



Pittsburgh Conroy Education Center

Student Handbook 2026-2027

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SUPERINTENDENT'S WELCOME

Dear Pittsburgh Public Schools Parents, Students, and Families,

Welcome to the 2026-2027 school year! Whether you are joining Pittsburgh Public Schools for the first time or returning for another exciting year, I am honored to welcome you to a community committed to helping every student learn, grow, and thrive.

At Pittsburgh Public Schools, we believe every student deserves access to a high-quality education in a safe, supportive, and inclusive learning environment. Our dedicated educators and staff are committed to preparing students for success in college, career, and life by fostering curiosity, creativity, critical thinking, and a lifelong love of learning.

This school handbook is an important resource designed to help you navigate the school year. Inside, you will find valuable information about District policies, school expectations, student supports, attendance, academic programs, extracurricular opportunities, health and safety procedures, and ways to stay connected with your school community. I encourage every family to review this handbook together and refer to it throughout the year.

A successful school year is built on strong partnerships between schools, families, and the community. We know that students achieve more when the adults in their lives work together to support their learning and well-being. We invite you to stay engaged by attending school events, participating in Parent School Community Council (PSCC) meetings, communicating regularly with your child's teachers, and taking advantage of the many opportunities to share your voice and partner with us.

As we continue implementing our PPS Future-Ready Plan, we remain focused on creating learning environments where every student feels welcomed, valued, supported, and inspired to reach their full potential. Together, we are building stronger schools and brighter futures for every child.

Thank you for entrusting Pittsburgh Public Schools with your child's education. We look forward to a school year filled with learning, growth, achievement, and meaningful connections.

On behalf of the Board of Public Education and the entire Pittsburgh Public Schools team, welcome to an outstanding school year!

Yours in Education,



Dr. Wayne N. Walters

Superintendent, Pittsburgh Public Schools



PRINCIPAL'S WELCOME

Dear Students, Families, and Staff,

Welcome back to a brand-new school year! It is with great excitement and gratitude that I welcome each of you back to Conroy for the 2026-2027 school year. Whether you are returning or joining the Conroy family for the first time, know that you are an important part of a community where every student is valued, celebrated, and encouraged to shine.

Conroy believes that every child has unique strengths, talents, and abilities. Our mission is to provide a safe, supported, and student-centered environment where each learner can grow academically, socially, emotionally, and personally. We are committed to meeting students where they are, celebrating every milestone, and helping each child reach his or her fullest potential.

The start of a new school year brings fresh opportunities for learning, discovery, friendship, and growth. There will be challenges along the way, but together we will approach them with patience, kindness, creativity, and determination. Our dedicated teachers, therapists, support staff, and specialists are ready to provide individualized instruction and meaningful experiences that empower every student to succeed.

To our families, thank you for the trust you place in us each day. Your partnership is one of the greatest strengths of our school community. By working together with open communication and shared goals, we can create the best possible educational experience for every child.

I encourage everyone to embrace the possibilities this school year holds. Let's support one another, celebrate our differences, and remember that success looks different for every learner. What matters most is that we continue moving forward together.

Here's to an amazing school year filled with hope, progress, and success for every student!

With appreciation and excitement,

Principal Name

Molly Skedel, Conroy Education Center

SCHOOL INFORMATION



Pittsburgh Conroy

1398 Page St, Pittsburgh, PA 15233

Phone: 412-529-3105

Fax: 412-529-3494

Website: pghschools.org/schools/special-schools-centers/conroy

School Colors Blue and White

School Mascot Blue Jays

Motto We Can Do It!

[Staff Directory Link – Pittsburgh Conroy](#)

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 educational programming, utilizing a comprehensive life skills curriculum, curriculum-based instruction, and on-the-job training.

COMMUNICATION PROCEDURES

Contacting the School

Please see the previously listed phone number, fax number and office email address to contact our school.

Social Media

Visit our school's Facebook page for school and district updates regarding upcoming events and announcements.

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.

Parental Involvement

Parental involvement is encouraged at all levels. Parents are integral members and decision makers at all IEP meetings. In addition, we have monthly PSCC Meetings that will be indicated on the parent calendar, sent home with students at the beginning of each month (and sent home via Talking Points).

BELL SCHEDULES

Staff Meetings: Tuesday, Wednesday, & Thursday

Meal Schedules at Conroy

Breakfast	Lunch
1st Breakfast: 8:00 – 8:25	1st Lunch: 11:05 – 11:30
2nd Breakfast: 8:25 – 8:50	2nd Lunch: 11:35 – 12:00
3rd Breakfast: 8:50 – 9:15	3rd Lunch: 12:05 – 12:30
	4th Lunch: 12:35 – 1:00

Bell Schedules for Conroy

Daily Schedule		Half-Day	Two-Hour Delay	Remote Learning
Period 1	7:50-8:34	7:50-8:25	9:50 – 10:20	Homeroom & Whole Group 8:30 – 10:00
Period 2	8:37-9:21	8:28-9:03	10:20 – 10:50	Specials 10:00 – 11:00
Period 3	9:24-10:08	9:06-9:41	10:50 – 11:20	Asynchronous Instruction & Office Hours
Period 4	10:11-10:55	9:44-10:19	11:20 – 11:50	
Period 5	10:58-11:42		11:50 – 12:20	
Period 6	11:45-12:25		12:20 – 12:50	
Period 7	12:25-1:09		12:50 – 1:20	
Period 8	1:12-1:56		1:20 – 1:50	
Dismissal	2:06	10:36	2:06	11:00

SCHOOL CALENDAR

The 2026-2027 District Calendar can be found [HERE](#).

Event	Date
#PittsburghForPPS Back to School Event	8/17/2026
First Day of School: All Grades Except Kindergarten	8/24/2026
First Day of School: Kindergarten	8/27/2026
No School: Labor Day	9/7/2026
4th Annual Take a Child to School Day	9/17/2026
Half Day	9/18/2026
No School: Yom Kippur	9/21/2026
Q1 Interim Progress Report	10/6/2026
Parent-Teacher Conferences (6-12, 9-12, Special, South Hills, EHS)	10/12/2026
Parent-Teacher Conferences (Early Childhood, PreK-5, PreK-8, 6-8)	10/16/2026
Half Day	10/23/2026
No School: Election Day	11/3/2026
No School: Veterans Day	11/11/2026
Q1 Report Cards Distributed	
Half Day	11/20/2026
Thanksgiving Break 11/26/2026-11/27/2026	
Q2 Interim Progress Report	12/15/2026
Half Day	12/18/2026
Winter Break 12/24/2026-1/1/2027	
No School: MLK Day	1/18/2027
No School	1/19/2027
No School	1/20/2027
Q2 Report Cards Distributed	2/1/2027
Half Day	2/12/2027
Black Men Read	2/25/2027
Half Day	2/26/2027
Q3 Interim Progress Report	3/2/2027
Parent University	3/6/2027
No School: Eid al-Fitr	3/10/2027
Half Day	3/12/2027
Spring Break 3/22/2027-3/26/2027	
Women Who Lead	3/31/2027
Q3 Report Cards Distributed	4/15/2027
Q4 Interim Progress Report	5/12/2027
29th Annual Take a Father to School Day	5/14/2027
No School: Election Day	5/18/2027
No School: Memorial Day	5/31/2027
Breakfast of Champions	6/7/2027
Last Day of School	6/8/2027
Q4 Report Cards Distributed	6/17/2027

Testing Dates	
Keystone Exams Winter	1/4/2027-1/15/2027
PSSAs English Language Arts	4/26/2027-4/30/2027
PSSAs Math, Science, Make-ups	5/3/2027-5/7/2027
Keystone Exams Spring	5/17/2027-5/28/2028

School Board Meetings		
Agenda Review	Public Hearing	Legislative Meeting
8/19/2026	8/24/2026	8/26/2026
9/16/2026	9/22/2026	9/23/2026
10/21/2026	10/26/2026	10/28/2026
11/18/2026	11/23/2026	11/24/2026
12/16/2026	12/21/2026	12/23/2026
1/20/2027	1/25/2027	1/27/2027
2/18/2027	2/22/2027	2/24/2027
3/17/2027	3/29/2027	3/31/2027
4/20/2027	4/26/2027	4/28/2027
5/19/2027	5/24/2027	5/26/2027
6/23/2027	6/28/2027	6/30/2027
7/21/2027	7/26/2027	7/28/2027

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.

If your child is having an early release, please notify the classroom teacher and/or the school office at (412) 529-3105 to notify staff of the early pick up. ALL parents picking up a student, must check-in to the office prior to removing child from the building.

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

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.

ATHLETICS/EXTRACURRICULAR ACTIVITIES

Athletics

Pittsburgh Conroy is a proud participant in the PPS Unified Sports Program partnering with Pittsburgh CAPA for Track and Field and Bocce.

The program is under the guidance and supervision of the 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.

Extracurricular Activities

Conroy is a specialized school, where all students receive services as per their Individualized Education Plans. We are located in the historic Manchester Community and have students that come to us from all areas of Pittsburgh.

There are multiple opportunities for students to be included in activities, such as the Special Olympics, and that information will be sent home to families prior the start of the season(s). The expectation for all students is to make progress on IEP goals and have Bluejay Behaviors. Students will be included, pending parental approval, and the goal is to get as many students involved as possible.

DRESS CODE

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, or 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. The prohibition shall be in effect during regular school hours and at any school-sponsored event whether on or off school premises.

Electronic Policy

Board Policy, Code 216

Electronic Devices

Use of Electronic Devices

The Board **prohibits the use and possession of electronic devices by students during the School Day in any District Property subject to the specific Board-approved exceptions and guidelines contained herein.**[\[1\]](#)

Students may bring cell phones or electronic devices to school, if necessary, **but must turn them in to school personnel while school is in session.**

The Board prohibits the possession of laser pointers and attachments by students on School Property, on buses and other vehicles provided by the District, and at school-sponsored activities.

Electronic Images and Photographs

The Board prohibits any student, on School Property at any time, from taking, storing, disseminating, transferring, viewing, or sharing of obscene, pornographic, lewd, or otherwise illegal images or photographs, whether by electronic data transfer or other means, including but not limited to texting and emailing.

The Board further prohibits any student, during the school day, from taking, storing, disseminating, transferring viewing or sharing any photograph, image or video of any person on School Property.

Because such violations may constitute a crime under state and/or federal law, the District may report such conduct to state and/or federal law enforcement agencies.

Such prohibited activity shall also apply to student conduct that occurs off school property if:

1. There is a nexus between the proximity or timing of the conduct in relation to the students' attendance at school or school-sponsored activities.
2. The student is a member of an extracurricular activity and has been notified that particular off-campus conduct could result in exclusion from such activities.
3. The conduct has a direct nexus to attendance at school or a school-sponsored activity, such as an agreement made on school property to complete a transaction outside of school that would violate the Code of Student Conduct.

Violations

Violations of this policy by a student shall result in disciplinary action and may result in confiscation of the electronic device.

The District shall not be liable for the loss, damage or misuse of any electronic device brought to school by a student. The District reserves its right to disclaim liability for the loss, damage or misuse of an electronic device that is confiscated due to a violation of this policy. The Superintendent or designee shall establish and maintain a review procedure to address claims that a student or parent/guardian-owned electronic device was damaged upon confiscation.

Conroy's Electronic Device Expectations

Student cell phones are **not permitted in the classroom** and/or any area of the school building (which may extend to the community setting (ex. Work sites, Curriculum-Based Instruction, etc.).

Upon entrance to the building, **all cell phones will be collected by the building security guard and/or a designee**. Phones will be placed in a locked case, which will not be accessible to any student, at any point, during the school day. The locked case will be kept in a secure location in the main office.

Individual classroom teachers will set up a plan for supervised students to retrieve their locked phones at dismissal. The phones will NOT be given to students at any point during the school day, unless the student has an early dismissal and will not be returning to the building (on that school day). If he or she returns, the phone will once again be collected and placed in a locked case. In the event that a parent/guardian needs to contact a student at any point from 7:30-2:06, they can contact the main office at 412-529-3105.

Students are personally and solely responsible for 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.

No students, parents, or school visitors of any kind are allowed to record conversations, meetings, and/or students for any reason. Exceptions will be made only for school performances or assemblies, where a family member is filming his/her own child.

To request permission to record IEP meetings, please contact the building Principal, Molly Skedel (mskedel1@pghschools.org), schools PSE Program Officer, Kim Zangrilli (kzangrilli1@pghschools.org), in writing at least 42-78 hours prior to the meeting.

GRADING

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.

Grading Scale

Percentage Earned	Grade	GPA
90-100%	A	4.0
80-89%	B	3.0
70-79%	C	2.0
60-69%	D	1.0
50-59%	E	0.0

GRADUATION REQUIREMENTS

Please visit the Commonwealth of Pennsylvania's website for the Basic Education Curriculars (BECs) for the Graduation Requirements for Students with Disabilities.

HOMEWORK PROCEDURES

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

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. 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 Recognition & First Aid” certification through the Epilepsy Foundation.

Ways to Communicate:

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

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:

- The parent transports the medication to/from school either monthly or whenever more is needed.

- The parent arranges for the pharmacy to deliver sufficient medication directly to the school nurse.
- 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

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

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.

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

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:

- Creating an intimidating or hostile environment that interferes with a student's education;
- Physically, emotionally, or mentally harming a student;
- Placing a student in reasonable fear of physical or emotional harm;
- 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:

- 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.
- Has the purpose or effect of substantially or unreasonably interfering with an individual's academic performance.

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

STUDENT EXPECTATIONS/PROCEDURES

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 expected to adhere to the PPS Code of Student Conduct.

Students are responsible for participating in the schoolwide Positive Behavioral Intervention System (SWPBIS), 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.

VISITORS

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
- Please make sure to have a license or legal form of identification when you come into the school, as it will be scanned by the RAPTOR System. All guests will be checked in through metal detectors for the safety of our Conroy Community.
- 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, and Rachel Whealdon, Transition Counselor, 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.

APPENDIX

Policy 115 – Homework

This policy establishes expectations for meaningful, purposeful homework aligned to instructional goals. Homework should reinforce learning, be developmentally appropriate, and not excessive.

Policy 119 – Athletics & Extracurricular Activities

This policy governs student participation in athletics and extracurricular activities, including eligibility, academic expectations, conduct standards, and equitable access to programs.

Policy 204 – Attendance

Students are required to attend school regularly in accordance with Pennsylvania law. The policy outlines excused and unexcused absences, documentation, and procedures to support consistent attendance.

Policy 206 – Health Services

Outlines school health services including screenings, medical support, and procedures that ensure student health, safety, and readiness to learn.

Policy 209 – Grading and Reporting

Defines how student performance is assessed and communicated, including grading practices, report cards, and expectations for fairness and consistency.

Policy 211 – Graduation Requirements

Specifies the credit requirements and criteria students must meet to earn a diploma, aligned with state regulations.

Policy 212 – Student Code of Conduct

Establishes behavioral expectations and outlines disciplinary procedures to maintain a safe and respectful learning environment.

Policy 215 – Anti-Bullying

Prohibits bullying and harassment and outlines reporting, investigation, and intervention procedures to protect students.

Policy 216 – Electronic Devices

Governs student use of electronic devices. Devices may be used for educational purposes but are restricted during the school day to maintain a focused learning environment.

Policy 221 – Dress Code

Ensures student dress supports a safe, respectful, and inclusive environment while allowing appropriate self-expression.

Policy 226 – Academic Integrity

Prohibits cheating, plagiarism, and other forms of academic dishonesty, reinforcing ethical academic behavior.

Policy 231 – Homeless Students

Ensures educational stability and access for students experiencing homelessness in alignment with the McKinney-Vento Act. The policy outlines rights related to enrollment, transportation, and support services.

Policy 1004 – School Visitors

This policy outlines procedures for visitors entering school buildings, including sign-in requirements, identification, and approval processes to ensure a safe and secure environment for students and staff.

Annual Child Find Notice

Pittsburgh Public Schools conducts ongoing 'Child Find' activities to identify, locate, and evaluate children who may be eligible for special education services under the Individuals with Disabilities Education Act (IDEA). This includes children ages 3–21, including those who are homeless, wards of the state, or attending private schools. Families can request an evaluation if they suspect a disability impacting learning.



Students first
Always, in all ways.



Pittsburgh Public Schools (PPS) does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs, activities or employment and provides equal access to the Boy Scouts and other designated youth groups. It is the policy of the Pittsburgh School District to make all services, programs and activities available and to provide reasonable accommodations to persons with disabilities. Please make requests for accommodations at least 72 hours before the scheduled event. For more information regarding accommodations, civil rights grievance procedures, please contact: Rachel Beers, Office of Employee Relations rbeers1@pghschools.org | 341 S. Bellefield Ave, Pittsburgh, PA 15213 | 412-529-HELP (4357)