Please put all questions in the chat and they will be answered in an upcoming newsletter.
School counselors help all students:
- apply academic achievement strategies
- manage emotions and apply interpersonal skills
- plan for postsecondary options (higher education, military, work force)
Appropriate duties include providing:

- individual student academic planning and goal setting
- school counseling classroom lessons based on student success standards
- Crisis/short-term counseling to students
- referrals for long-term support
- collaboration with families/teachers/administrators/community for student success
- advocacy for students at individual education plan meetings and other student-focused meetings
- data analysis to identify student issues, needs, and challenges
- acting as a systems change agent to improve equity and access, achievement, and opportunities for all students
Brain Breaks and Peace Table

- We have invested in each classroom so students have access to brain break materials.
- Classrooms have specialized areas that are calming spaces for students to take a break and practice self regulation strategies.
ATTENDANCE

When a student is absent, their parent/guardian receives notice from the school in the parent/guardian’s preferred language, on the day of the student’s absence. Parents/guardians have 3 days from the date the child missed school to turn in a written excuse. Until the excuse is received, the absence is treated as unexcused. Parents/guardians can submit an excuse for up to 10 absences per school year. After that, an excuse from a licensed healthcare provider is required.

If a legal excuse is not submitted, the absence will be considered unlawful and noted as unexcused. Three unexcused absences will lead to additional interventions, including providing supports to students and families to overcome attendance barriers. If unresolved, referrals to community and out of school supports will be made and, as a last result, truancy charges can be filed with the local magistrate.
At Pittsburgh Montessori, we commit to a commonly themed expectation Matrix centered around RESPECT.

Respect for ourselves
Respect for others
Respect for the environment

These three expectations are broken down into clear examples of positive behaviors in our behavior matrix.

We call it “The 3s UP”
## “3’s UP” – PBIS Matrix

|--------------------------|--------------------------------------------------|--------------------------|-----------------|--------------|
| **Respect Yourself**     | 1. Be on time and prepared for class  
                            2. Pay attention  
                            3. Use appropriate language | 1. Walk at all times  
                            2. Carry a hall pass anytime you leave the classroom  
                            3. Use appropriate language | 1. Stay in your seat  
                            2. Use appropriate language | 1. Stay in designated areas  
                            2. Use appropriate language |
| **Respect Others**       | 1. Keep hands, feet, objects and unkind words to yourself  
                            2. Follow all adult directions | 1. Walk quietly through the hallways  
                            2. Keep hands, feet, objects and unkind words to yourself  
                            3. Open and close lockers quietly  
                            4. Follow all adult directions | 1. Use a quiet voice  
                            2. Keep hands, feet, objects and unkind words to yourself  
                            3. Follow all adult directions | 1. Keep hands, feet, objects and unkind words to yourself  
                            2. Follow all adult directions |
| **Respect the Environment** | 1. Use materials (including technology) for their intended purpose ONLY  
                          2. Put materials in their proper place when your work is completed  
                          3. Stay in your designated area | 1. Keep all belongings in their designated space | 1. Make sure your area is clean  
                            2. Food should remain in the cafeteria | 1. Keep the environment clean  
                            2. Use equipment for intended purpose |
At the beginning of the school year, all students and staff participate in teaching and learning our 3's Up.

Students will continue this learning with at least weekly booster lessons during community meeting times, weekly grace and courtesy lessons and monthly assemblies which will remind students of what it means to be safe, respectful, and responsible at Pittsburgh Montessori.
Additional strategies utilized to measure student need

- MTSS – Multi Tiered System Supports
  - Framework which helps schools to identify student needs and to provide universal and targeted supports

- SAP – Student Assistance Program
  - State mandated program to assist in connecting families to resources for students with drug and alcohol or mental health concerns

- Prevention Programming – District Wide/Assigned partnership with agencies
Pittsburgh Public Schools has prioritized Social and Emotional Learning.

We are utilizing the system "RethinkED" to implement weekly SEL lessons for all students. RethinkEd is available on Clever to all students.

We, at Pittsburgh Montessori, have also matched these lessons to our weekly Grace and Courtesy Skills that we review throughout the year.
<table>
<thead>
<tr>
<th>Week of...</th>
<th>ReThink Ed Theme</th>
<th>Grace &amp; Courtesy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 29&lt;sup&gt;th&lt;/sup&gt; – Sept. 2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>No ReThink Ed lesson</td>
<td>I will use appropriate introductions</td>
</tr>
<tr>
<td>Sept. 6&lt;sup&gt;th&lt;/sup&gt; – Sept. 9&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Identifying learning styles/How I learn best (Self-awareness)</td>
<td>I will use my 3’s up</td>
</tr>
<tr>
<td>Sept. 12&lt;sup&gt;th&lt;/sup&gt;-16th</td>
<td>Goal setting in the classroom &amp; how to accomplish goals (Self-awareness)</td>
<td>I will set goals for myself</td>
</tr>
<tr>
<td>Sept. 19&lt;sup&gt;th&lt;/sup&gt; – Sept. 23&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Goal setting in group work (Responsible decision making/relationship skills)</td>
<td>I will do my best on all my school work.</td>
</tr>
<tr>
<td>Sept. 26&lt;sup&gt;th&lt;/sup&gt; – Sept. 30&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Overcoming Roadblocks (social awareness/relationship skills)</td>
<td>I will be persistent in achieving my goals</td>
</tr>
<tr>
<td>Week of...</td>
<td>ReThink Ed Theme</td>
<td>Grace &amp; Courtesy</td>
</tr>
<tr>
<td>-----------</td>
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<td>-------------------------------------------------------</td>
</tr>
<tr>
<td>Oct. 3rd -Oct. 7th</td>
<td>How we define a problem (responsible decision making)</td>
<td>I will be solution based when a problem presents.</td>
</tr>
<tr>
<td>Oct. 10th – Oct. 14th</td>
<td>Strategies for solving a problem with self (decision making/social awareness/self management)</td>
<td>I will use my voice to ask for help when I need it</td>
</tr>
<tr>
<td>Oct. 17th – Oct. 21st</td>
<td>Strategies for solving a problem with others/conflict management (responsible decision making/social awareness/self management)</td>
<td>I will stay on my strong side.</td>
</tr>
<tr>
<td>Oct. 24th – Oct. 28th</td>
<td>Strategies for solving a problem with others/conflict resolution (responsible decision making/social awareness/self management)</td>
<td>I will help others to stay on their strong side.</td>
</tr>
<tr>
<td>Week of...</td>
<td>ReThink inEd Theme</td>
<td>Grace &amp; Courtesy</td>
</tr>
<tr>
<td>------------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Oct. 31st - Nov. 4th</td>
<td>What are emotions (self awareness/self management)</td>
<td>I will use “I statements” to voice my feelings.</td>
</tr>
<tr>
<td>Nov. 7th – Nov. 11th</td>
<td>How do different emotions make me feel? (self awareness/self management)</td>
<td>I will communicate peacefully</td>
</tr>
<tr>
<td>Nov. 14th - Nov. 18th</td>
<td>Understanding my emotions (self awareness/self management/responsible decision making)</td>
<td>I will maintain a positive outlook on school.</td>
</tr>
<tr>
<td>Nov. 21st – Nov. 25th</td>
<td>How do I manage my emotions? (self management/responsible decision making)</td>
<td>I will remind myself of at least one thing I love about myself every day.</td>
</tr>
<tr>
<td>Nov. 28th – Dec. 2nd</td>
<td>Applying problem solving strategies to managing emotions (self awareness/responsible decision making/self management)</td>
<td>I will stay positive during difficult tasks</td>
</tr>
</tbody>
</table>
Thank you!!!!!

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