**Daily Schedule**

**Policy/Procedure**

The daily schedule should provide consistency in a balanced program of child-initiated and adult-directed activities, including individual, large and small group activities, routines and transitions.

**Policy/Procedure:**

1. The staff will post and consistently follow the High Scope Daily Schedule. It should include:
   - Message board
   - Planning time
   - Work time
   - Recall time
   - Large Group
   - Small Group
   - Clean-up
   - Meal times
   - Transitions
   - Outside/Large Muscle time

2. The High Scope Daily Schedule is posted at children's level and available for children to use.

3. The daily schedule provides for periods of both quiet and active play. (see Setting Up the Physical Environment Policy/Procedure)

4. Large Muscle time is scheduled daily, preferably outside, weather permitting.

5. Work-time (child initiated time) is scheduled for 45-60 minutes each day (see Curriculum Planning Policy/Procedure).

6. Changes in routines are shared with the children at message board time, to prepare children for changes.

7. Small and large group time should be intentional and should include activities that promote school readiness (language and literacy, math and science, social/emotional activities, music and movement, etc...)

8. 20-30 minutes should be planned for each meal. (see Mealtimes Policy/Procedure)

9. During transitions between activities, children should have reasonable choices about activities and timing as they move from one activity to the next. Wait time should be limited and should be used as time for learning.

10. Adults should let children know that transitions are coming, (e.g. announce, “5 more minutes left of work-time.”)

11. Routine tasks should be used as times of furthering children’s learning including self-help skills, and social skills. Routines such as toileting, eating, dressing, hand-washing, and tooth-brushing should be handled in a relaxed, reassuring manner, and should be individualized based on developmental needs. (see Diapering, Hand-washing, and Toileting Policy/Procedure)

12. Field trips should provide hands-on learning experiences that will extend learning (see Field Trip Policy/Procedure).

13. Health, nutrition, dental, mental health and safety experiences should be integrated into weekly lesson plans and should be documented on lesson plan.

---

See MN Dept of Human Services Rules 2 & 3 in Appendix B
This policy complies with Head Start Performance Standard 45 CFR Section l304.2l
Approved by Policy Council on February 16, 1999   Updated on 3-22-2005 and 6/1/13