

Pittsburgh CONROY



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Conroy Family & Friends,

Welcome to the 2023-2024 school year! We are very proud of our Conroy traditions and of the educational accomplishments of our students. From the classroom to the community to on-the-job training, students are prepared to learn the necessary skills to be successful in all facets of life.

At Conroy, we strive to ensure our children are engaged in an environment focused on high expectations academically, socially, and vocationally. As I begin my seventh year at Conroy, I am especially motivated to sustain the positive culture of kindness and collaboration within our building.

Our youngest learners begin their academic careers surrounded by a highly skilled and dedicated faculty and staff; our secondary students learn necessary job skills to enable them to become hard-working, productive members of society.

The planning of instructional opportunities to engage young minds in a culture of curiosity becomes the focus of daily routines within our school. It is easy to see why students are excited to arrive at Conroy each day. Each learner is encouraged to meet his or her highest potential, through the collaboration of family, staff members, and community involvement.

The planning of instructional opportunities to engage young minds in a culture of curiosity becomes the focus of daily routines within our school. It is easy to see why students are excited to arrive at Conroy each day. Each learner is encouraged to meet his or her highest potential, through the collaboration of family, staff members, and community involvement.

Growing student success happens when our teachers and Conroy families work together. By embracing our Blue Jay Values and our SONG Rules, we can create the most beneficial learning experience for our students. I have seen the amazing results of this collaborative effort reflected in every classroom at Conroy.

I am excited to continue this journey as the principal of Conroy Education Center and grateful for the opportunity to work with your child for another school year.

Molly Skedel, Principal
Conroy Education Center

Conroy's Mission, Vision, Goals and Commitment to Equity

At Conroy, we are dedicated to the *academic, vocational, and social development* of all students through our commitment to Equity.

Our Goal is to provide an enriching, challenging, inviting and nurturing environment that will help our students develop the necessary skills to transition from school to the community.

We provide academic and vocational opportunities through individualized education programming utilizing a comprehensive life skills curriculum along with experiential learning in the community and within our school building.

Communication Procedures

Please contact us!

Teachers/Staff use various forms to communicate with families.

Phone

Email

Talking Points

Microsoft Teams

Optional forms:

Remind app

Class Dojo

For schoolwide events and reporting, you can also follow us on [Facebook](#) @ Conroy Education Center

Or view our Conroy Newsletter from our Parent School Community Council.

CONROY STAFF

A



ALFER, LOUISE
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lalfer1@pghschools.org



ALLEN, GEORGE
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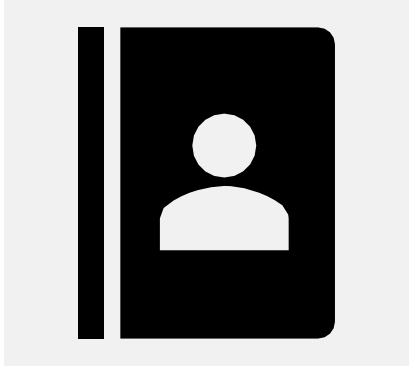


ANDERSON, JOHN
Teacher – Room 102: IBS
janderson1@pghschools.org

B



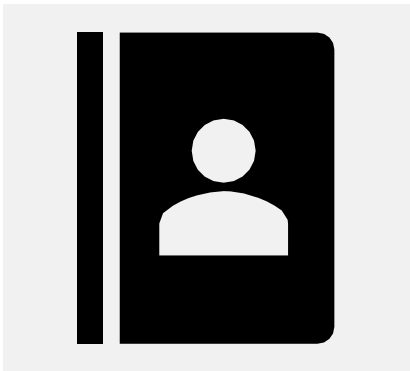
BALOGH, MEGHAN
Teacher – Room 409: 7-11
mbalogh1@pghschools.org



BARRON, JEROME
Teacher – Room 210: 7-8
jbarron1@pghschools.org



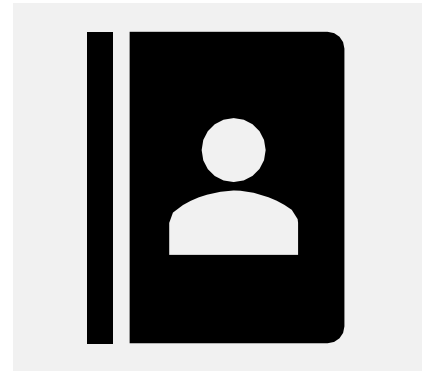
BENSON, IAN
Paraprofessional – Classroom 303
ibenson1@pghschools.org



BEY, NABILA
Paraprofessional – Classroom 107
nbey2@pghschools.org



BIGLER, HUNTER
Physical Therapist
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BIGLEY-HARRIS, EILEEN
Occupational Therapist
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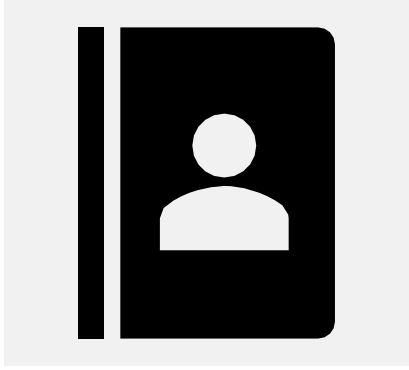


BURGESS, EDNA
Paraprofessional – Classrom 109
eburgess1@pghschools.org

C



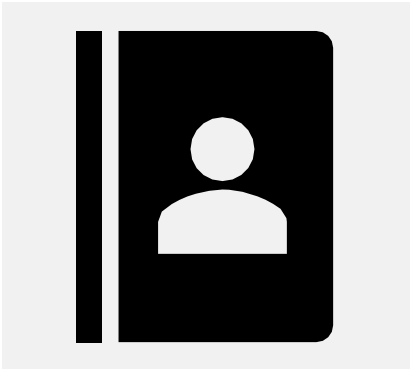
CAITO, HEATHER
Paraprofessional – Classroom 104
hcaito1@pghschools.org



CHAMBERLAIN, CARLY
Teacher – Room 302: 12-12+
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COLBERT, KAITLYN
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Paraprofessional – Classroom 108
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CREIGHTON, RAY
Paraprofessional – Classroom 302
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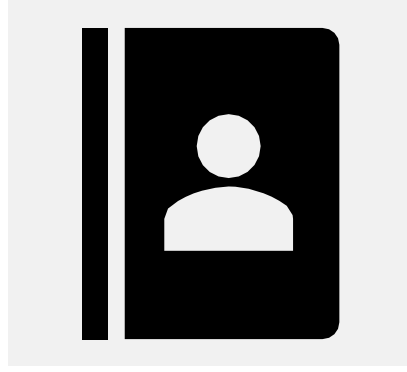


CRYTZER, JENNIFER
Teacher – Room 410: 12+
jcrytzer1@pghschools.org

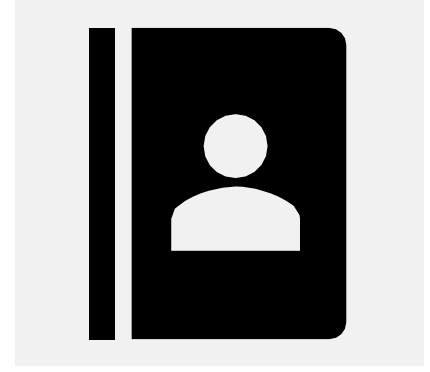
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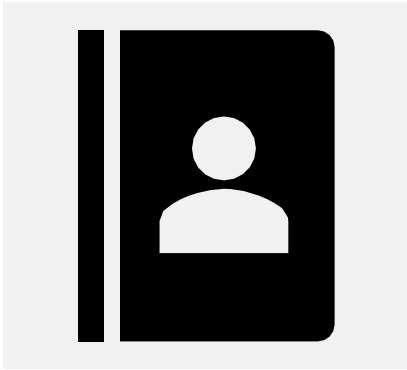
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DAVIS, VAL
Paraprofessional – Classroom 204
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DEMPSEY, SOFIA
Speech Therapist
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DOTSON, KIM
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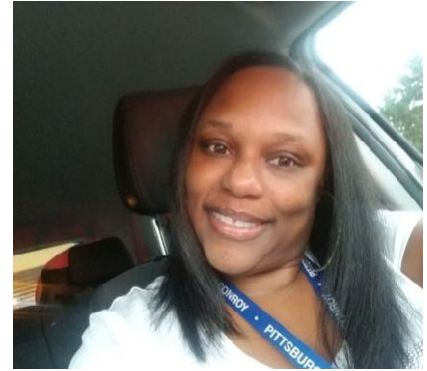
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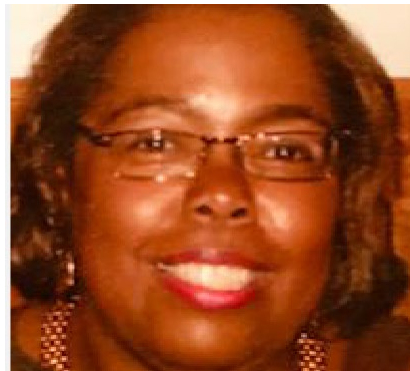
EARNEST, ABBI
Paraprofessional – Classroom 310
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EDWELL, KALA
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kedwell1@pghschools.org



ELBERHEART, TANEISHA
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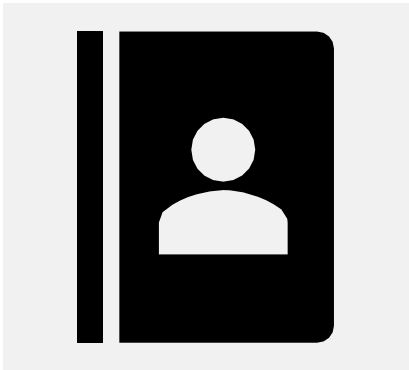
EVANS, PAT
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pevans1@pghschools.org

F



FALCIONE, LINDA
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lfalcione1@pghschools.org

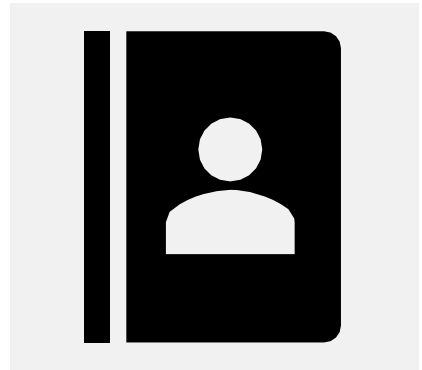
G



GETTINGS, PATTY
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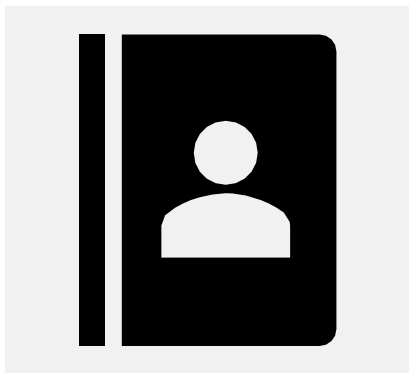
GIRMAN, DEDRA
Transition Counselor
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GONZALEZ, ANA
Paraprofessional – Classroom 202
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GREEN, RANDI
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H



HABERSTOCK, MATT
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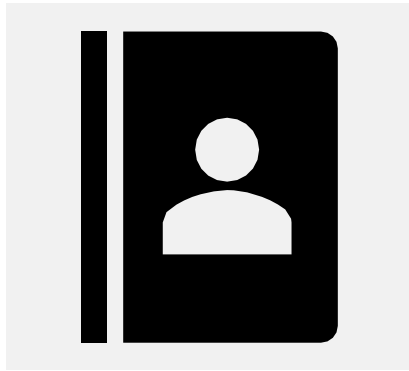
HALL, CANDACE
Paraprofessional – Classroom 301
chall1@pghschools.org



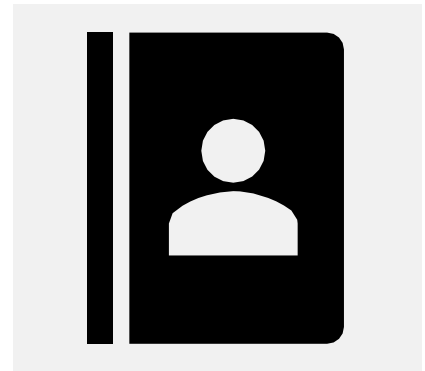
HARDESTY, TIFFANY
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HAWK, TOM
Art Teacher
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HOPKINS, SYERRA
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HOUSTON, LEANN
School Secretary
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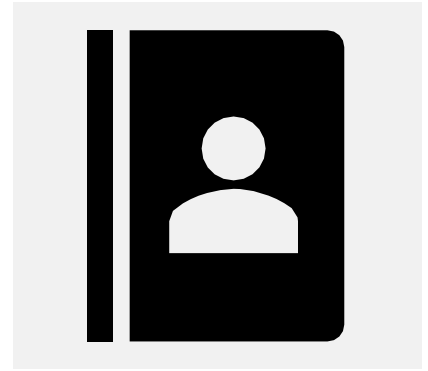
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JEFFERSON, MICHELLE
Paraprofessional – Classroom - 110
mjefferson1@pghschools.org

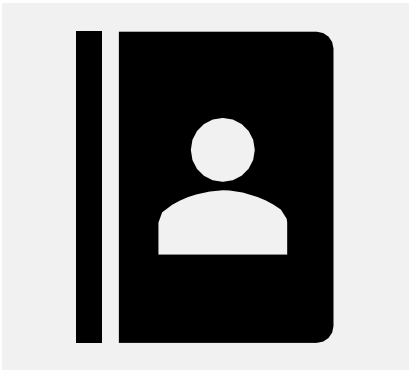


JOHN, CATHIE
Paraprofessional – Classroom CAD
cjohn1@pghschools.org



JOHNSON, RASHALA
Paraprofessional – Classroom 101
rjohnson1@pghschools.org

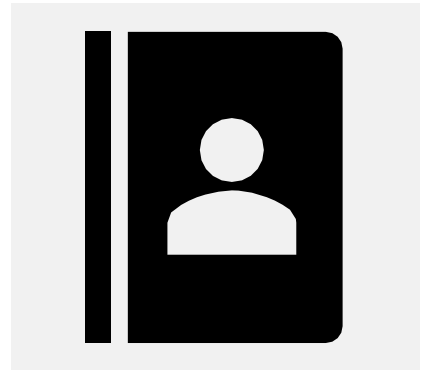
K



KAPINSKIS, CHRISTINA
Teacher – Room 301: 7-12
ckapinskis1@pghschools.org



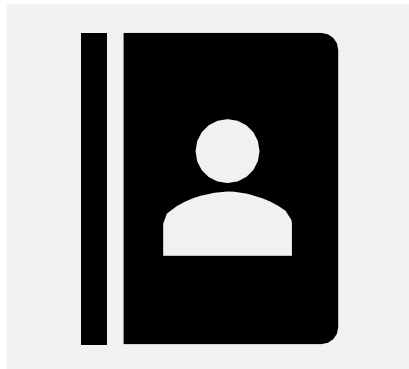
KEASLEY, CHANELLE
Social Worker
ckeasley1@pghschools.org



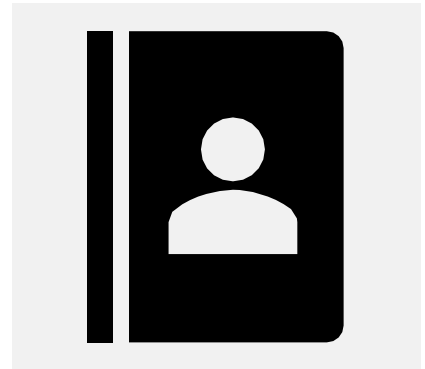
KENNY, JENNIFER
Teacher – Room 101 – 9-12
kklinger2@pghschools.org



KLINGER, KACY
Registered Behavior Technician
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KLINGER, KIM
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KNIGHT, RAYMOND
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KONESKY, REGAN
School Nurse
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KOZAK, DAVE
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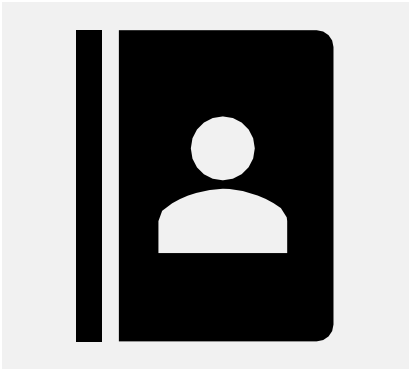


KRAMER, SEAN
Teacher – Room 308: 10-12
skramer1@pghschools.org



KWASNIEWSKI, JESSICA
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jkwasniewski2@pghschools.org

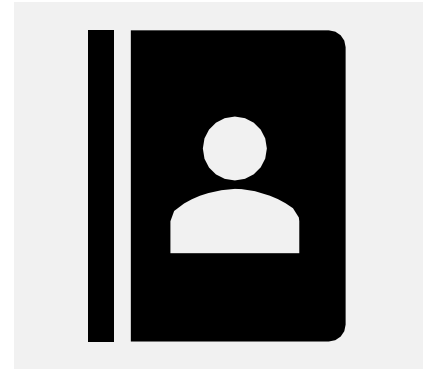
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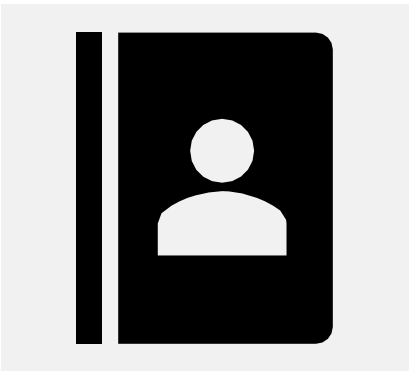
LEE, VICKIE
Paraprofessional – Room 201
vlee1@pghschools.org



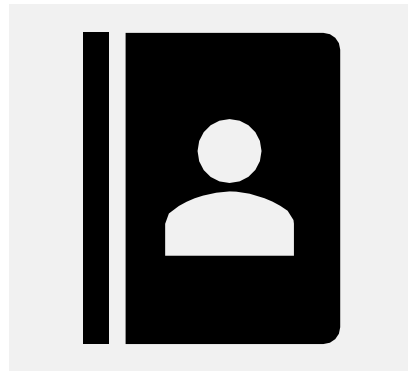
LEICHLITER, DIANA
Teacher – Room 107: 7-8
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LINZ, JENNIFER
Teacher – Room 209: 1-3
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LOEFFERT, JOHN
Gym Teacher
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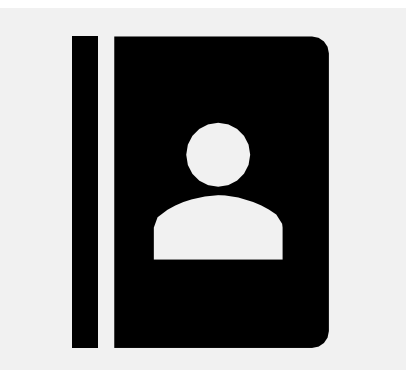
LONG, ERIN
Speech Therapist
elong1@pghschools.org



LOWERY, BELINDA
Paraprofessional – Room 304
blowery1@pghschools.org



LUCAS, SHERRIE
Registered Behavior Technician
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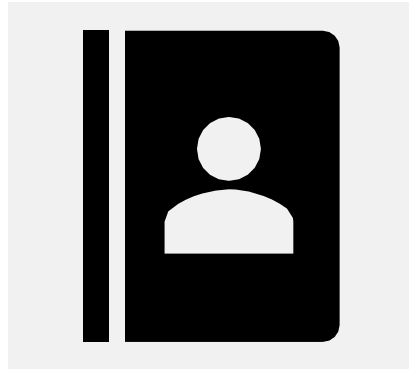


LYNN, NING NING
Paraprofessional – Room 110
nlynn1@pghschools.org

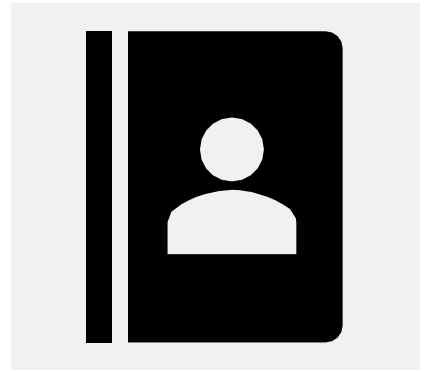
M



MADONI, COREY
Autism Support Specialist
cmadoni1@pghschools.org



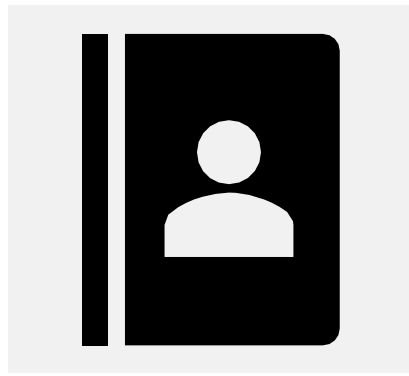
MAYHEW, CYNTHIA
Paraprofessional – Classroom 304
cmayhew1@pghschools.org



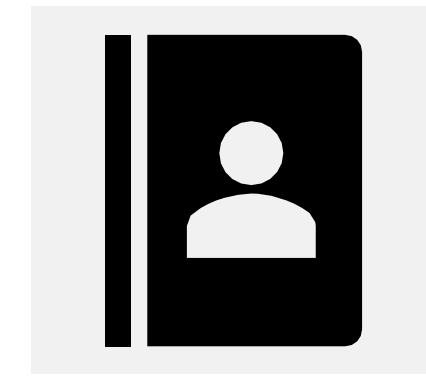
MAYHEW, RAENESHA
Paraprofessional – Classroom 208
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MCELWAIN, ALISON
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MCELWAIN, RYAN
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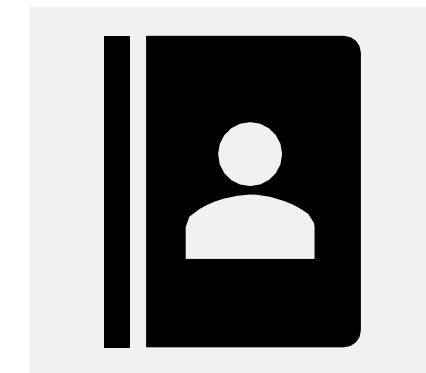
MCGINLEY, AMY
Speech Therapist
amcginley1@pghschools.org



MCLUCKIE, KELSEY
Paraprofessional – Classroom 302
kmcluckie1@pghschools.org



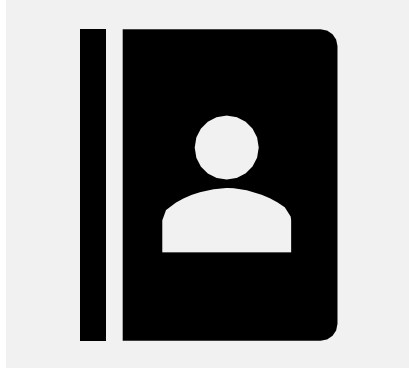
MINNOCK, NULA
Paraprofessional – Room 410
nminnock1@pghschools.org



MIRARCHI, EMILY
Occupational Therapist
nminnock1@pghschools.org

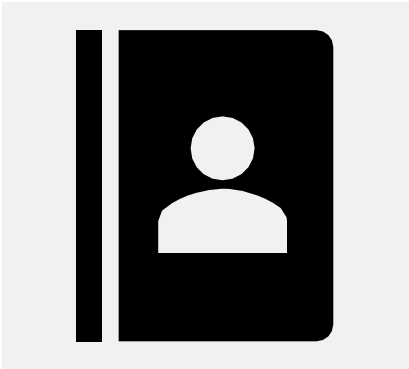


MURDOCK, CHRIS
Paraprofessional – Room 207
cmurdock1@pghschools.org



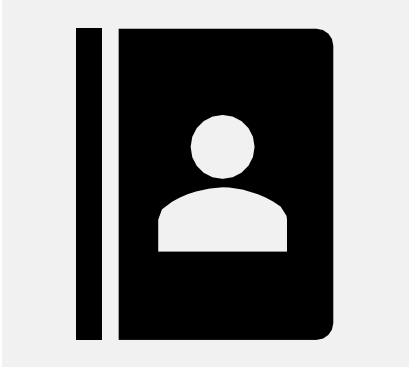
MACKIN, COLEEN
SDSS
cmackin1@pghschools.org

N



NEEDY, SCOTT
Teacher – Room 101: 9-12
aneydy1@pghschools.org

O

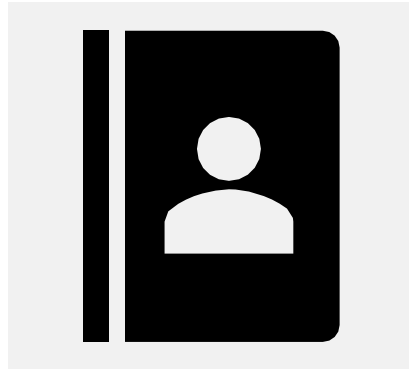


O'CONNOR, VICTORIA
Teacher – Room 304: 8-9
voconnor1@pghschools.org

P



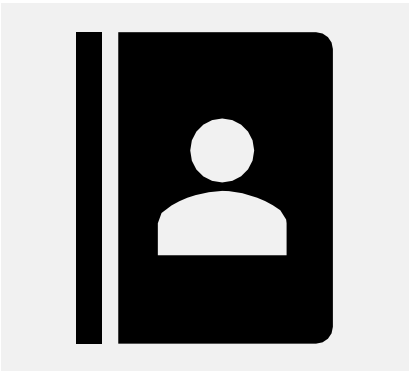
PAAL, CINDY
Teacher – Room 202: 2-5
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PAGE, VENUS
Assistant Teacher - SBVT
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PASTORIA, DONALD
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POLANTZ, JOSH
Teacher - CADD
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POLJAK, STEPHANIE
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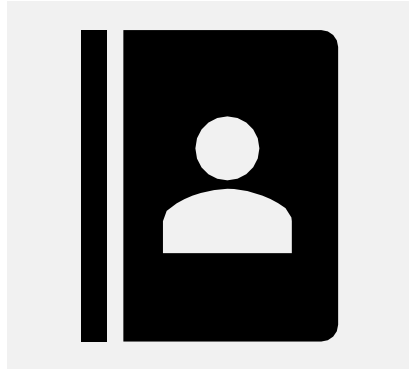
PRICE, ROBIN
Paraprofessional – Room 102
rprice1@pghschools.org

R



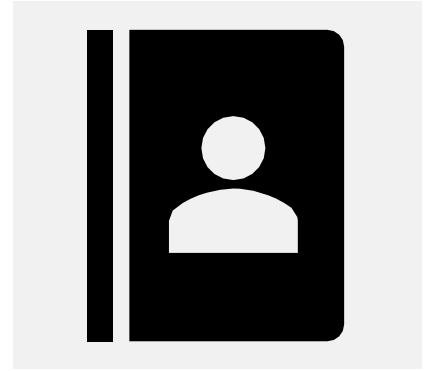
**REDDY,
SHERI**

Teacher – Room 303: 9-10
sreddy1@pghschools.org



**REICHENFELD,
ELISE**

Music Teacher
ereichenfeld1@pghschools.org



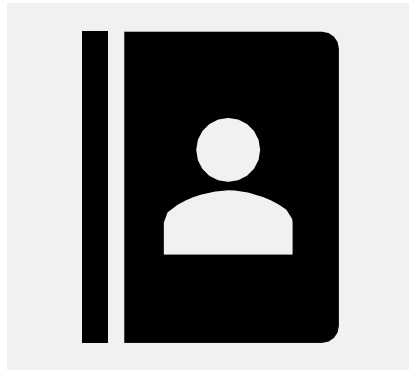
RICHARDS, JOHN

Teacher – Room 208: 6-7
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ROGERS, ALVIS

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arogers1@pghschools.org



RONEY, TRACY

Assistant Teacher – CBVT
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S



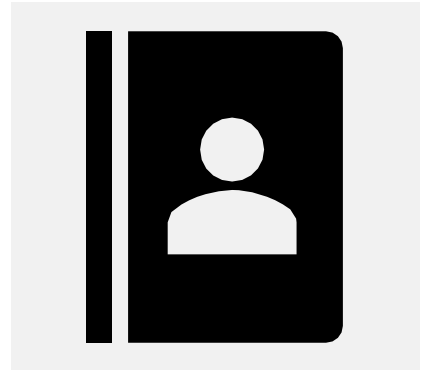
**SCANLON,
LINDSAY**

Food Service Worker
lscanlon1@pghschools.org

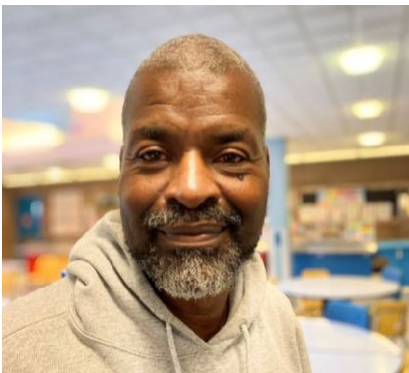


**SKEDEL,
MOLLY**

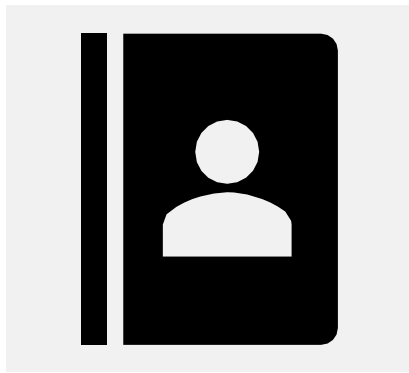
Principal
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SMITH, ANGEL
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SMOOT, TONY
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SNYDER, LINWOOD
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SWAIN, CAROLYN
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THORNTON, PAT
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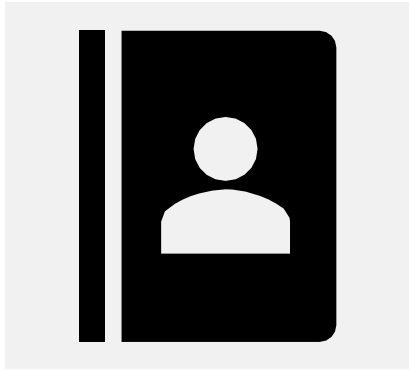


TOTH, IRENE
Assistant Teacher - CBVT
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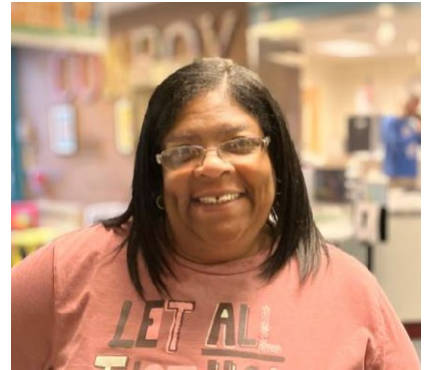
W



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Teacher – Room 104: 12+
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WALTON, JASMINE
Paraprofessional – Classroom 308
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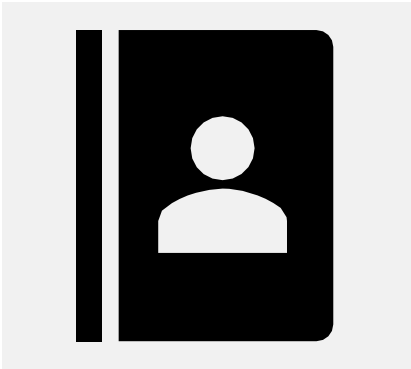


WESTRY, BRIA
Assistant Teacher - SBVT
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Paraprofessional – Classroom CADD
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Z



ZAK, JANET
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Conroy Schedules

Daily Bell Schedule

Arrival – 7:30-8:00

Period 1 – 8:00-8:42

Period 2 – 8:45-9:27

Period 3 – 9:30-10:12

Period 4 – 10:15-10:57

Period 5 – 11:00-11:42

Period 6 – 11:45-12:27

Period 7 – 12:30-1:12

Period 8 1:15-1:57

Dismissal 2:06

Conroy Half Day Schedule

- Students arrive at regular time.
- Classrooms will follow the regular breakfast schedule or can choose to eat in the classroom.
- The day will follow a modified schedule for all periods.
 - o 1st- 8:00-8:20
 - o 2nd- 8:20-8:40
 - o 3rd- 8:40-9:00
 - o 4th- 9:00-9:20
 - o 5th- 9:20-9:40
 - o 6th- 9:40-10:00
 - o 7th- 10:00-10:20
 - o 8th- 10:20-10:40
 - o Homeroom- 10:40-11:06
- Class periods and preps will be 20 minutes each.
- Classrooms should pick up their lunches between 10:00 and 10:30. Students should eat lunch in their classrooms either period 7 or 8 based on their specials schedule.
- Dismissal is at 11:06
- Staff should take their lunch breaks prior to the 11:06 dismissal.

2-Hour Delay Schedule

Specials times should follow this modified schedule:

9:30-9:50 Student Arrival/ Homeroom

9:50-10:20 Period 1

10:20-10:50 Period 2

10:50-11:20 Period 3

11:20-11:50 Period 4

11:50-12:20 Period 5

12:20-12:50 Period 6

12:50-1:20 Period 7

1:20-1:50 Period 8

1:50-2:06 Homeroom

Please follow your regular lunch times. Pick up the food in the cafeteria and eat in your classrooms.

Staff is expected to follow their regular daily work schedules on school delay days unless otherwise directed.

Student Expectations

Responsibilities and Expectations:

Students are responsible for engaging in the education process by following their classroom schedules and routines, as well as their Individualized Education Program.

Students are responsible to abide by the PPS Code of Student Conduct.

Students are responsible for participating in the school-wide Positive Behavioral Intervention System, which includes the Conroy SONG:

- S- Stay in My Area
- O- On Task
- N- Nice Hands and Feet
- G- Getting Along with Others

Students are to engage in positive behaviors throughout the day, up to and including transportation to and from school.

Students are allowed to use cell phones **ONLY** when permitted by the classroom teacher.

Students are responsible for dressing appropriately at school.

Students are encouraged to participate in assemblies and school sponsored events, when appropriate.

CONROY BLUEJAY'S



S TAY IN MY AREA

O N TASK

N ICE HANDS & FEET

G ETTING ALONG
WITH OTHERS

Student Attendance

- The Board requires that school age students enrolled in District schools attend school regularly, in accordance with state laws and regulations. The educational program offered by the District is predicated upon the presence of the student and requires continuity of instruction and classroom participation for students to achieve academic standards and consistent educational progress.
- Attendance shall be required of all students enrolled in District schools during the days and hours that school is in session, except that authorized District staff may excuse a student for temporary absences when receiving satisfactory evidence of mental, physical, or other urgent reasons that may reasonably cause the student's absence. Urgent reasons shall be strictly construed and do not permit irregular attendance.
- The Board shall permit a student to be excused for participation in a project sponsored by a statewide or county-wide 4-H, Future Farmers of America (FFA) or a combined 4-H and FFA group upon written request prior to the event.
- The Board shall establish and enforce attendance requirements, in accordance with applicable laws and regulations, Board policy and administrative regulations.

Compulsory school age shall mean the period of a student's life from the time student's person in parental relation elects to have the student enter school. Beginning with the 2020-2021 school year, compulsory school age shall mean no later than age six (6) until age eighteen (18). The term does not include a student who holds a certificate of graduation from a regularly accredited, licensed, registered or approved high school.

Habitually truant shall mean six (6) or more school days of unexcused absences during the current school year by a student subject to compulsory school attendance.

Truant shall mean having incurred three (3) or more school days of unexcused absences during the current school year by a student subject to compulsory school attendance.

Parental Notice of Absence

- Absences shall be treated as unexcused until the District receives a written excuse explaining the absence, to be submitted within three (3) days of the absence.
- A maximum of ten (10) days of cumulative lawful absences verified by parental notification shall be permitted during a school year. All absences beyond ten (10) cumulative days shall require an excuse from a licensed practitioner of the healing arts.

Enforcement of Compulsory Attendance Requirements

When a student has been absent for three (3) days during the current school year without a lawful excuse, District staff shall provide notice to the person in parental relation who resides in the same household as the student within ten (10) school days of the student's third unexcused absence. The notice shall:

- Be in the mode and language of communication preferred by the person in parental relation;
- Include a description of the consequences if the student becomes habitually truant; and
- When transmitted to a person who is not the biological or adoptive parent, also be provided to the student's biological or adoptive parent, if the parent's mailing address is on file with the school and the parent is not precluded from receiving the information by court order.

Non-Discrimination Policy

Policy 102 – Non-Discrimination in School and Classroom Practices

Board Policy 102 states in part:

The Board declares that it is the policy of the District to provide an equal opportunity for all students to achieve their maximum potential through the programs and activities offered in the schools without discrimination on the basis of race, color, age, creed, religion, sex, gender (including gender identity or expression), sexual orientation, ancestry, national origin, marital status, pregnancy or disability.

The District is committed to the maintenance of a safe, positive learning environment for all students that is free from discrimination by providing all students course offerings, counseling, assistance, services, employment, athletics and extracurricular activities without any form of discrimination, including Title IX sexual harassment. Discrimination is inconsistent with the rights of students and the educational and programmatic goals of the District and is prohibited at or, in the course of, District-sponsored programs or activities, including transportation to or from school or school-sponsored activities. Discrimination is also prohibited in any remote learning program or activity of the District.

For the full text of Board Policy 102-Non-Discrimination in School and Classroom Practices, please visit: <https://www.pghschools.org/nondiscrimination-policy>

Title IX Notification

Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination on the basis of sex in all federally assisted education programs and activities, including interscholastic and co-curricular athletics. It is the policy of the School District of Pittsburgh to offer opportunities for participation in interscholastic and co-curricular athletic programs to male and female students on an equal basis and in accordance with federal and state laws and regulations. Title IX further prohibits discrimination and harassment based on sex.

For more information regarding Title IX or to report a violation or file a complaint, please contact the District's Title IX Compliance Officer or the Title IX Compliance Officer's Designee. The Compliance Officer's Designee is responsible for handling complaints of sex discrimination and sexual harassment, while ultimate compliance oversight rests with the Title IX Compliance Officer.

Title IX Compliance Officer

Dr. Rodney Necciai, Assistant Superintendent - Student Support Services
Student Support Services
341 S. Bellefield Avenue
Pittsburgh, PA 15213
412-529-3950
rnecciai1@pghschools.org

Title IX Compliance Officer's Designee

Elena Runco, Director of Student Support - Social Worker
341 S. Bellefield Avenue
Pittsburgh, PA 15213
(412) 529-3918
erunco1@pghschools.org

Carrie Woodard, Director Student Support Services - School Counselors
341 S. Bellefield Avenue
Pittsburgh, PA 15213
(412) 529-3984
cwoodard1@pghschool.org

Safety

Visitor's Policy

- All visitors must report to the front office.
- All visitors must have an approved appointment.
- Parents must enter the building and check in at the front office for a planned early dismissal.

Lockdown/Modified/Reunification

- In case of reported danger in the community, the principal will implement a modified lock down in which neither students nor staff members will be permitted to leave the building until the danger is no longer imminent.
- In the event of an intruder, students and staff have been trained in ALICE. Parents will be notified when the building and the safety of their child has been secured.

In case of inclement weather and early dismissal, Parents will be notified via phone call.

Students are encouraged to report negative or disturbing behaviors to their School Counselor or Social Worker or via Safe2Say.

Academics

Teachers utilize a variety of curriculums to meet the individual needs of students. Education is driven by students' Individualized Education Plans. Listed below are some of the curriculums which teachers have access to:

- **Styer Fitzgerald**- this program is specifically designed to meet the needs of students with a variety of developmental disabilities and helps with increasing each student's level of independence.
- **PCI**- a sight word-based program that is scientifically researched to help nonreaders become successful readers.
- **Applied Behavior Analysis** these strategies focus on increasing communication and language skills including receptive language, expressive language, imitation skills, visual perceptual skills, and intraverbal skills.

Teachers also use a variety of supplemental materials to enhance students' learning. Some examples include:

- **News-2-You**- This program provides a variety of current events at multiple levels that students allows a variety of entry points for students. It engages our students in learning and allows them to access the world beyond the classroom.
- **Unique Learning system**- Students from PreK-Transition have the advantage of accessing consistent, high-quality instruction in a motivating environment using symbol support to create independence.
- **Discovery Education**- Provides teachers and students with access to digital content aligning to student goals.

Conroy MAP IT Program

Conroy's MAP IT program, (Moving into Adulthood, Preparing for Individualized Transitions) is a Transition Program concentrating on preparing our students for life after graduation.

The secondary LSS classrooms, in their final three years, will focus on developing their Daily Living Skills, Vocational Skills, Community Navigational Skills, Personal and Social Skills and Accessing Community Agency Supports.

Each student's schedule is individualized based on need and opportunity for Community based Vocational Training. In beginning the program, each student will attend one day of Community Based Vocational Training, one day of Community Based Instruction, one day of School Based Vocational Training in our Family and Consumer Science Program and 1-2 days in Functional Academics.

As other students from the self-contained classrooms are gaining independence, they are given additional opportunities to participate in our Community Based Vocational Training program.

Students completing their programs in the Comprehensive HS can be referred through PSE to our MAP IT program.

Student Support Services

Multi-Tiered System of Supports (MTSS)

A standards-aligned, comprehensive school improvement framework for enhancing academic, behavioral, and social-emotional outcomes for all students. As part of the MTSS framework, cross-disciplinary teams represented at the local education agency (LEA), school, grade and individual levels use a problem-solving process to integrate evidence-based academic, behavioral, and social-emotional programs and practices matched to student needs. A continuum of supports for staff and student services exist across three tiers and is undergirded by high-quality professional learning, cultural responsiveness, partnership and meaningful involvement with families, and dynamic decision-making that rests on the use of reliable and valid data sources: a) Tier 1 (Universal): Provide preventive, proactive, and universal practices and support to enhance academic, social-emotional, and behavioral outcomes with all students (e.g., school climate, comprehensive mental health, social-emotional learning). b) Tier 2 (Secondary): Provide targeted interventions to support students who require more intervention and support than is typically provided at Tier 1 (Universal). Interventions and support should be aimed at the causal roots of factors adversely impacting learning. c) Tier 3 (Tertiary): Requires the most intensive level of individualized intervention for students with the most significant, high intensity support needs (assessment based). Interventions and support should be aimed at the causal roots of factors adversely impacting learning.

SAP (Student Assistance Program)

The Pennsylvania Student Assistance Program (SAP) is a systematic team process used to mobilize school resources to remove barriers to learning. There are four phases to the SAP process: referral, team planning, intervention and recommendations, and support and follow up. SAP is designed to assist in identifying issues including alcohol, tobacco, other drugs, and mental health issues which pose a barrier to a student's success. The primary goal of the SAP is to help students overcome these barriers so that they may achieve, advance, and remain in school. According to Pennsylvania Public School Code, schools in Pennsylvania are required to establish and maintain SAP for all students K-12. SAP team members must be trained by a Pennsylvania Approved SAP Training Provider (PASTP). While Student Assistance Programs exist in other areas of the country, the structure and operation of the program in Pennsylvania is a unique integrated model serving the needs of Conroy families and students.

SEL

At Pittsburgh Public Schools, we believe that SEL is the foundation on which academic learning takes place. When students feel confident in their abilities and their value to their class, when they know how to ask for and offer help and understand that resources are available to them, they are better able to achieve their full potential.

To better serve our students, we strive to deepen our own SEL. Teachers and school staff participate in lessons and discussions about SEL competencies. We try to make connections to elements of SEL throughout the day to show students that this is important, that people care about it, and that it is relevant to everyday life. Most importantly, we try to model our behavior in a way that helps students become more aware of their own competencies.

At Conroy school, we partner with local Behavioral Health agencies to provide Prevention Services to our students. Students receive weekly sessions in these five domains of social and emotional development:

- self-control
- emotional understanding
- positive self-esteem
- relationships interpersonal problem-solving skills.

Bullying/Harassment

District Policy 215 – Prohibition Against Bullying/Harassment

- **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, that is severe, persistent, or pervasive and has the intent or effect of:
 - i. Creating an intimidating or hostile environment that interferes with a student's education; or
 - ii. Physically, emotionally, or mentally harming a student; or
 - iii. Placing a student in reasonable fear of physical or emotional harm; or
 - iv. Placing a student in reasonable fear of damage to or loss of personal property.
- **Harassment** shall consist of verbal, written, graphic or physical conduct relating to an individual's race, color, national origin/ethnicity, gender, age, disability, sexual orientation or religion when such conduct:
 - i. Is sufficiently severe, persistent or pervasive that it affects an individual's ability to participate in or benefit from an educational program or activity or creates an intimidating, threatening or abusive educational environment.
 - ii. Has the purpose or effect of substantially or unreasonably interfering with an individual's academic performance.
 - iii. Otherwise adversely affects an individual's learning opportunities.

Each staff member shall be responsible for maintaining an educational environment free from all forms of bullying and harassment.

- Reports of bullying are to be made to a teacher, the school principal, counselor, or social worker – verbally or in writing.
- Complaints shall be investigated promptly, a written report made, and corrective action taken when allegations are substantiated.
- School principal or ***his/her designee*** is responsible for making sure this process occurs.
- District Compliance Officer: “Superintendent or designee”
- Office of Student Support Services – Elena Runco, Carrie Woodard

All complaints of bullying and harassment shall be investigated promptly, and corrective action taken when complaints are substantiated.

1. Determine whether conduct complained of, if true, is bullying and/or harassment as defined by Board Policy.
2. Parent/guardian of alleged victim and alleged perpetrator are contacted.
3. Principal or designee (e.g., asst. principal, school counselor, social worker) conducts prompt investigation.
4. Written report is completed utilizing forms in the Bullying/Harassment Packet.
5. Completed Bullying/Harassment Packet is provided to Compliance Officer.

Students with Disabilities & Bullying/Harassment

U.S. Dept. of Ed: Dear Colleague Letter, August 20, 2013:

- A student can be denied FAPE if bullying behavior is severe enough that student is not receiving a “meaningful educational benefit.”
- Possible strategies when student with a disability is involved:
- Convene IEP/504 Team to discuss whether students needs have changed – revise IEP as needed to address student’s individual needs
- Determine whether FBA or other evaluation is needed for either student
- Collect data to help identify antecedent(s) to bullying behaviors

Counseling

Mental Health Counseling

Individual counseling based on need is provided
Parents can make a referral to receive counseling for their student.

Transition Counseling

All students who are 14 and older receive Transition Counseling. These services are integrated through the IEP process.

Naviance

Naviance is a system for tracking students post school outcomes and is completed by the counseling department with input from the classroom staff and the transition plan of the student.

Conroy is a full-time Special Education setting and is a non-graded system. Each student has the option to continue to receive FAPE through their 21st birthday and will receive their diploma based on accomplishment of their IEP goals.

Health Services

Department Overview:

The Office of Health Services' goals are to provide quality services that promote, maintain, protect, and improve student, employee, and community health. We provide services to students that address disease prevention, health promotion and mandated service provision through the Department of Health.

We strive to ensure that all students have equal access to quality health services, prevention education and early intervention and support to help them achieve academic success.

The health office at Conroy is staffed by a full-time certified school nurse. The nurse:

- provides mandated screenings for all students
- provides medication administration and management
- maintains the student school health records
- maintains student immunization records
- serves as a care-coordinator / liaison between the students, families, and their providers
- provides first aid and attends to all student medical needs and
- Attends to all medical emergencies and seizure management

All staff at Conroy have completed "Seizure Training for School Personnel" through the Epilepsy Foundation.

Communication with Parents:

Health office hours are from 7am-3pm daily

Phone #: 412-529-3228

Nurse fax #: 412-325-4323

Text: 412-453-6567

Medications:

To keep all students safe at Conroy we follow the Pittsburgh Public Schools policy regarding the dispensing of medications.

"All medication taken at school must have parental consent for administration, a medical order from the doctor, and be in the original pharmacy labeled container. A photo of the student will be taken and attached to the student's medicine log."

There are 3 options provided to all parents of students receiving medication at school:

1. The parent transports the medication to/from school either monthly or whenever more is needed.
2. The parent arranges for the pharmacy to deliver sufficient medication directly to the school nurse.
3. The bus monitor transports the medication to/from school monthly, or whenever more is needed. If there is no monitor, give it directly to the bus driver.

*Medication lock boxes are provided to families to ensure that no matter what option is chosen, medications remain locked during transport.

Our goal here at Pittsburgh Public Schools is to keep all students safe!

When To Keep your Child Home from School:

Children need to stay home from school when:

- they have a fever (100.3 or greater). They can return to school once they have been fever-free for 24 hours without receiving any fever reducing medication.
- when experiencing active vomiting and/or diarrhea
- when tested positive for COVID-19

COVID-19:

When experiencing symptoms of COVID-19 (cough, congestion, runny nose, headache, etc.), it is recommended that a rapid-antigen COVID-19 test be performed to rule out COVID before sending the child to school.

If the school has received the written consent to test, COVID-19 rapid-antigen testing may be performed at school in the health office, by the school nurse, if symptoms should present throughout the school day, or if the child is experiencing symptoms upon arrival, and they were not tested at home.

School Health Records:

School health records are confidentially secured and maintained in the school nurse's office according to PA School Code, Section 23.55 and Section 23.72

§ 23.55. Maintenance of health records.

Health records shall be maintained for each child. These records shall be kept in the school building where the child attends school and shall be available to the school nurse at all times. Records shall be transferred with the child when he moves from one school to another or from one district to another.

§ 23.72. Maintenance of records.

School nurses shall maintain comprehensive health records of each child and records of school nursing services.

Information Technology

Acceptable Use Policy

Every student in PPS will have access to the district computer network resources, electronic mail and the Internet. To use these resources, all students must sign and return this form to acknowledge the PPS Acceptable Use Policy. Parents, please read and complete this document carefully, review its contents with your son/daughter, and sign where appropriate. Any questions or concerns about this permission form, or any aspect of the computer network, should be referred to your school's administration.

Computer Use at School

These capabilities include but are not limited to 1-to-1 laptop, tablet or BYOT (Bring your own technology) environments, the use of classroom laptops, desktops or tablets and the use of labs for productivity and testing purposes. Technologies also include access to wired and wireless internet, and district printers, scanners and other related peripherals. Students and their families must follow the guidelines established for appropriate care and use of all district technologies.

One-to-one Program Expectations

- DO NOT Change the local configuration of the desktop, laptop or tablet
- DO NOT deface or change the physical appearance of any district device
- DO NOT use any logon and password other than your User Account
- Users are not allowed to do the following unless given permission by an administrator:
 - Store and/or install files on the laptop including Freeware, shareware, public domain, or any other software
 - Install and / or play personal music, videos, or games
 - Use unauthorized programs installed on the laptop
 - Report any damage – accidental or not, immediately
 - DO NOT attempt to bypass PPS security or content filtering at any time.

Damage and Repairs

When a student device is damaged, the District will cover parts and repairs for up to two (2) times per school year. After a device is damaged a third time, a \$100 service fee will be charged for replacement. A school year is defined as August 1 – to July 31. If a student loses a device, the cost for replacement is \$200. A stolen device with a copy of a police report will be fully covered by the District. Lost chargers are \$47 for Dell laptops, \$28 for iPads and \$79 for MacBook laptop.

Hotspots

Pittsburgh Public Schools will provide hotspots for students that do not have sufficient Internet Access for remote learning when not physically attending school.

Sufficient internet access refers to connectivity that is reliable and enables the student to receive and send electronic information for homework and online classes. To receive a hotspot, families must fill out the Acceptable Use Policy and indicate that they do not have sufficient internet access and that they are not receiving benefits under the federal Emergency Broadband Benefit (EBB) program.

Co-Curricular Program

Pittsburgh Conroy is a proud participant in the PPS Unified Sports Program partnering with Pittsburgh Obama for Track and Field events in the spring.

The program is under the guidance and supervision of Special Olympics.

The mission of Special Olympics is to provide year-round sports training and athletic competition in a variety of Olympic-type sports for children and adults with intellectual disabilities, giving them continuing opportunities to develop physical fitness, demonstrate courage, experience joy, and participate in a sharing of gifts, skills and friendship with their families, other Special Olympics athletes and the community.