

Opportunities to Problem Solve

Battling Common Classroom Management Concerns

Steps to Take Before Writing a Referral

Students are not in their seats when the bell rings.	Should I mark them tardy? No, the policy states they must be in the room when the bell rings.	Ensure you have an activity for all students to be held accountable for the moment they arrive to class.	Greet all students at the door while on hall duty, and instruct them to begin their warm-up activity.	Make engaging activities the norm to ensure they get situated to get things started.	Communicate with students and parents about the impact time delays have on instruction for all students.	Utilize lunch and after school detentions to ensure students make-up the time lost.
Students are tardy to class.	While on hall duty, greet your students and encourage them to get started on the assignment you have prepared for them.	Remind students of the 10/10 rule to use the restroom. Ask them to remind you after 10/10 to use the restroom and to get started on their warm-up.	Be certain to communicate with students that you are marking them tardy for entering the room after the bell.	Through your conversation regarding a student's tardiness, problem solve to see if there is something that can be done to help the student.	Post the tardy policy in your classroom so you can refer to it when enforcing the policy.	Monitor PowerSchool and the Tardy Record sent out by Mrs. Fitzgerald to ensure you are enforcing the policy.
Students are unprepared to class.	Check in with administration and the Main Office to get extra materials for student use.	Set up a system for students to trade personal items to borrow your materials.	While on hall duty remind your students if they need their textbook and leave book bags in their locker.	Post reminders of what materials are needed for class along with the warm up.	Remember, per the grading policy, students cannot have a grade reduced for lacking materials.	Make using the student agenda a routine in your classroom to note due dates.
A student has not reported to class.	If you see your students while on hall duty, encourage them to come in and get started on their warm-up.	Update your attendance in PowerSchool. Quick Lookup will reveal if they have been absent for other classes.	If you believe a student is MIA, email the Main Office and Administrators to inform them of the missing student.	Please DO NOT send a mass email to the entire staff.	We will work collectively to ensure the student is not in Guidance, Wellness, etc.	If the student arrives to class without a pass and are more than 10 minutes late, please complete a cut slip.
A student is not doing their work.	Check in with the student to ensure they have materials and are feeling well.	Allow the student to get a drink of water and return with a new mindset.	Provide steps to an assignment one at a time. Rephrase the requirements for the assignment.	Provide students with options to demonstrate their understanding of the material.	Utilize communication with the Guidance Department and parents to work together to get students on track.	Issue after school detentions for students to make-up the time they owe you and complete their work.
A student's behavior is distracting to instruction.	Ensure you are following recommended interventions in their IEP or 504 if they have one.	Utilize a seating chart to create the ideal instructional environment for student needs.	Make engaging activities the norm and provide students with options to demonstrate understanding while showing their strengths.	Utilize hallway conferences to communicate your expectations and concerns with the student.	Utilize communication with parents to work together to get students on track.	Issue lunch and after school detentions to reinforce your expectations.
A student is using an electronic device.	Tell the student to put the device away and remind them of the policy. Provide a warning that if it is seen again you will request to have it.	Should the student be seen with the device, ask them to hand it to you. Should they refuse, send them to the bench & complete a referral.	Be consistent. If you confiscate an electronic device, follow the procedure to turn it in to Mrs. Hurley in the Main Office.	Be consistent. Per the dress code, remind students to put their headphones in their pocket or locker.	Make engaging activities the norm to provide little down time for students to feel compelled to check their phone.	Lead by example by not having your cell phone out, or using it during class.

If a student must be removed from class please communicate clearly to them that they are to report to the bench. Notify the Main Office staff and Administration via e-mail, or by calling the Main Office.

Discipline Checklist

Before you reach the point of writing a disciplinary referral, take the following classroom management steps:

- conference one-on-one with the student...e.g. hallway conference; after class
- tell them what behavior you want to see vs. the behavior you dislike
- give students choices so they do not feel backed into a corner
- change the students seating assignment
- phone home
- have a parent-teacher conference
- after school detention/ lunch detention

Remember

Quit Taking It Personally

Referrals are LEGAL DOCUMENTS

REASON(S) FOR REFERRAL:		
<input type="checkbox"/> CUTTING CLASS	<input type="checkbox"/> LACK OF MATERIALS	<input type="checkbox"/> RESTLESS, INATTENTIVE
<input type="checkbox"/> EXCESSIVE TARDINESS	<input type="checkbox"/> LACK OF COOPERATION	<input type="checkbox"/> EXCESSIVE TALKING
<input type="checkbox"/> ANNOYING TO CLASSMATES	<input type="checkbox"/> RUDE, DISCOURTEOUS	<input type="checkbox"/> MISCHIEF
<input type="checkbox"/> DESTRUCTIVE TO SCHOOL PROPERTY	<input type="checkbox"/>	<input type="checkbox"/>
Describe behavior(s) checked above: (Be specific)		
ACTION TAKEN PRIOR TO REFERRAL:		
<input type="checkbox"/> CHECKED STUDENT'S FOLDER	<input type="checkbox"/> DETAINED STUDENT AFTER SCHOOL	<input type="checkbox"/> HELD CONFERENCE WITH PARENT
<input type="checkbox"/> HELD CONFERENCE WITH STUDENT	<input type="checkbox"/> CHANGED STUDENT'S SEAT	<input type="checkbox"/> SENT PREVIOUS REPORT HOME
<input type="checkbox"/> CONSULTED COUNSELOR	<input type="checkbox"/> TELEPHONED PARENT	<input type="checkbox"/>

WHEN WRITING A REFERRAL

stick to the...

Factual
Actual
Concise
Timely
Sensible