

Hallway Agreements

H onest	Own your actions - where are you supposed to be going Ask for what you need Go/be where you're supposed to - in the most direct way
E ngaged	Be focused on where you are going Stay on the right side of the hall Noticing who else is in the same space (are you walking by working classrooms? Are there smaller students in the hallway? Is it dismissal?) - move in the hallway with awareness of others and what their needs may be.
A ppropriate	Walking feet Hands to self (not touching others/walls/artwork) Make space for everyone Kind/positive language Use a quiet inside voice (talking partners, but not groups)
R esponsible	Take care of school and personal property - clean up after yourself Attend to your belongings Listen to all adults in the hallway Lead by example (model appropriate hallway agreements)
T imely	Go straight to your destination Walk with purpose

JFK Hallway Expectations / Rules

For Students

- Walk safely with your feet on the floor
- Keep hands, feet, and objects to yourself (don't touch walls, artwork, or others)
- Stay on the right side of the hallway
- Use a quiet inside voice (partner talk is okay, but not groups)
- Be aware of others around you (working classrooms, younger students, dismissal times)
- Go directly to your destination—walk with purpose
- Take care of your belongings and clean up after yourself
- Listen to and follow directions from all adults

For Adults

- Actively supervise students in the hallway and move with them if needed
- Remind and reinforce hallway expectations with positive, consistent language
- Model calm, safe, and respectful hallway behavior
- Support students in moving directly and purposefully to their destination
- Help maintain a quiet, respectful environment near working classrooms
- Intervene early to redirect unsafe or disruptive behavior
- Ensure students pick up their belongings and maintain shared spaces
- Communicate with colleagues if additional hallway support is needed