

## Sample Schedule for Preschool Special Class in an Integrated Setting (SCIS) Classrooms in New York City Department of Education (DOE) District Schools and Pre-K Centers

Full-day SCIS programs in district schools and pre-K centers should operate for no less than six hours and 20 minutes per day with a minimum of five hours of instruction. For SCIS classes, breakfast, lunch, snack, and rest/nap time are not considered instruction.

The following are recommended sample schedules to support your school in meeting this requirement. Please note that the below schedule is structured but should remain flexible in response to students' individual needs. Classroom teachers 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 student's attention, physical stamina, classroom activities, and behavior.

For additional information, policies, and requirements for schedules, please see the [Pre-K for All Handbook](#).

### SAMPLE SCHEDULE 1 (includes breakfast, lunch, rest/nap, no snack)

- 5 hours and 15 minutes of instruction
- Activity times include transitions and handwashing (as necessary)

Time	Activity	Notes
25 minutes	Arrival Activities, Greeting Routine, Breakfast, Small Group, Student Choice: Library, Writing/Drawing, Math/Manipulatives/Fine Motor	<ul style="list-style-type: none"> <li>• A variety of materials is provided to accommodate student interests and skill levels</li> <li>• A variety of materials is available for children that are waiting for, finished or decline breakfast</li> <li>• Adults can facilitate learning for small groups that address student IEP goals, including emotional, cognitive, language and physical needs</li> </ul>
20 minutes	Large Group Morning Meeting	<ul style="list-style-type: none"> <li>• Time planned is appropriate based on student age, needs and levels</li> <li>• Opportunities are provided through multiple modalities, e.g., kinesthetic, auditory, visual and tactile</li> </ul>
75 minutes	Center Time/Small Group	<ul style="list-style-type: none"> <li>• A variety of materials is provided to accommodate student interests and skill levels</li> <li>• Materials are rotated and adapted in response to student needs and levels</li> <li>• Space is organized to meet student individual needs</li> <li>• Activities and teaching strategies are designed to address student Individualized Education Programs (IEPs)</li> </ul>
20 minutes	Music & Movement	<ul style="list-style-type: none"> <li>• A variety of equipment is provided to support the development of various skills and levels</li> </ul>
30 minutes	Lunch	<ul style="list-style-type: none"> <li>• For SCIS classes, lunch is <u>not</u> considered instruction</li> </ul>
20 minutes	Large Group Read-Aloud	<ul style="list-style-type: none"> <li>• Use of questioning supports students in using language and reasoning to solve academic and social problems</li> <li>• Visual supports for instructional use and communication are readily available for use with students</li> </ul>
35 minutes	Quiet Time/Quiet Time Activities, Rest/Nap	<ul style="list-style-type: none"> <li>• For SCIS classes, rest/nap is <u>not</u> considered instruction</li> <li>• Quiet activities should be provided as a choice for children who wake up early or are not able to sleep</li> </ul>
60 minutes	Gross Motor Play	<ul style="list-style-type: none"> <li>• A variety of gross motor equipment is provided to support the development of various skills and levels</li> </ul>
75 minutes	Center Time/Small Group	<ul style="list-style-type: none"> <li>• See above "center time/small group"</li> </ul>
20 minutes	Large Group Closing Meeting/Dismissal Activities/Departure Routine	<ul style="list-style-type: none"> <li>• See above "large group morning meeting"</li> <li>• Sufficient support is planned and provided for transition at end of day, including help with activities for daily living (ADLs)</li> </ul>

## SAMPLE SCHEDULE 2 (includes breakfast, lunch, rest/nap, and snack)

- 5 hours and 15 minutes of instruction
- Activity times include transitions and handwashing (as necessary)

Time	Activity	Notes
20 minutes	Arrival Activities, Greeting Routine, Breakfast, Small Group, Student Choice: Library, Writing/Drawing Math/Manipulatives/Fine Motor	<ul style="list-style-type: none"> <li>• A variety of materials is provided to accommodate student interests and skill levels</li> <li>• A variety of materials is available for children that are waiting for, finished or decline breakfast</li> <li>• Adults can facilitate learning for small groups that address student IEP goals, including emotional, cognitive, language and physical needs</li> </ul>
20 minutes	Large Group Morning Meeting	<ul style="list-style-type: none"> <li>• Time planned is appropriate based on student age, needs and levels</li> <li>• Opportunities are provided through multiple modalities, e.g., kinesthetic, auditory, visual and tactile</li> </ul>
10 minutes	Music & Movement	<ul style="list-style-type: none"> <li>• A variety of equipment is provided to support the development of various skills and levels</li> </ul>
75 minutes	Center Time/Small Group	<ul style="list-style-type: none"> <li>• A variety of materials is provided to accommodate student interests and skill levels</li> <li>• Materials are rotated and adapted in response to student needs and levels</li> <li>• Space is organized to meet student individual needs</li> <li>• Activities and teaching strategies are designed to address student Individualized Education Programs (IEPs)</li> </ul>
30 minutes	Gross Motor Play	<ul style="list-style-type: none"> <li>• A variety of gross motor equipment is provided to support the development of various skills and levels</li> </ul>
30 minutes	Lunch	<ul style="list-style-type: none"> <li>• For SCIS classes, lunch is <u>not</u> considered instruction</li> </ul>
20 minutes	Large Group Read Aloud	<ul style="list-style-type: none"> <li>• Use of questioning supports students in using language and reasoning to solve academic and social problems</li> <li>• Visual supports for instructional use and communication are readily available for use with students</li> </ul>
35 minutes	Quiet Time/Quiet Time Activities, Rest/Nap	<ul style="list-style-type: none"> <li>• For SCIS classes, rest/nap is <u>not</u> considered instruction</li> <li>• Quiet activities should be provided as a choice for children who wake up early or are not able to sleep</li> </ul>
75 minutes	Center Time/Small Group	<ul style="list-style-type: none"> <li>• See above “center time/small group”</li> </ul>
35 minutes	Gross Motor Play	<ul style="list-style-type: none"> <li>• A variety of gross motor equipment is provided to support the development of various skills and levels</li> </ul>
15 minutes	Snack	<ul style="list-style-type: none"> <li>• For SCIS classes, snack is <u>not</u> considered instruction</li> </ul>
20 minutes	Large Group Closing Meeting/Dismissal Activities/Departure Routine	<ul style="list-style-type: none"> <li>• See above “large group morning meeting”</li> <li>• Sufficient support is planned and provided for transition at end of day, including help with activities for daily living (ADLs)</li> </ul>

These sample schedules are aligned with the DOE’s Division of Early Childhood Education’s *Pre-K for All Handbook for District Schools and Pre-K Centers (2016-2017)*. Additional notes related to classroom activities are provided on the [NYC pre-K sample schedule available online](#).

If your school requires additional support with SCIS scheduling, email Rebecca Burke ([RBurke11@schools.nyc.gov](mailto:RBurke11@schools.nyc.gov)) on the DOE’s Preschool Special Education Team.