

Sample Schedule for Preschool Special Education Classes

In New York City Department of Education (DOE) schools, preschool special education classes include Special Class in an Integrated Setting (SCIS) and Special Classes with ratios of 6:1:2, 8:1:2, and 12:1:2 in district 1-32 schools, Pre-K Centers, and District 75 programs.

Each preschool child with a disability must be provided with the extent and duration of services indicated on the child's Individualized Education Plan (IEP). In addition, DOE preschool special education classes must operate for no less than 6 hours and 20 minutes per day, with no less than 5 hours of instruction per day. An instructional hour is defined as an hour, or fraction of an hour, during which children receive instruction from a certified special education teacher.

For these classes, rest/nap time is not considered instruction. Outdoor play can be included in instructional time only if it contains supervised activities from a certified special education teacher. Mealtime may be included when calculating instructional time, as per the [October 2020 New York State Education Department \(NYSED\) guidance](#).

Below is a sample schedule to support DOE schools with providing the required 5 hours of daily instruction for children in special education classes. Please note that this schedule is structured but should remain flexible in response to children's individual needs. Teaching teams should also work directly with related service providers to consider what time of day works best for the child to receive services, by considering, for example, a child's attention, physical stamina, classroom activities, and behavior.

Please also note that transitions, toileting, and handwashing should be addressed as necessary within listed activities throughout the day.

For additional information on scheduling requirements and best practices, refer to guidance for operating [preschool SCIS](#) and [special classes](#) and [lesson planning for children with IEPs](#).

For additional information regarding sample schedules, refer to [3-K and Pre-K District School and Pre-K Center Sample Schedule for In-Person and Remote Learning](#). This resource includes detailed considerations for routines and activities for remote learning.

Time	Activity (In Person)	Notes
40 minutes	Arrival Activities, Greeting Routine, Small Group, Student Choice (Library, Writing/Drawing, Math/Manipulatives/Fine Motor)	<ul style="list-style-type: none"> ● Greet children and families/caregivers ● Support children with gaining independence in activities of daily living (ADLs), including removing outer garments, putting personal items in their cubby ● Adults can facilitate learning for small groups that address children's IEP goals, including emotional, cognitive, language and physical needs ● A variety of materials is provided to accommodate children's interests and skill levels

15 minutes	Breakfast	<ul style="list-style-type: none"> ● Adults work on a variety of skills to support ADLs (e.g., feeding self, using a napkin to wipe face and hands), communication and language development (e.g., labeling, requesting food items, requesting help) and social and emotional development (e.g., developing social interactions with peers and adults)
30 minutes	Structured Play/Movement	<ul style="list-style-type: none"> ● Structured activities led by a certified teacher provide children time to engage in gross motor tasks using a variety of different toys, materials and equipment. ● Planned activities include opportunities for children to work on a variety of skills to support communication and language development (e.g., use of social language, communicating wants and needs, answering questions, cause and effect, multi-step directions, spatial concepts), social and emotional development (e.g., resolving conflict, expressing feelings, self-regulation, playing with peers) and physical development that are aligned to individual IEP goals. ● Occurs outdoors on weather permitting days
15 minutes	Large Group Morning Meeting	<ul style="list-style-type: none"> ● Morning greeting activities such as home/school chart (name and picture recognition), reviewing feelings, classroom rules, and daily schedule ● Use of visuals and prompts to support children's engagement ● Length of meeting is appropriate based on children's ages, needs and levels ● Opportunities are provided through multiple modalities, e.g., kinesthetic, auditory, visual and tactile
75 minutes	Center Time/Small Group	<ul style="list-style-type: none"> ● A variety of materials is provided to accommodate children interests and skill levels ● Sensory and movement activities should be incorporated into the centers in addition to small group read aloud and individual instruction ● Space is organized to meet children's individual needs ● Activities and teaching strategies are designed to address children's IEPs ● Adults observe and interact with children ● Adults allow children to move freely through centers and provide support as needed for children ● Does not include transition time
15 minutes	Large Group Read-Aloud	<ul style="list-style-type: none"> ● Use of questioning to support children in using language and reasoning to solve academic and social problems ● Visual supports for instruction and communication are readily available ● Use of props and puppets is encouraged to support children's engagement
30 minutes	Lunch	<ul style="list-style-type: none"> ● Adults work on a variety of skills to support ADLs (e.g., feeding self, using a napkin to wipe face and hands), communication and language development (e.g., labeling, requesting food items, requesting help) and social and emotional development (e.g., developing social interactions with peers and adults)

30 minutes	<p>Quiet Time/Quiet Time Activities, Rest/Nap</p> <p><i>For preschool special education classes, rest time is not considered instruction.</i></p>	<ul style="list-style-type: none"> ● Quiet activities should be provided as a choice for children who are not napping ● All children should rest on an individual mat/cot ● Cots/mats should be spaced at least 6 feet apart (approximately 6 floor tiles) ● Children should have a cot cover and blanket ● If children must rest directly on the cot/mat surface, disinfect before and after use ● After an initial rest period, children who are engaging in quiet activities rather than sleeping should resume wearing their face coverings
30 minutes	Gross Motor Play	<ul style="list-style-type: none"> ● A variety of gross motor equipment is provided to support the development of various skills and levels ● Gross motor activities should be planned so adults can specifically teach age level gross motor skills in addition to working on other individual IEP goals (turn taking, joint attention, following directions, etc.) ● Occurs outdoors on weather permitting days
75 minutes	Center Time/Small Group	<ul style="list-style-type: none"> ● A variety of materials is provided to accommodate children interests and skill levels ● Sensory and movement activities should be incorporated into the centers in addition to small group read aloud and individual instruction ● Space is organized to meet children’s individual needs ● Activities and teaching strategies are designed to address children’s IEPs ● Adults observe and interact with children ● Adults allow children to move freely through centers and provide support as needed for children ● Does not include transition time
15 minutes	Large Group Closing Meeting	<ul style="list-style-type: none"> ● Children review what they explored during the day, sing goodbye songs
10 minutes	Dismissal Activities/Departure Routine	<ul style="list-style-type: none"> ● Sufficient support is planned and provided for transition at end of day, including help with ADLs ● Children should not be dismissed prior to the regularly scheduled dismissal time (Chancellor’s Regulations A-801)