



Exit Routine

I-5, I-9, I-10

An Exit Routine establishes an end-of-period or class procedure, which allows students adequate time to prepare to exit the classroom in an orderly manner. It may be as simple as students knowing where to place completed assignments, pick up homework, or where to put away materials. When teachers plan exit routines that are purposeful and implement them consistently, potential problems such as wasted time can be avoided. Exit routines can also be used as a part of the instructional time by having the students state what they have learned. Teachers can also use the exit routine to bolster the classroom community by providing individualized praise or feedback as the students exit.

- Have teachers outline no more than 3 or 4 tasks students need to complete at the end of the class.
 - Tidy desks – no papers on desk
 - Put chairs away - chairs on top of desks, or under desks
 - Pick up / hand out homework- in a orderly fashion

- Explain the routine for dismissal and let students ask questions.
- Model and practice the exit routines with the class.
- Give students the opportunity to demonstrate the routine.
- Acknowledge and give feedback when each student completes the routine correctly.
- Clarify procedures and redirect undesirable behavior, if the exit routine is not executed properly. If needed, ask the students to start again.
- Work towards transferring ownership. Inform students of any adjustments made to routine. Allow for more practice, if needed.



Additional Tools

Early Pick Up

Parents may pick students up for appointments or other necessary activities. Parents must sign students out, and get a note from the office for the teacher. Students are not allowed to come down to wait for early pick-up in the office or anywhere else, even with a note from the parent to the teacher.

Emergency Exit

Teachers should establish specific expectations for students to exit the classroom when emergencies arise, such as a fire drill. Be sure to consult district and school-wide procedures when determining these expectations. Consider setting a specific exiting order for students.

For more strategies and/or resources, visit houstonisd.org/EffectivePractices



ALERTS

If students are leaving items out of place upon dismissal, address the issue immediately. Explain and model the expected behavior. Teachers who dismiss in shifts should consider modifying and adjusting steps.



QUICK TIPS

Remind students that the bell does not dismiss the class, but the teacher dismisses the class. Teachers must be mindful to be ready to dismiss. Exit routines can also involve having students share what they learned through oral or written