

Benjamin F. Butler Middle School



SY 2022-2023 Culture and Climate Staff, Parent & Student Handbook

Parent/guardian and student, you are responsible for knowing the contents of this document. Please read and discuss the information together. Thank you!!

This handbook provides information about the policies and procedures of our School-wide Behavior Support Plan, also known as PBIS, as well as our Restorative Justice practices, which is a value based approach related to conflict and harm. When parents, students and teachers work together toward a common goal, a more enjoyable school experience will happen. The goal of our plan is to help our students be successful. A school's culture and climate play a huge role in the success of a child's education. Our students deserve a positive learning environment in which they are seen and heard in order to achieve academic success. Therefore, the following school wide behavior support plan will be in effect at all times.

Butler Middle School **Culture and Climate Support Plan Overview**

What is PBIS?

PBIS is a tiered system of preventative interventions that support a student's academic and emotional success. When implemented at the school level, PBIS provides a clear system for all expected behaviors at the Butler Middle School. Through PBIS, we will work together to create and maintain a productive and safe environment in which all school community members clearly understand the shared expectations for behavior. Through positive recognition and continual teaching of expectations, students will experience academic and social growth.

What are the benefits of PBIS?

We believe that through the implementation of PBIS systems and strategies we will increase student academic performance, increase safety, decrease problem behaviors and establish a positive school climate.

What is Restorative Justice (RJ)?

Restorative Justice practices are used when conflict and harm occur in any given situation. It allows all parties (students, teachers, administrators and parents) involved to have a voice and for all parties to take responsibility for their actions and be part of the solution.

What are the benefits of Restorative Justice?

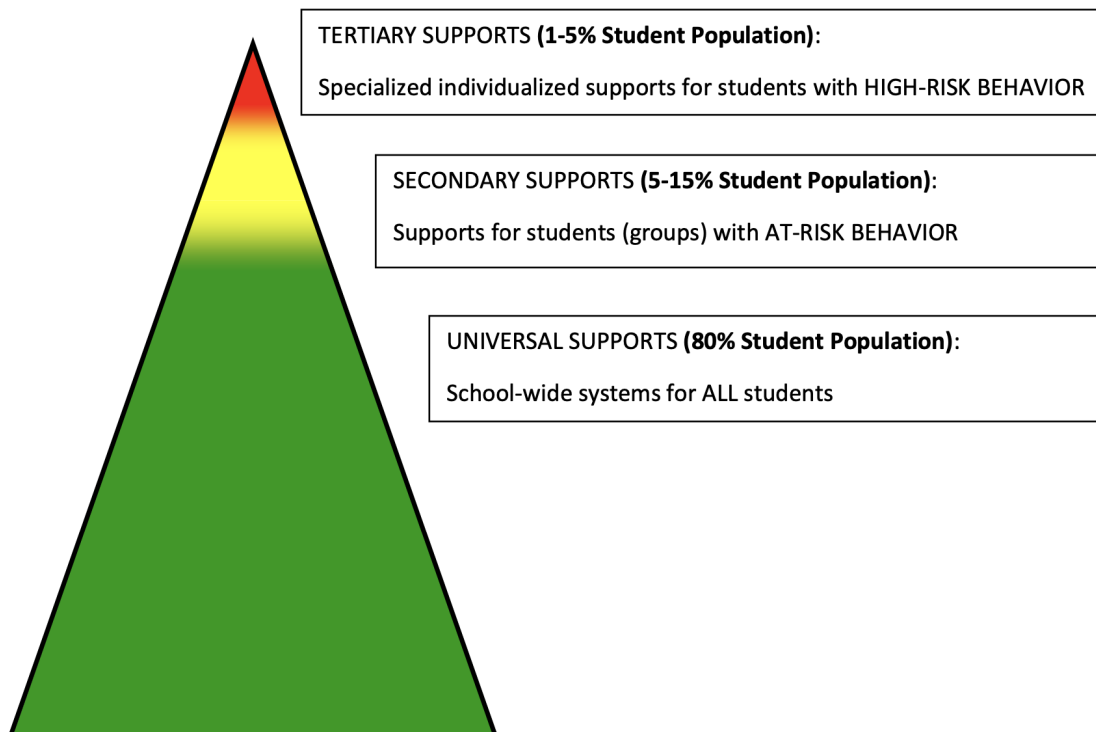
We believe that through our use of Restorative Justice, we are working toward creating a culture of accountability for our students that gives them the tools to resolve conflicts both in school and beyond.



PBIS addresses behavior from a Tiered perspective, also sometimes referred to as Multi-Tiered Systems of Support (MTSS).

- Tier 1 – These are the interventions that all students in the building receive. These include the proactive classroom strategies of explicit instruction, praise, correction, and re-teaching. 80% of the students in the building are able to meet the school-wide expectations through Tier 1 interventions.
- Tier 2 – Some students may need additional supports beyond Tier 1 to meet expectations. These students may need additional group interventions or specialized classroom strategies. 15% of the students in the building will likely need Tier 2 interventions.
- Tier 3 - Tier 3 students, generally only 5%, need even more support. This may come from a behavior plan, interventions, and specific classroom supports.

The tiered approach is modeled in a pyramid, and schools often find it useful to actually identify their specific interventions for each of the tiers on the pyramid.



A foundational element of implementing PBIS is getting administrator buy-in. This is one reason why it is required to have an administrator on the PBIS team. The framework will only be successful if the messages are consistent and coming from the principal on down. Those administrators doing discipline need to commit to using the language of PBIS and the school-wide expectations while having conversations with students, and those doing announcements should be using that as an opportunity to remind students of and reinforce the school-wide expectations.

Additional information on PBIS is available at www.PBIS.org

Our Cell Phone Policy

Butler Middle School recognizes the importance of communication and collaboration and provides devices for students to be productive in the classroom (i.e. iPads, chromebook laptops). To keep the focus on academics and to reduce unnecessary distractions, the Butler Middle School enforces the following:

- Students are not permitted to have a cell phone in their possession during the school day.
- Cell phones and all mobile devices shall be **TURNED OFF** when entering school
- Cell phones and all mobile devices can be turned back on at the end of the school day and used to communicate directly with parents/friends who are assisting in transportation
- If a student needs to make an emergency call during the day, student will request staff permission to go to the main office to make a call
- Photography and videography are prohibited in the halls without prior permission.

Parents who wish for their students to bring a phone to school must sign a form granting permission for their students to bring cell phones, but that phone must be **turned in to the homeroom teacher every morning**. Teachers are responsible for returning phones to students at the end of the day. Teachers will make a note of which students are allowed to carry phones to school and will submit the permission forms to the office.

If a student does not turn in their phone, we are not responsible for anything that may happen during the school day.

If a student is found to be in possession of a cell phone, the teacher will confiscate the phone and turn it into the office with a note clearly indicating the student's name. If the student refuses to turn in his/her phone, the teacher should enter a referral in X2 and send an email to an administrator.

ATTENDANCE POLICY

(taken from Lowell Public Schools district code of conduct)

Showing up for school has a huge impact on a student's academic success starting in kindergarten and continuing through high school. Even as children grow older and more independent, families play a key role in making sure students get to school safely every day and understand why attendance is so important for success in school and on the job.

Points of Important Information:

- Students should miss no more than 9 days of school each year to stay engaged, successful and on track to graduation.
- Absences can be a sign that a student is losing interest in school, struggling with school work, dealing with a bully or facing some other potentially serious difficulty.
- Missing 10 percent, or about 18 days of the school year can drastically affect a student's academic success.
- Students can be chronically absent even if they only miss a day or two every few weeks.
- Attendance is an important life skill that can support your child in building healthy student habits for future endeavors.

Tardiness

Tardiness to school is a hindrance to the educational process and something that needs to be avoided for future success in the workforce. Please make every effort to schedule appointments for students before or after school hours.

A student who is late for school must sign in at the Main Office when entering school and state the reason for tardiness that will be documented in the school office. For tardiness in excess of five (5) days in a marking period, school officials are authorized to contact parents. Patterns of tardiness may result in disciplinary action.

PBIS Practices

As part of PBIS, Butler Middle School has developed the following school-wide procedures:

1. **Define Behavioral Expectations:** A small number of behavioral expectations are positively stated and clearly defined. At Butler Middle School, our expectations are clearly defined in the Culture Climate Matrix below.
2. **Teach Behavioral Expectations:** The behavioral expectations are taught to all students in a real context. Behavioral expectations are taught using the same teaching methods used in academic curricular (Teach, Model, and Practice).
3. **Acknowledge Appropriate Behavior:** Once appropriate behaviors have been defined and taught they will be acknowledged on a regular basis. The Butler Middle School has developed a system that acknowledges expected behavior. This acknowledgement system is outlined in this packet.
4. **Correct Behavior Errors:** When students violate behavioral expectations they are informed that their behavior is unacceptable. Clear procedures are used to direct students to expected behavior. Additional information is included in this packet.

EXPECTATIONS	HALLWAYS	BATHROOM	ASSEMBLY	CAFETERIA	OUTSIDE/ RECESS OR ON THE BUS	SCHOOL-WIDE [classrooms, office areas, library etc]
Take Care of Self	<ul style="list-style-type: none"> ✓ Walk at all times, keep to the RIGHT ✓ Keep hands and feet to self ✓ Keep reasonable distance between self and others ✓ Follow your grade level hallway routes. ✓ Arrive to class on time 	<ul style="list-style-type: none"> ✓ Keep hands and feet to self ✓ Wash and dry hands ✓ Use the bathroom appropriately and in a timely manner 	<ul style="list-style-type: none"> ✓ Keep aisles clear ✓ Use seats as intended ✓ Keep hands and feet to self ✓ Keep eye and ears on the presentation ✓ Ask permission to leave your seat 	<ul style="list-style-type: none"> ✓ Walk and enter the cafe in a single file line ✓ Ask permission to leave your seat or to use the bathroom ✓ Keep hands and feet to self ✓ Bring a signed pass if having lunch elsewhere 	<ul style="list-style-type: none"> ✓ Stay in assigned areas ✓ Use equipment safely ✓ Keep hands and feet to self ✓ Stay seated on bus ✓ Dress appropriately for the weather 	<ul style="list-style-type: none"> ✓ Walk at all times ✓ Report safety concerns to staff ✓ Have a pass if arriving late to class or moving through the hallway in-between classes
Take Care of Others	<ul style="list-style-type: none"> ✓ Voice level=1 ✓ Be considerate of bulletin boards, signs and display cases ✓ Help classmates ✓ Report any problems/safety concerns to staff 	<ul style="list-style-type: none"> ✓ Voice level=1 ✓ Clean up after self ✓ Respect others privacy ✓ Use respectful language 	<ul style="list-style-type: none"> ✓ Voice level=0 ✓ Show appreciation for the presenters or performers by clapping appropriately during the assembly ✓ Keep your feet off of other people's chairs. 	<ul style="list-style-type: none"> ✓ Voice level=2 ✓ Clean up your area ✓ Be welcoming to others joining tables ✓ Use respectful language 	<ul style="list-style-type: none"> ✓ Voice level: 3 (outside) 1 (bus) ✓ Use respectful language ✓ Treat others respectfully ✓ Respect other's space ✓ Respect others property 	<ul style="list-style-type: none"> ✓ Keep feet, hands and other objects to yourself ✓ Respect privacy of others ✓ Maintain school appropriate volume and tone ✓ Listen when others are talking ✓ Use respectful language (kind words) ✓ Support each other with praise and recognition
Take Care of Community	<ul style="list-style-type: none"> ✓ Take responsibility for keeping your locker area and our hallways clean ✓ Use respectful language to peers and staff ✓ Pick up hallways as needed 	<ul style="list-style-type: none"> ✓ Keep bathroom clean and free of graffiti ✓ Sign in and out of classroom ✓ Return to class in a timely manner ✓ Report any problems, safety concerns, or graffiti to staff 	<ul style="list-style-type: none"> ✓ Give your full attention to the presenter. ✓ Keep the area neat and clean, leave it as you found it ✓ Go directly to assigned section ✓ Report any problems/safety concerns to staff 	<ul style="list-style-type: none"> ✓ Use food and drink as intended ✓ Remain in seat until dismissed ✓ Properly dispose of any trash in your area (including on tables or floors) 	<ul style="list-style-type: none"> ✓ Clean-up trash ✓ Line up quickly ✓ Be on time & ready ✓ Report inappropriate behaviors to staff 	<ul style="list-style-type: none"> ✓ Clean up your space ✓ Eat and drink only during appropriate times and in appropriate places ✓ Be ready to learn ✓ Follow the dress code and cell phone policy



Butler Behavior Expectations



*VOICE LEVEL:

0=silent

1=whisper

2=conversation

3=outside

Our Positive Behavior Acknowledgement System

Once appropriate behaviors have been identified and taught, they should be acknowledged on a regular basis. The Butler Middle School has developed a formal system that acknowledges positive and appropriate behavior. All staff are able to acknowledge students positive behavior throughout the school day and throughout the school building. Acknowledgement occurs on various levels as described below.

**WE HAVE DEFINED OUR EXPECTED BEHAVIORS FOR STUDENTS.
WE HAVE TAUGHT OUR EXPECTED BEHAVIORS TO STUDENTS.**

WE WILL ENCOURAGE EXPECTED BEHAVIORS THROUGH ACKNOWLEDGEMENT AND POSITIVE REINFORCEMENT

Reinforcement will occur on various levels:

- * Individual student
- * Classroom
- * Grade Level
- * Whole School

Individual Student:

- * Verbal Praise
- * Paw stamps
- * Student of the Week

Classroom Level:

- * Verbal Praise
- * Paw stamps

Grade Level:

- * Verbal Praise
- * Incentive Activity
- * Posters Acknowledging Butler expectations
- * Student Recognition Assemblies
- * Student of the week

School Level:

- * Field trips
- * School dances

Behavioral Expectations

Parents please keep in mind that these expectations will be explicitly taught at the beginning of the school year and throughout the year. Our goal is to create a positive environment for all parties at the Butler Middle School.

At the beginning of each school year every classroom will work together to develop the expectations for their classroom. Each classroom will define what it looks like to have respect for themselves, each other, and our community.

What are Paw Stamps?

Paw Stamps are a way for all staff to recognize when a student is meeting the expectations of the Butler School. We expect our students to *Take Care of Self, Each Other, and Our Community* throughout the day. Please reference our Expectations Matrix for more information. Any staff member can acknowledge a student's positive behavior by giving them Paw Stamps.

This is a school-wide effort to positively reinforce all of our students for meeting the expectations. All staff will have their paw stamps with them and ready to stamp!

Students who do not meet the expectations for the special privileges/events will participate in a refresher session to review the expectations with teachers and/or a member of the PBIS team. Students who do not seem to be responding to the schoolwide positive behavior system will be able to access additional behavioral supports.

Throughout the year, students who meet our expectations will participate in special school-wide events. Communication about the criteria for attending this event will be sent home. The school will clearly explain what students need to do to be eligible to attend.

Our Restorative Approach to Discipline

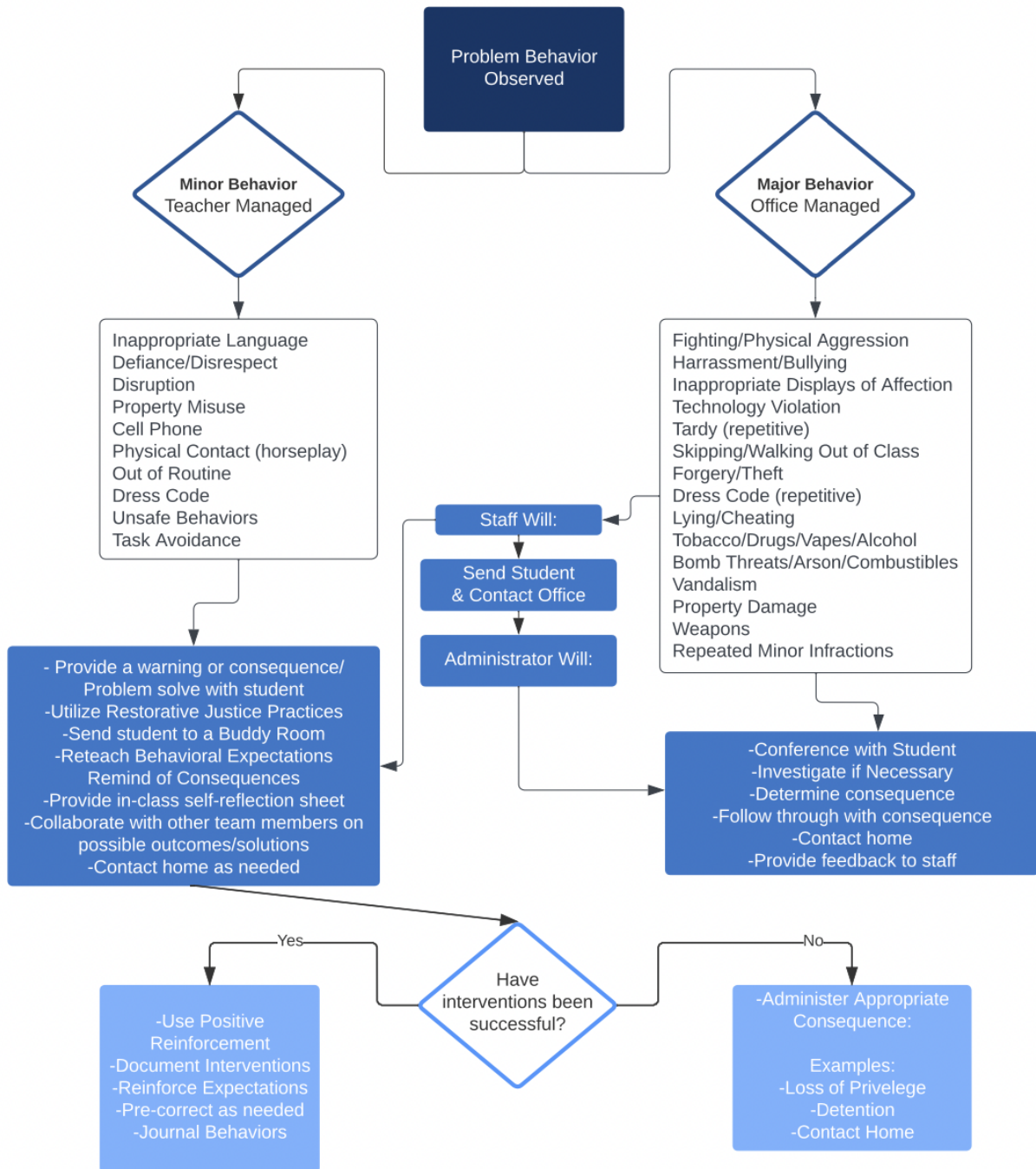
Restorative Discipline is a whole-school, relational approach to building school climate and addressing student behavior that fosters belonging over exclusion, social engagement over control, and meaningful accountability over punishment.

When students do not meet the behavioral expectations, staff will use a variety of restorative approaches to intervene and repair relationships within our community, such as:

- Restorative Conversations
- Restorative Circles
- Harm Circles
- Consequences that repair and restore

Behavior Flowchart

Butler Middle School | 2022-23 School Year



Restorative Justice Approaches

Restorative Conversations	Harm Circles
Restorative Circles	Consequences that Repair & Restore

Classroom Managed/ Office Managed Behavior Guidelines

BULLDOG EXPECTATIONS

Expectation Violated	Staff/Classroom Managed		Office Managed	
	Behavior	Definition	Behavior	Definition
Take care of Self	Physical Contact	Non-serious, but inappropriate physical contact (horseplay, unintentional contact, invading personal space)	Fighting Physical Aggression	Actions involving serious physical contact where injury is intended (hitting, punching, kicking, hitting with an object)
	Other Unsafe Behaviors	Low intensity, unsafe behaviors such as running in the hallways, not being in assigned area, talking during fire drills	Possession of Dangerous Materials	Such as weapons, drugs, lighters, tobacco, or school tools used inappropriately
	Out of Routine	Not following classroom or building-wide routines and procedures	Out of Routine Walking out of class	Refusal to transition from one location to another; refusal to enter class/ school Leaving assigned class without permission or teacher acknowledgment
Take Care of Others	Non-Compliance Defiance Disrespect	Brief low-intensity failure to respond to adult requests, refusal to follow directions, talking back and/or socially rude interactions	Defiance Non-Compliance Disrespect	Blatant or hostile challenge of the authority of a school staff member
	Inappropriate Verbal Language	Low instance of inappropriate language, name calling, teasing	Abusive Language Bullying Threatening	Verbal messages that include swearing, name calling, bullying, use of words in an inappropriate way Profane/disrespectful message (verbal or gestural) to another person that includes threats or intimidation
	Violation of Dress Code	Dress that tends to disrupt the class or contributes to a safety hazard in class		
Take Care of Community	Disruption	Low intensity, but inappropriate disruption, noise with materials, horseplay or roughhousing	Property Damage	Deliberate damage to the usefulness of property; vandalism; serious theft
	Property Misuse	Low intensity misuse of property (intentionally breaking pencils, writing on desks, taking other belongings)	Task Refusal/ Disruption	Failure to complete tasks which leads to the disruption of the learning environment

	Task Avoidance	Low intensity avoidance of task or refusal to complete tasks	Cell Phone misuse	When students are caught in possession or using cell phone during school day and refuse to hand in phone to classroom teacher
	Cell Phone misuse	Students are caught in possession or using cell phone during school day	Chronic/ Repetitive Minor Infractions	When staff have used their best attempts to correct a behavior, team meetings have been used, multiple interventions have been tried with fidelity, and the behavior persists

Consequences for Classroom Managed and Office Managed Incidents

When students do not follow the outlined school-wide discipline plan they will receive consequences based on the philosophy of restorative discipline. Restorative discipline uses a consistent approach that starts with a restorative conversation and may lead to a minor consequence for first offenses to a larger consequence for repeat offenses.

Classroom managed behavioral issues will be handled by the teacher (classroom, art, music, library or physical education). Teachers will refer to the Behavior Management Flowchart when they believe the classroom behavior requires a consequence. The following is a sampling of the consequences teachers may use:

- Redirection
- Restorative conversation with student
- Space for student to reflect
- Self-Reflection Form
- Phone call to parent/guardian
- Guardian/teacher/student conference
- Loss of privileges

Office managed offenses will be handled by an administrator. Each child is an individual whose needs will be considered when determining the consequence. The following is a sampling of the consequences administrators may use:

- Natural consequence (clean desk that student wrote on, letter of apology, etc.)
- Parent phone call
- Parent conference/meeting
- Referral to Student Support Team to develop a behavior improvement plan
- Alternative recess (only used when an issue takes place during recess)
- Suspension (in school or out of school)

As a PBIS/Restorative Justice school, we believe that strong expectations, routines, and procedures within the classroom leads to less disruptions and behavioral infractions. Teachers are responsible for teaching expectations and reinforcing appropriate behavior when students meet those expectations. From time to time, it will be necessary to re-teach expectations as students demonstrate difficulty in meeting them. Of course, there are times when it will be necessary to document a conduct issue for follow-up.

- Best practice suggestions for Teachers.....
 - Provide a verbal redirection
 - Have a conversation with the student outside of class
 - Call the parent to discuss the student's behavior – Do not underestimate the power of a parent phone call!
 - Conference with parent and student
 - Assign the student to spend a portion of the class in a colleague's room
 - Assign an after-school detention.
 - Document a minor referral as a X2 Journal entry
 - Submit a referral for a major infraction in X2
 - Refer students to the TAT process
- Best practice suggestions for Administration...
 - Meet with the student and provide verbal redirection and/or a warning
 - Engage the student and others involved in restorative practices
 - Assign the student to spend a portion of a class period or longer in the student work center
 - Assign the student administrative detention after school
 - Require restitution
 - Remove privileges (i.e. school dance, participation in clubs or sports, etc.)
 - Suspend student from school one or more days
 - Refer student for behavioral support
 - Assign students to an alternative school

Behaviors are designated as either MINOR or MAJOR, based on the level of intrusiveness. MINOR behaviors are addressed by the teacher and documented in X2 Journal*; MAJOR referrals are documented in X2 conduct referrals and addressed by administration.

MINOR BEHAVIORS	MAJOR BEHAVIORS
<ul style="list-style-type: none"> ● Inappropriate language ● Defiance/ Disrespect ● Disruption ● Property Misuse ● Cell phone ● Physical contact (horseplay) ● Out of routine ● Dress Code ● Unsafe behaviors ● Task avoidance 	<ul style="list-style-type: none"> ● Fighting/physical aggression ● Harassment/tease/taunt ● Inappropriate display of affection ● Technology violation ● Tardy (repetitive) ● Skip class/truancy ● Forgery/theft ● Dress code violation ● Lying/cheating ● Tobacco ● Alcohol/drugs

	<ul style="list-style-type: none"> ● Combustibles ● Off school location ● Vandalism ● Property damage ● Bomb threat ● Arson ● Weapons ● Other
--	---

School Wide Communication

The office team and support staff see school wide discipline as a team effort. We will put in place the following systems:

- SW shared google sheet that will track after school detention, attendance detention and or lunch and social skills groups.
- Teachers are encouraged to follow up with administration with questions regarding discipline procedures and/or referrals.

Journal vs. Conduct Entry

Conduct and journal communications are ways in which we have to document progressive discipline steps with students, document contact with parents and or refer for discipline action by school administration through our student management system. When thinking about the difference between the two entry logs:

Journal is used to:

- communicate about progressive discipline steps taken such as a classroom detention or any work within the school building.
- as a communication log and or documentation when dealing with a student's family
- document interventions provided

Conduct is used to:

- document major offenses that need administrative attention
- document behavior that has progressively been addressed and may need administrative attention

Restorative Justice/ Mediation:

Restorative Justice is a value-based approach to conflict and harm. These values are often identified as inclusion, democracy, responsibility, reparation, safety, healing, and reintegration. The one value that is most essential than any other is **respect**.

Process for Restorative Justice:

For Victims: restorative responses empower victims by offering them a voice in the process; an opportunity to ask questions and seek answers; and afford them a role in decision-making and avenues for healing, restitution, and emotional support.

For Wrongdoers: restorative responses enable wrongdoers to be accountable for their conduct; affords opportunities to make amends and express remorse; offers constructive ways to repair harm; supports making responsible choices; and creates forums for forgiveness, reconciliation and reintegration.

For Communities: restorative responses re-invest citizens with the power to contribute meaningfully to the resolution of community problems; allows citizens to articulate and affirm the moral standards of the community; provides a forum for addressing the underlying conditions, which generate harm; and contributes towards the building of safe, thriving, and peaceful communities.

Ways that Restorative Justice will be used:

Classroom Climate & Relationship Building

Teachers use circles at the beginning or end of the week, as one example, asking students to share the highs and lows of their week or weekend. Circles can also be used to establish classroom norms, address painful incidents in the school or broader community, or address negative patterns of behavior.

Teaching Curriculum

Talking circles are effective to promote learning. By asking students what they found most important, useful, challenging, thought-provoking, applicable, or confusing in a unit, the teacher can identify the learning needs and reinforce key content. Circles are also very effective to encourage the sharing of student writing and peer feedback.

Classroom Problem-Solving

Problem-solving circles are used when there are behavioral problems impacting a whole class. The circle explores who has been affected by the behavior, in what ways, and what needs to happen to make things better. Individual students are not singled out as wrongdoers, and the whole class is asked to be accountable for improving the situation.

Student Advisory & Social Emotional Learning (SEL)

Using circles in advisories or student support meetings can help students develop social and emotional skills, receive and give support, build trusting relationships, and address personal and academic challenges from an asset-based perspective.

Restorative Discipline

A voluntary process bringing the wrongdoer and those affected by the harm, possibly including family members, teachers, staff, administrators, other students, and/or community members and school resource officer into a restorative conference. In a restorative conference, the person harmed is empowered to express how they have been affected, ask questions, and assert what they need in order to have the harm repaired. The wrongdoer gains the opportunity to be accountable, express remorse, and to make things right. Restorative conferences provide schools the opportunity to address conflict and harm in ways that enhance positive youth development and as an alternative to suspension and expulsion.

How Parents Can Support the Schoolwide Positive Behavior/Restorative Justice Support Plan

Your help with PBIS/RJ is very important and your support sends an important message to your child that we are working together as a team to help him/her be successful in school. We understand that your home environment may have different expectations, but in order to support your child's success in school, we ask that you support our school's expectations in the following ways:

1. Please spend time reviewing the Butler's expectations with your child.
2. Please remind your child of the Butler's expectations each day before he/she leaves for school
3. Our system is consistent and predictable so if your child has earned a consequence please support the decision and do all you can to have your child take responsibility for his/her actions. Your child will be told the reason for the consequence and he/she should be able to tell you what occurred. If you have any questions regarding the situation please call the classroom teacher or an administrator.
4. When your child gets home from school, talk with them about their day and ask if their behavior was acknowledged with Paw Stamps or other privileges. Ask your child what they did to earn Paw Stamps. Please offer your child extra praise and reinforcement for these behaviors.
5. If your child did not meet the school expectations that day, use the matrix as a tool to go over and reinforce specific expected behaviors.
6. You might try to use the same language at home. You might even add a column to the matrix defining expected behavior at home.

For more information on PBIS and how you can use it at home, please check out this [link](#). A spanish version of the same article can be found [here](#) as well!

Notice of Receipt of Schoolwide Positive Behavior Support Plan

The Schoolwide Positive Behavior Support Plan has been written so that students and family members know what behavior is expected. It is helpful when parents are aware of school expectations so they can help support success in school. Please sit down and talk about these expectations with your child. **You can also sign online [here](#).**

Failure to return this notice of receipt will not relieve students or parents from the responsibility for knowledge of the Butler Middle School-wide Positive Behavior Support Plan.

I have read the Butler Middle School-wide Positive Behavior/Restorative Justice Support Plan and discussed it with my child.

I understand my child is responsible for abiding by the Lowell School Department Code of Student Conduct as well as the Butler Middle School-wide Positive Behavior/Restorative Justice Support Plan.

Teacher Signature

Date

Parent/Guardian Signature

Date

Student Signature

Date

Additional Information:

- **PBIS/ Classroom management & school resources**
<https://www.pbis.org/>
- **Lowell Public Schools Code of Conduct**
<https://www.lowell.k12.ma.us/site/Default.aspx?PageID=147>
- **Attendance Policy**
<https://www.lowell.k12.ma.us/Page/120>

Articles of Reference:

<http://www.ascd.org/Publications/Books/Overview/Discipline-with-Dignity-How-to-Build-Responsible-Relationships-and-Respect-in-Your-Classroom-4th-Edition.aspx>

<http://www.ascd.org/publications/educational-leadership/sept18/vol76/num01/Relationships-and-Respect-in-Your-Classroom-4th-Edition.aspx>

<https://schoolleadersnow.weareteachers.com/alternatives-to-detention/>

<http://www.ascd.org/publications/educational-leadership/sept18/vol76/num01/Getting-Consistent-with-Consequences.aspx>

<http://www.ascd.org/publications/educational-leadership/sept18/vol76/num01/Are-the-Kids-Really-Out-of-Control%2%A2.aspx>

<https://www.tolerance.org/magazine/checking-yourself-for-bias-in-the-classroom>

<https://www.tolerance.org/magazine/quiet-in-the-classroom>

Books Of Interest:

- The Highly Engaged Classroom By Robert J. Marzano and Debra J. Pickering With Tammy Heflebower (Marzano Research Laboratory Powered by Solution Tree, 2011)
- The Skillful Teacher By Jon Saphier, Mary Ann Haley-Speca, Robert Gower
- Conscious Discipline By Becky A. Bailey
- Setting Limits in the Classroom By Robert J. Mackenzie
- Positive Discipline by Jane Nelson
- Teach Like A Champion 2.0 By Doug Lemov