**HALLWAY/TRANSITIONS Guidelines for Success**

GOAL: The Hallway common area will be a quiet, safe and orderly environment where people interact with courtesy and respect.

RESPONSIBLE Hallway BEHAVIOR

|  |  |  |
| --- | --- | --- |
| Be Present | Be Safe | Be Kind |
| -Report any  inappropriate or  suspicious  misbehavior to  adults.  -Hold the door for the person behind you  -If you see  someone who needs  help—HELP  THEM. | -Level 0 Voice is  expected when  classes are in session and during  lunch/recess  transitions.  -Level 1 is  acceptable for  morning start and dismissal transitions.  -Walk Safely and  quietly (no  stomping)  -Respect each  other’s personal  space.  Keep hallways safe and clean | -Keep hands, feet, and materials to yourself.  -Enjoy the bulletin boards with your eyes only.  -Respect other  students’  backpacks.  -Hold the handrail walking up or down the stairs.  -Use the correct  side of the stairs. |

|  |
| --- |
| Guidelines for success |
| 1. Walk in a single file to your designated place.  2. Keep hands, feet, books, etc, to yourself.  3. If an adult request you to stop, please do so.  4. Enjoy the bulletin boards with your sight only. Do not touch the bulletin boards.  5. Voice Level 0 |

|  |
| --- |
| Supervision Responsibilities |
| Supervision is the alert, proactive ability of a truly professional teacher to circulate within a group of students, interacting in a positive and constructive way, scanning for potential problems, diffusing them before they arise, and motivating students to do their best and monitor their own behavior.  1. Staff members on the second floor will spread out strategically (see sign up form for dismissal positions) Each staff member is responsible for being in their designated spot at the designated time. All teachers will assist during dismissal.  2. During recess/lunch transition no group of students should be unsupervised during the hallway transition. Teachers may rotate to supervise transitions in the hallway.  3. While in hallways, staff members should interact positively with students as they pass by. The goal is to supervise in a warm and friendly way rather than in a cold and hostile way. 4. Voice Level 0 should be reinforced during all transitions by all staff members while students are in the hallway.  5. If a student violates one or more of the Guidelines for Success, use a respectful but firm voice to inform her/him of what s/he should be doing. Point out the appropriate behavior the student needs to exhibit. Every effort should be made to keep the situation from escalating.  6. Request for changes in a student’s behavior should be stated specifically and clearly directed to that student using his/her name. If you do not know the student’s name, walk up to that student and simply state your request.  7. When a student refuses to follow your instructions, inform her/him that s/he can choose to follow your instruction or be referred to the office for insubordination. \*\*  \*\*Do not consider the following as signs of insubordination. These behaviors may occur initially, but if diffused by the adult, compliance is more likely to follow: rolling of the eyes, hands on hips, looking away from you, smirks or other facial expression. |

|  |
| --- |
| Encouragement Procedures |
| 1. Proactive, positive interactions are the best deterrents to inappropriate behavior.  2. All students are the responsibility of all staff.  3. Create a positive, inviting environment using encouragement procedures.  4. Keep the rate of positive interactions high: three positives for every negative.  5. Don’t underestimate the power of verbal and nonverbal positive interactions. |

|  |
| --- |
| Menu of encouragement Procedures |
| 1. Greet students and use their names whenever possible.  2. Engage students in conversation about their interest and yours.  3. Establish eye contact and smile at the students.  4. Use gestures, such as a thumbs up. |

|  |
| --- |
| Hierarchy of Consequences |
| 1. Verbal reminder  2. Verbal reprimand  3. Positive practice, such as instructing the student to go back and walk appropriately 4. Brief delay of student (have brief private conversation with student regarding behavior) 5. Detention and loss of privileges  6. Use of office referrals only for insubordination or for dangerous or illegal situations |

|  |
| --- |
| TEACHING RESPONSIBILITIES |
| 1. At the beginning of the school year, and after long vacations, classroom teachers will teach the rules and expectations as outlined.  2. During the first week of the school year, teachers are encouraged to eat with their classes at least twice to reinforce appropriate behavior.  3. The principal will review lunch rules and expectations with student teachers and new assistants |

|  |
| --- |
| Suggested Strategies |
| 1. Allowing time to line up 2. ensuring students are calm and quiet before the line begins to move 3. call students to line up individually or in small groups 4. model appropriate behavior 5. Gentle reminders that include the school wide expectations 6. consequences for repeated offender |

**DISMISSAL SUPERVISORY STAFF ASSIGNMENTS**

**HALLWAY: 2-1 STAFF AT EACH END**

**STAIRS PLATFORM: 1 STAFF**

**BOTTOM OF THE STAIRS: 1 STAFF OUTSIDE DOORS: 2-1 STAFF**

|  |
| --- |
| **2ND FLOOR** |

|  |
| --- |
| **1ST FLOOR** |

