

NAP/REST TIME

Regularly scheduled nap/rest time is important to ensure students are able to relax, rest, and replenish their energy.

What You Need to Know

OVERVIEW

Midday nap/rest time plays a crucial role in enhancing the memory, alertness as well as the cognitive and physical development of pre-K students. Your Pre-K for All program must have a regularly scheduled nap or rest time during which you must provide an environment conducive for students to nap/rest. Quiet activities must be provided for students who do not wish to rest or nap.

SCHEDULING OF NAP/REST TIME

Your daily schedule must include time for students to nap/rest. It is recommended that nap/rest be scheduled (with some flexibility and discretion):

- At a consistent time each day
- At a time that meets the needs of children in the class (i.e. at a time when most children are tired enough to want to rest)
- To allow for children to rest/nap for 30-40 minutes (inclusive of transition time)*
 - The length of nap/rest time may vary depending on the changing needs of students over the course of the school year and the length of the program day.
 - If most students do not nap and are not tired during your program day, a shorter rest period or supervised accommodation in a designated space for quiet activities may be appropriate.
- Alternatively, if most students are not ready to wake up at the end of nap time, this period may need be extended up to 1 hour. Programs with longer nap/rest periods should periodically consider whether it would be appropriate to decrease the length of this activity.

**Classrooms funded through EarlyLearn NYC who operate for more than 8 hours per day may schedule a longer rest period as necessary to accommodate children's needs.*

EQUIPMENT AND FURNISHINGS

During nap/rest time, children must be offered the following items to allow them to relax comfortably:

- A firm sanitary cot or mat
 - A separate cot or mat must be provided for the exclusive use of each student.
 - Cots and mats must be cleaned and sanitized as needed.
 - During nap/rest time, this sleep equipment must be placed at least two feet apart, unless divided by a solid barrier.
 - A clean sheet and blanket.
 - You are required to provide clean sheets for every child enrolled.
 - Families may provide their own sheets should they choose to.
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- You may request that families provide blankets.
- All sheets and blankets must be:
 - Provided for each student’s exclusive use and labeled with the student’s name.
 - Stored separately to minimize spread of illness.
 - Washed (either at home or at school) at least weekly
 - Programs should be mindful of student allergies to detergent
- If there are students in the class who do not rest or nap, a designated space with sufficient lighting to enable reading or other quiet activities should be provided.

When not in use, all nap/rest equipment, furnishings and materials must be stored separately and in a sanitary manner to minimize the spread of illness. Storage accommodations must be arranged to ensure that children’s personal items and bedding are not touching each other, and that sleeping surfaces (i.e. the side of a mat that a child sleeps on) do not touch the floor.

STAFFING

- Pre-K for All staff to student ratios must be adhered to at all times during Pre-K for All hours, including nap/rest time.
- During nap time, family engagement staff members may count toward fulfilling required ratios.
 - For a class of 18 students or less, two instructional or family engagement staff members must supervise students during naptime.
 - For a class of 19 or 20 students, three instructional or family engagement staff members must supervise students during naptime.
- At least one staff member with a teaching license from the NYSED for the early childhood grades, must be on-site and on-duty throughout the entire nap/rest time. This staff member does not have to be the lead teacher or paraprofessional.

Instructional or family engagement staff members present during nap/rest time must maintain line of site supervision of students at all times.

Frequently Asked Questions

1. How can I help students relax during nap/rest time?

It is important to create a classroom environment that helps students to relax, rest, and replenish their energy. The following provisions can be implemented to help students rest well:

- Help students relax at the beginning of naptime by:
 - Playing soft music or singing a lullaby at a low volume.
 - Telling or reading a story in a calm, gentle voice.
 - Rubbing a student’s back.
- Offer children access to a transitional object from home (i.e., family picture, special blanket, etc.) that they can use during nap/rest time.

- Lights may be turned down and/or blinds closed to dim the room. However, the room must remain light enough to permit appropriate supervision and safe egress in the event of an emergency.
- Cots/mats are put in the same place every day so students can go to the same spot as part of their routine.
- The room is quiet, with the exception of soft music at a low volume if you choose to apply that strategy.
- Any disruptions that come up are handled calmly and gently by staff.
- Calmly and gently awaken students at the end of naptime.

2. How can I make accommodations for students that are having trouble dealing with the nap/rest schedule that is appropriate for all others in the group?

Your nap/rest schedule should be flexible enough to meet the varying needs of individual students.

Your staff should accommodate individual needs by, for example, letting one student go to sleep earlier than others or allowing a student who does not wish to rest participate in an alternate activity. Flexibility can also be provided as your staff give attention to a particular student for a longer period of time than is needed by others, to help the student relax.

Guidance on Early Risers or Non-Nappers

Early risers and non-nappers are those students who sleep less than others and who are ready to get up and do an activity while others sleep. These students should not have to stay quietly on their cots or mats with nothing to do. You should provide ways for these students to be appropriately involved and supervised while others are sleeping.

The following provisions can be taken:

- Students can be encouraged to quietly read books or play quietly with toys on their mats or cots.
- Students can read or play quietly in a separate part of the room that is away from sleeping students.
- Students can go to another room where non-nappers or early risers can participate in interesting activities with necessary supervision.
- Students can go outside where they can participate in either free play or specific activities, supervised by staff. All adult to student ratios must be maintained.

3. What are some examples of family engagement staff members in NYCEECs who might supervise children during nap/rest time?

Family engagement staff members can be anyone who has been cleared to work with students, is familiar with your students/families, and is trained on your Safety Plan/Emergency Procedures. This may include receptionists, paraprofessionals, etc.