

# Pittsburgh Conroy



## Student Handbook 2024-2025

**Pittsburgh Conroy**  
1398 Page Street  
Pittsburgh, PA 15233  
Phone: (412) 529 - 3105  
Fax: (412) 323 - 3495  
[www.pghschools.org/conroy](http://www.pghschools.org/conroy)



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## **SUPERINTENDENT'S WELCOME**

Dear Pittsburgh Conroy Families,



As we embark on the 2024-2025 school year, I am excited to share Pittsburgh Conroy's School Handbook with you. This comprehensive guide is designed to provide essential information about our district's policies, procedures, and expectations, ensuring that we create a safe, supportive, and effective learning environment for all students. The school handbook is a valuable resource for understanding Pittsburgh Conroy's daily operations, including attendance policies, academic standards, code of conduct, and extracurricular activities. We believe that clear communication and mutual understanding between the school and families are crucial for student success, and

this handbook is a key tool in fostering that partnership.

We encourage all families, parents, students, and caregivers to review the handbook thoroughly and discuss its contents with one another. Familiarizing yourselves with these guidelines will help reinforce the values and standards we uphold at Pittsburgh Conroy.

An electronic copy of the school handbook is also available on the school's website.

Your involvement and support are vital to our students' success, and we are grateful for your partnership in their education. If you have any questions or need further clarification on any aspect of the handbook, please do not hesitate to contact the main office.

Thank you for your continued support and cooperation. We look forward to a fantastic school year ahead.

Sincerely,

Dr. Wayne N. Walters

Superintendent

## **PRINCIPAL'S WELCOME**

Greetings, Pittsburgh Conroy Community!

Welcome to the 2024-2025 School Year. We are very proud of our Conroy traditions and of the educational accomplishments of our students. From the classroom to the community, students are prepared to learn the necessary academic and vocational skills to be fully active, productive members of society, post-graduation. At Conroy, we meet learners where they are. Students don't change for Conroy; we modify the environment and our behaviors to meet the needs of each individual student.

The planning of instructional opportunities to engage young minds in a culture of acceptance and equity has become the focus of daily routines within our school. It is easy to see why students are excited to arrive at Conroy each day. They are greeted with a smile, fist bump, or hug and can't wait to see their Conroy "family." 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 Bluejay Values and our SONG rules, we can create the most beneficial learning experience for our students. I have seen amazing results of this collaborative effort reflected in every classroom at Conroy.

It is my privilege and honor to be starting my eighth school year with Pittsburgh Public Schools and Conroy. I am grateful for the opportunity to work with your child for another school year.

Thank you,

Molly Skedel, Principal  
Conroy Education Center

## **SCHOOL VISION AND MISSION**

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 experimental learning in the community and within our school building.

# SCHOOL CONTACT INFORMATION

**Address:** 1398 Page Street  
Pittsburgh, PA 15233

**Main Office Phone:** (412) 529 – 3105

**Fax:** (412) 323 – 3495

## Conroy Key Staff Members

**Molly Skedel, Principal:** (412) 529 – 3105 [mskedel1@pghschools.org](mailto:mskedel1@pghschools.org)  
**Corey Madoni, Autistic Support Specialist:** (412) 529 – 3231 [cmadoni1@pghschools.org](mailto:cmadoni1@pghschools.org)  
**Rachel Whealdon, Transition Counselor:** (412) 529 – 3236 [rwhealdon1@pghschools.org](mailto:rwhealdon1@pghschools.org)  
**Chanelle Keasley, Social Worker:** (412) 529 – 3229 [ckeasley1@pghschools.org](mailto:ckeasley1@pghschools.org)  
**Regan Konesky, School Nurse:** (412) 529 – 3228 [rkonesky1@pghschools.org](mailto:rkonesky1@pghschools.org)  
**LeAnn Houston, School Secretary:** (412) 529 – 3105 [fhouston1@pghschools.org](mailto:fhouston1@pghschools.org)

## COMMUNICATION PROCEDURES

## **Teachers use the following modes of communication:**

**Phone** – Each classroom is equipped with a phone to communicate with teachers and parents. Please ask your child’s teacher for their classroom extension.

**Email** – Each district employee is provided with a district email address. Please reach out to teachers and inquire about their email address if you wish to communicate this way.

**Talking Points** – Each teacher’s email address is linked with a two-way communication system. Schoolwide announcements will also be produced in this way. Please download the app or access via web browser.

**Microsoft Teams** – Each teacher’s email address is linked to a Microsoft Teams account. If you wish to meet with your child’s teacher virtually, please set up a meeting time.

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

## **STAFF ROSTER**

**A**



**Alfer, Louise**  
Teacher - CBVT  
[lalfer1@pghschools.org](mailto:lalfer1@pghschools.org)



**Anderson, John**  
Teacher  
[janderson1@pghschools.org](mailto:janderson1@pghschools.org)

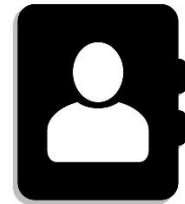
**B**



**Balogh, Meghan**  
Teacher - Life Skills  
[mbalogh1@pghschools.org](mailto:mbalogh1@pghschools.org)



**Barron, Jerome**  
Teacher - Autistic Support  
[jbarron1@pghschools.org](mailto:jbarron1@pghschools.org)



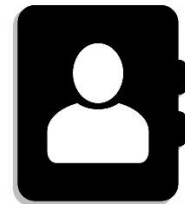
**Benson, Ian**  
Paraprofessional  
[ibenson1@pghschools.org](mailto:ibenson1@pghschools.org)



**Bey, Nabila**  
Paraprofessional  
[nbey2@pghschools.org](mailto:nbey2@pghschools.org)



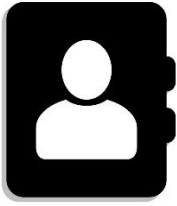
**Bigler, Hunter**  
Physical Therapist  
[hbigler1@pghschools.org](mailto:hbigler1@pghschools.org)



**Bigley-Harris, Eileen**  
Occupational Therapist  
[ebigleyharris1@pghschools.org](mailto:ebigleyharris1@pghschools.org)

**B**





**Burgess, Edna**

Paraprofessional

[eburgess1@pghschools.org](mailto:eburgess1@pghschools.org)

**C**



**Caito, Heather**

Paraprofessional

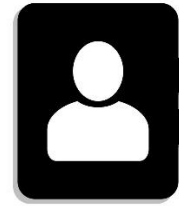
[hcaito1@pghschools.org](mailto:hcaito1@pghschools.org)



**Chamberlain, Carly**

Teacher - Autistic Support

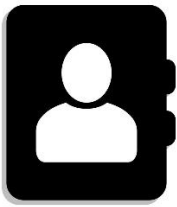
[cchamberlain1@pghschools.org](mailto:cchamberlain1@pghschools.org)



**Colbert, Kaitlyn**

Teacher – Autistic Support

[kcolbert1@pghschools.org](mailto:kcolbert1@pghschools.org)



**Cosby, Carmella**

Paraprofessional

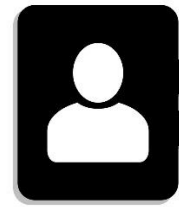
[ccosby1@pghschools.org](mailto:ccosby1@pghschools.org)



**Creighton, Ray**

Paraprofessional

[rcreighton1@pghschools.org](mailto:rcreighton1@pghschools.org)

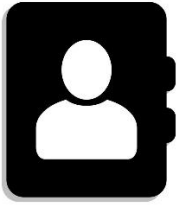


**Crytzer, Jennifer**

Teacher – Autistic Support

[jcrytzer1@pghschools.org](mailto:jcrytzer1@pghschools.org)

**D**



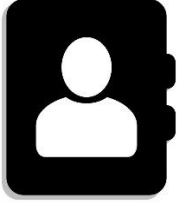
**Davis, Denise**  
Food Service Manager  
[ddavis1@pghschools.org](mailto:ddavis1@pghschools.org)



**Davis, Val**  
Paraprofessional  
[vdavis1@pghschools.org](mailto:vdavis1@pghschools.org)

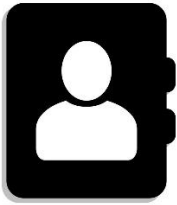


**Dempsey, Sofia**  
Speech Therapist  
[sdempsey1@pghschools.org](mailto:sdempsey1@pghschools.org)



**Dotson, Kim**  
Paraprofessional  
[kdotson1@pghschools.org](mailto:kdotson1@pghschools.org)

**E**

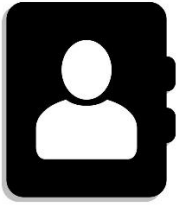


**Edwell, Kala**  
Paraprofessional  
[kedwell1@pghschools.org](mailto:kedwell1@pghschools.org)



**Elberheart, Taneisha**  
Paraprofessional  
[telberheart1@pghschools.org](mailto:telberheart1@pghschools.org)

**F**



**Falcione, Linda**

Paraprofessional

[lfalcione1@pghschools.org](mailto:lfalcione1@pghschools.org)

**G**



**Galus, Greg**

Paraprofessional

[ggalus1@pghschools.org](mailto:ggalus1@pghschools.org)



**Gettings, Patty**

Paraprofessional

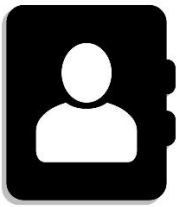
[pgettings1@pghschools.org](mailto:pgettings1@pghschools.org)



**Gorring, Jamie**

Paraprofessional

[jgorring1@pghschools.org](mailto:jgorring1@pghschools.org)

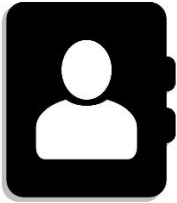


**Green, Randi**

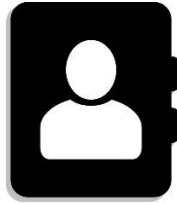
Teacher – Life Skills

[rgreen4@pghschools.org](mailto:rgreen4@pghschools.org)

**H**



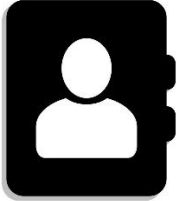
**Haberstock, Matt**  
 Teacher – Life Skills  
[mhaberstock1@pghschools.org](mailto:mhaberstock1@pghschools.org)



**Hall, Candace**  
 Paraprofessional  
[chall1@pghschools.org](mailto:chall1@pghschools.org)



**Hardesty, Tiffany**  
 Teacher – Multiple Disabilities  
[thardesty1@pghschools.org](mailto:thardesty1@pghschools.org)



**Hawk, Tom**  
 Teacher - Art  
[thawk1@pghschools.org](mailto:thawk1@pghschools.org)

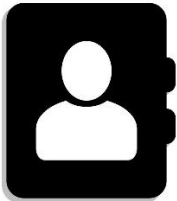


**Hopkins, Syerra**  
 Paraprofessional  
[shopkins1@pghschools.org](mailto:shopkins1@pghschools.org)

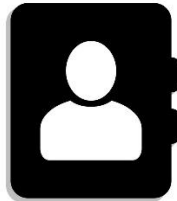


**Houston, LeAnn**  
 School Secretary  
[fhouston1@pghschools.org](mailto:fhouston1@pghschools.org)

**J**



**Jefferson, Michelle**  
 Paraprofessional  
[mjefferson1@pghschools.org](mailto:mjefferson1@pghschools.org)

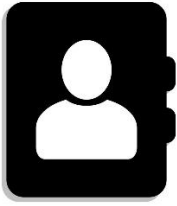


**John, Cathie**  
 Paraprofessional  
[cjohn1@pghschools.org](mailto:cjohn1@pghschools.org)



**Johnson, Rashala**  
 Paraprofessional  
[thawk1@pghschools.org](mailto:thawk1@pghschools.org)

**J**

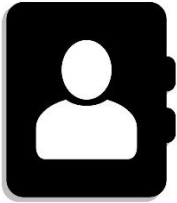


**Joseph, Abbi**

Assistant Teacher

[aearnest1@pghschools.org](mailto:aearnest1@pghschools.org)

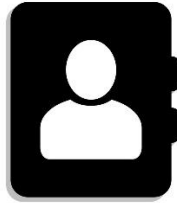
**K**



**Kapinskis, Christina**

Teacher – Multiple Disabilities

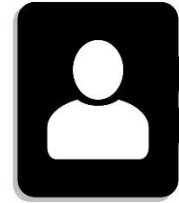
[ckapinskis1@pghschools.org](mailto:ckapinskis1@pghschools.org)



**Keasley, Chanelle**

Social Worker

[ckeasley1@pghschools.org](mailto:ckeasley1@pghschools.org)



**Kenny, Jennifer**

Teacher – Life Skills

[jkenny1@pghschools.org](mailto:jkenny1@pghschools.org)



**Klinger, Kacy**

Registered Behavior Technician

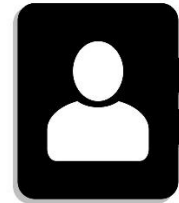
[kklinger2@pghschools.org](mailto:kklinger2@pghschools.org)



**Klinger, Kim**

Assistant Teacher

[kklinger1@pghschools.org](mailto:kklinger1@pghschools.org)

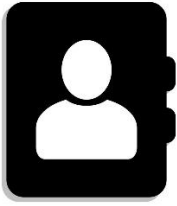


**Knight, Mychael**

Paraprofessional

[mknight2@pghschools.org](mailto:mknight2@pghschools.org)

**K**



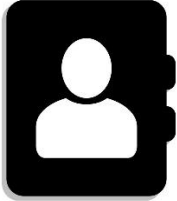
**Knight, Raymond**  
Registered Behavior Technician  
[rknight4@pghschools.org](mailto:rknight4@pghschools.org)



**Konesky, Regan**  
School Nurse  
[rkonesky1@pghschools.org](mailto:rkonesky1@pghschools.org)



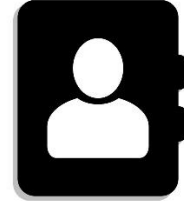
**Kozak, Dave**  
Teacher – Autistic Support  
[dkozak1@pghschools.org](mailto:dkozak1@pghschools.org)



**Kramer, Sean**  
Teacher – Autistic Support  
[skramer1@pghschools.org](mailto:skramer1@pghschools.org)

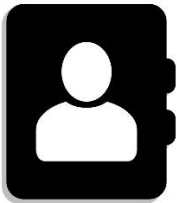


**Kunkel, Daniel**  
Custodian  
[dkunkel1@pghschools.org](mailto:dkunkel1@pghschools.org)



**Kwasniewski, Jessica**  
Paraprofessional  
[jkwasniewski1@pghschools.org](mailto:jkwasniewski1@pghschools.org)

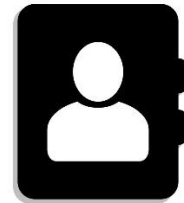
L



**Lee, Vickie**  
Paraprofessional  
[vlee1@pghschools.org](mailto:vlee1@pghschools.org)

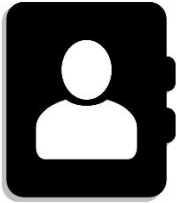


**Leichliter, Diana**  
Teacher – Life Skills  
[dleichliter1@pghschools.org](mailto:dleichliter1@pghschools.org)



**Linz, Jennifer**  
Teacher – Multiple Disabilities  
[jlinz2@pghschools.org](mailto:jlinz2@pghschools.org)

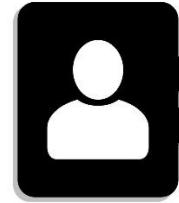
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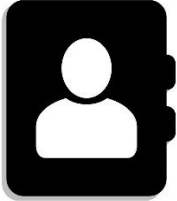
**Loeffert, John**  
Teacher – Gym  
[jloeffert1@pghschools.org](mailto:jloeffert1@pghschools.org)



**Long, Erin**  
Speech Therapist  
[elong1@pghschools.org](mailto:elong1@pghschools.org)



**Lowery, Belinda**  
Paraprofessional  
[blowery1@pghschools.org](mailto:blowery1@pghschools.org)

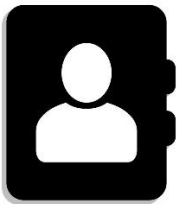


**Lucas, Sherrie**  
Registered Behavior Technician  
[slucas1@pghschools.org](mailto:slucas1@pghschools.org)



**Lynn, Ning Ning**  
Paraprofessional  
[nlynn1@pghschools.org](mailto:nlynn1@pghschools.org)

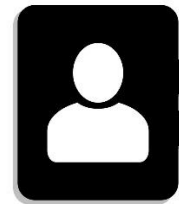
**M**



**Mackin, Colleen**  
Student Data Systems Specialist  
[cmackin1@pghschools.org](mailto:cmackin1@pghschools.org)

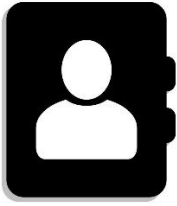


**Madoni, Corey**  
Autism Support Specialist  
[cmadoni1@pghschools.org](mailto:cmadoni1@pghschools.org)



**Mayhew, Cynthia**  
Paraprofessional  
[cmayhew1@pghschools.org](mailto:cmayhew1@pghschools.org)

**M**



**Mayhew, Raenesha**  
Paraprofessional  
[rmayhew1@pghschools.org](mailto:rmayhew1@pghschools.org)



**McGinley, Amy**  
Speech Therapist  
[amcginley1@pghschools.org](mailto:amcginley1@pghschools.org)



**Mirarchi, Emily**  
Occupational Therapist  
[emirarchi1@pghschools.org](mailto:emirarchi1@pghschools.org)



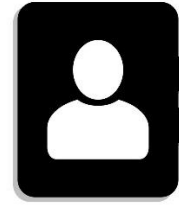
**McElwain, Alison**  
Teacher – Autistic Support  
[amcelwain1@pghschools.org](mailto:amcelwain1@pghschools.org)



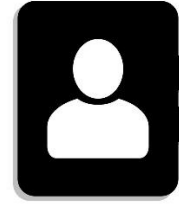
**McLuckie, Kelsey**  
Paraprofessional  
[kmcluckie1@pghschools.org](mailto:kmcluckie1@pghschools.org)



**Murdock, Chris**  
Paraprofessional  
[cmurdock1@pghschools.org](mailto:cmurdock1@pghschools.org)



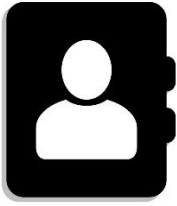
**McElwain, Ryan**  
Assistant Teacher  
[rmcelwain1@pghschools.org](mailto:rmcelwain1@pghschools.org)



**Minnock, Nula**  
Paraprofessional  
[nminnock1@pghschools.org](mailto:nminnock1@pghschools.org)

**N**



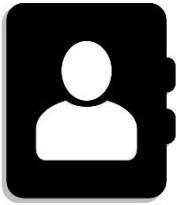


**Needy, Scott**

Teacher – Life Skills

[aneedy1@pghschools.org](mailto:aneedy1@pghschools.org)

O



**O'Connor, Victoria**

Teacher – Autistic Support

[voconnor1@pghschools.org](mailto:voconnor1@pghschools.org)

P



**Paal, Cindy**

Teacher – Autistic Support

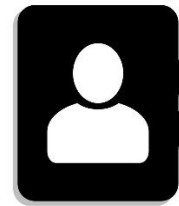
[cpaal1@pghschools.org](mailto:cpaal1@pghschools.org)



**Pastoria, Donald**

Teacher – SBVT

[dpastoria1@pghschools.org](mailto:dpastoria1@pghschools.org)

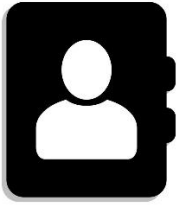


**Pirt, Delia**

Paraprofessional

[dpirt1@pghschools.org](mailto:dpirt1@pghschools.org)

P

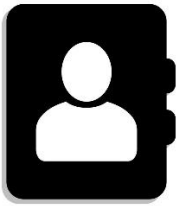


**Poljak, Stephanie**  
Paraprofessional  
[aneedy1@pghschools.org](mailto:aneedy1@pghschools.org)



**Price, Robin**  
Paraprofessional  
[rprice1@pghschools.org](mailto:rprice1@pghschools.org)

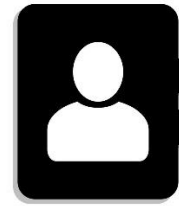
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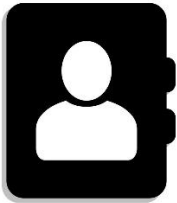
**Reddy, Shirlynn**  
Teacher – Autistic Support  
[sreddy1@pghschools.org](mailto:sreddy1@pghschools.org)



**Reichenfeld, Elise**  
Teacher – Music  
[ereichenfeld1@pghschools.org](mailto:ereichenfeld1@pghschools.org)



**Richard, John**  
Teacher – Autistic Support  
[jrichards1@pghschools.org](mailto:jrichards1@pghschools.org)

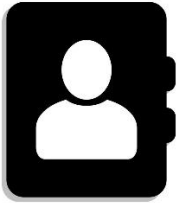


**Rogers, Alvis**  
Assistant Teacher  
[arogers2@pghschools.org](mailto:arogers2@pghschools.org)

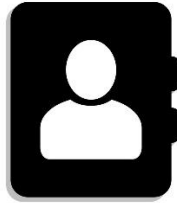


**Roney, Tracy**  
Teacher Assistant  
[troney1@pghschools.org](mailto:troney1@pghschools.org)

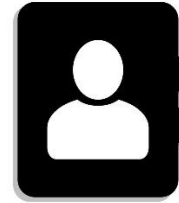
**S**



**Scanlon, Lindsay**  
 Food Service Worker  
[lscanlon1@pghschools.org](mailto:lscanlon1@pghschools.org)



**Skedel, Molly**  
 School Principal  
[mskedel1@pghschools.org](mailto:mskedel1@pghschools.org)



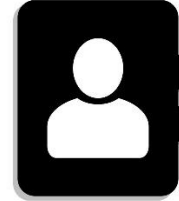
**Smith, Angel**  
 Paraprofessional  
[asmith4@pghschools.org](mailto:asmith4@pghschools.org)



**Snyder, Linwood**  
 Paraprofessional  
[lsnyder1@pghschools.org](mailto:lsnyder1@pghschools.org)

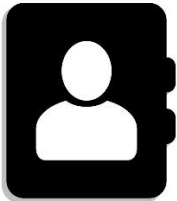


**Spielman, Eric**  
 Teacher – Gym  
[espielman1@pghschools.org](mailto:espielman1@pghschools.org)



**Swain, Carolyn**  
 Paraprofessional  
[cswain1@pghschools.org](mailto:cswain1@pghschools.org)

**T**

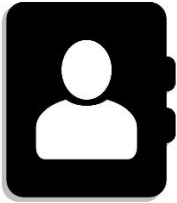


**Thornton, Pat**  
 Paraprofessional  
[pthornton1@pghschools.org](mailto:pthornton1@pghschools.org)

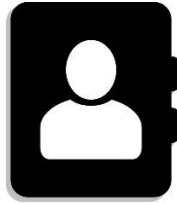


**Toth, Irene**  
 Teacher Assistant  
[itoth1@pghschools.org](mailto:itoth1@pghschools.org)

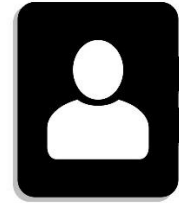
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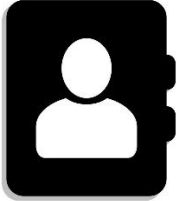
**Walsh, Patrick**  
Teacher – Life Skills  
[pwalsh2@pghschools.org](mailto:pwalsh2@pghschools.org)



**Walton, Jasmine**  
Paraprofessional  
[jwalton1@pghschools.org](mailto:jwalton1@pghschools.org)



**Whealdon, Rachel**  
Transition Counselor  
[rwhealdon1@pghschools.org](mailto:rwhealdon1@pghschools.org)



**Williams, Apryl**  
Paraprofessional  
[awilliams2@pghschools.org](mailto:awilliams2@pghschools.org)

**Z**



**Zak, Janet**  
Teacher – Autistic Support  
[jzak1@pghschools.org](mailto:jzak1@pghschools.org)

## BELL SCHEDULES

# Conroy's Daily Bell Schedule

Arrival	7:30 – 8:00
1 <sup>st</sup> Period	8:00 – 8:42
2 <sup>nd</sup> Period	8:45 – 9:27
3 <sup>rd</sup> Period	9:30 – 10:12
4 <sup>th</sup> Period	10:15 – 10:57
5 <sup>th</sup> Period	11:00 – 11:42
6 <sup>th</sup> Period	11:45 – 12:27
7 <sup>th</sup> Period	12:30 – 1:12
8 <sup>th</sup> Period	1:15 – 1:57
Dismissal	2:06

# ½ Day Schedule

- Students will arrive at regular time.
- Classrooms will get their breakfasts 30 minutes later than their regular breakfast or can choose to eat in the classroom.
- Lunch is no longer served on ½ Days.
- The day will follow a modified schedule where we will switch between A Days and B Days each ½ Day.

<b>Schedule (A)</b>		<b>Schedule (B)</b>	
Arrival	7:30 – 8:00	Arrival	7:30 – 8:00
1 <sup>st</sup> Period	8:15 – 8:45	1 <sup>st</sup> Period	8:15 – 8:45
2 <sup>nd</sup> Period	8:45 – 9:15	2 <sup>nd</sup> Period	8:45 – 9:15
3 <sup>rd</sup> Period	9:15 – 9:45	3 <sup>rd</sup> Period	9:15 – 9:45
4 <sup>th</sup> Period	8:45 – 10:15	4 <sup>th</sup> Period	8:45 – 10:15
Homeroom & Dismissal	10:15 - 10:36	Homeroom & Dismissal	10:15 - 10:36

## 2-Hour Delay Schedule

- Please follow your regular lunch times. Pick up 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.
- Special times should follow the following modified schedule:

Arrival	9:30 – 9:50
1 <sup>st</sup> Period	9:50 – 10:20
2 <sup>nd</sup> Period	10:20 – 10:50
3 <sup>rd</sup> Period	10:50 – 11:20
4 <sup>th</sup> Period	11:20 – 11:50
5 <sup>th</sup> Period	11:50 – 12:20
6 <sup>th</sup> Period	12:20 – 12:50
7 <sup>th</sup> Period	12:50 – 1:20
8 <sup>th</sup> Period	1:20 – 1:50
Homeroom & Dismissal	1:50 - 2:06

# SCHOOL AND PPS CALENDARS

<b>Important Days on Conroy's Calendar</b>	
Back to School Night	August 22, 2024
First Day of School	August 26, 2024
Labor Day – No School	September 2, 2024
Rosh Hashana – No School	October 3, 2024
Parent Teacher Conferences – No School	October 18, 2024
Election Day – No School (Students)	November 5, 2024
Veterans Day – No School	November 11, 2024
Thanksgiving Break – No School	November 28, 2024 - December 3, 2024
Winter Break – No School	December 23, 2024 – January 1, 2025
Martin Luther King Jr. Day – No School	January 20, 2025
Teacher Clerical Day - No School	January 23, 2025
Staff Professional Development - No School	January 24, 2025
Eid-al-Fitr – No School	March 31, 2025
Spring Break – No School	April 14, 2025 – April 18, 2025
Election Day – No School	May 20, 2025
Memorial Day – No School	May 26, 2025
Last Day of School	June 12, 2025

## The following days are slated as district half days:

September 20, 2024	October 25, 2024	November 15, 2024	December 13, 2024
February 7, 2025	February 21, 2025	March 7, 2025	March 21, 2025

**Please click on this link to access the full [Pittsburgh Public 2024 – 20245 Academic Calendar.](#)**

## **ATTENDANCE PROCEDURES**



### PPS Policy 204

- 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.

## **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 assists with increasing each student's level of functional independence.
- **PCI** - a sight word-based program that is scientifically researched to help nonreaders become successful readers and develop comprehension skills.
- **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.

## **ACADEMIC INTEGRITY**

### *PPS POLICY 226*

Conroy will not tolerate any form of academic dishonesty, including but not limited to, cheating during examinations, homework and other assignments; plagiarism; and unauthorized use of aids during examinations and assignments.

A student shall not engage in, participate in, nor knowingly provide another student with the opportunity to engage in academic dishonesty related to examinations, as well as homework and other projects and assignments, whether done during or outside of school hours.

Academic dishonesty shall include, but not be limited to, all forms of cheating, plagiarism, representing someone else's work as your own, and the unauthorized use of aids during examinations, projects and assignments.

## **DRESS CODE**

### *PPS POLICY 221*

Pittsburgh Public Schools has an exclusionary dress code. No student shall wear any apparel or jewelry that by words, signs, pictures or any combination thereof appearing on said clothing or jewelry advocates or promotes sexual activity or violence, or the use of alcohol or drugs, or demeans or degrades another because of race, sex, religious persuasion, national origin, handicap or disability.

Students are expected to wear appropriate clothing at all times while at school. Clothing must not be of any style, length or fit that is of a provocative nature. Revealing attire that permits the exposure of undergarments or private body parts is prohibited. This prohibition shall be in effect during regular school hours and at any school-sponsored event whether on or off school premises.

A prescribed dress code or uniform policy is defined as a policy, either in writing or declared verbally by a given school principal, that requires the student to wear a certain mode of dress during school time, or at any school-sponsored event whether on or off school premises.

Individual schools within the District may adopt a prescribed dress code or uniform policy in accordance with the Board's policy.

## **ELECTRONIC DEVICES**

## Conroy's Electronic Device Expectations

- From 8:00 AM to 2:06 PM all personal electronic devices are to be out of sight (in backpacks, lockers, pockets, etc.) **unless otherwise allowed by classroom staff.**
- Students may use their devices on the sidewalks and/or common areas before and after school as long as they are not creating a distraction or disruption.
- Electronic devices are not to be used in the restrooms within the school building
- Students may not use their devices while riding in school vehicles unless they have permission from the vehicle's driver.
- Students are personally and solely responsible for the security of their cell phones and other electronic devices. The school district is not responsible for theft, loss, or damage of a cell phone or any calls made on a cell phone.

## **EXTRA CURRICULAR OFFERINGS**

### *PPS Policy 119*

Pittsburgh Conroy is a proud participant in the PPS Unified Sports Program partnering with Pittsburgh CAPA 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.



## **GRADING**

[PPS Policy 209](#)

All Conroy families will receive quarterly progress reports based on their child's IEP goals. They will also receive reports from related arts courses (Art, Gym, and Music) during that time.

Per Chapter 14, all students with IEP's will receive a yearly review of programming and an IEP meeting will be conducted with the IEP Team.

GRADUATION REQUIREMENTS/HS ONLY

[PPS Policy 211](#)

Please click on the following  
link to access the  
Pennsylvania Department of  
Education's  
[Graduation Requirements for  
Students with Disabilities.](#)

## **HOMEWORK PROCEDURES**

[PPS Policy 115](#)

Homework will be given at the discretion of the teacher. Expectations and assignments will be created by individual classrooms as well as IEP Teams for the development of each individual child.

## **HEALTH SERVICES**

[PPS Policy 206](#)

## **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.

## **Ways to Communicate**

Office Hours: 7am - 3pm daily  
Phone Number: (412) 529 - 3228  
Nurse Fax Number: (412) 325 - 4323  
Text: (412) 453 - 6567

## **Medication**

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**

[PPS POLICY 813.1](#)

### **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 & 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.

Please click on the following link to  
access and fill out the  
[Technology Acceptable Use Form.](#)

## **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.

## **Student Assistance Program (SAP)**

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.

## **Social Emotional Learning (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**

**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;
- ii. Physically, emotionally, or mentally harming a student;
- iii. Placing a student in reasonable fear of physical or emotional harm;
- 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 student's 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.

## Student Expectations/Procedures

[Policy 212](#)  
[PPS Code of Conduct](#)

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 schoolwide Positive Behavioral Intervention System, which includes the Conroy SONG:



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.

## **VISITOR POLICY**

[PPS Policy 1104](#)

### **All guests, please remember the following:**

- All visitors must ring the doorbell on Page Street and let the building secretary know who and why they're at the building
- All visitors must have an approved appointment with someone in the building.
- Parents/Guardians must enter the building and check in at the front office for a planned early dismissal.
- To request a student observation from a BSC, family service provider, mental health service provider, etc., email Chanelle Keasley, Social Worker, [ckeasley1@pghschools.org](mailto:ckeasley1@pghschools.org), and Rachel Whealdon, Transition Counselor, [rwhealdon1@pghschools.org](mailto:rwhealdon1@pghschools.org) to set up an appointment. All classroom visits will be kept from 15-30 minutes to minimize disruptions to learning. Visitors will also be accompanied by either Ms. Keasley, Ms. Whealdon, or a Conroy Staff Members.

### **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.

## **ADDITIONAL PPS DISTRICT POLICIES**

Please click on the link below to learn more about our District's Code of Conduct

- [Code of Conduct](#)
- Please click on the link below to learn more about our District's Non-Discrimination Policy
- [Non-Discrimination Policy](#)
- Please click on the link below for information about Education for Children and Youth Experiencing Homelessness
- [Education for Children and Youth Experiencing Homelessness](#)
- 
- Please use the link below to find out more about Special Education Services and Programs, Services for Protected Handicapped Students (504), and Services for Gifted Students:[PSE \(Special Education\) / Child Find Annual Notice \(pghschools.org\)](#)