hours Per Training	Number of Sessions	Provider	Audience
0.75	1	Intermediate Unit	Paraprofessionals

Description of Training			
American Heart Association First Aid/CPR			
Lead Person/Position		Year of Training	
AHA Instructor			
Hours Per Training	Number of Sessions	Provider	Audience
3.5	4	Other	Paraprofessionals

Description of Training			
Empowering/Engaging Paraprofessional			
Lead Person/Position		Year of Training	
Supervisor of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
2	1	Other	Paraprofessionals

Transition

Description of Training			
Secondary Transition: Local Opportunities			
Lead Person/Position		Year of Training	
Supervisor of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
0.5	1	District	Special Education Teachers

Science of Literacy

Description of Training			
ECRI (Enhanced Core Reading Instruction)			
Lead Person/Position		Year of Training	
Elementary Principal			
Hours Per Training	Number of Sessions	Provider	Audience
6	1	Other	General Education Teachers Special Education Teachers

Description of Training			
Acadience Benchmark Training			
Lead Person/Position		Year of Training	
School Psychologist			
Hours Per Training	Number of Sessions	Provider	Audience
1.0	1	District	General Education Teachers Paraprofessionals Special Education Teachers

Parent Training

Description of Training			
Autism			
Lead Person/Position		Year of Training	
Special Education Teacher			
Hours Per Training	Number of Sessions	Provider	Audience
1.5	1	District	Parents

Description of Training			
Supporting Speech and Language Needs			
Lead Person/Position		Year of Training	
Speech and Language Support Teacher			
Hours Per Training	Number of Sessions	Provider	Audience
0.75	1	District	Parents

Description of Training	
Creative Behavior Management	
Lead Person/Position	Year of Training

Special Education Teacher			
Hours Per Training	Number of Sessions	Provider	Audience
0.75	1	District	Parents

IEP Development

Description of Training			
Extended School Year			
Lead Person/Position		Year of Training	
Supervisor of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
1	1	District	Special Education Teachers

Description of Training			
Through and Around/My Role in Special Education			
Lead Person/Position		Year of Training	
Supervisor of Special Education			
Hours Per Training	Number of Sessions	Provider	Audience
1.5	1	Other	Building Administrators General Education Teachers Parents Paraprofessionals Special Education Teachers

Signatures & Affirmations

Approval Date

Uploaded Files

- There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.
- The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
- The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
- The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
- The school district follows the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
- The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

Superintendent/Chief Executive Officer

Date

