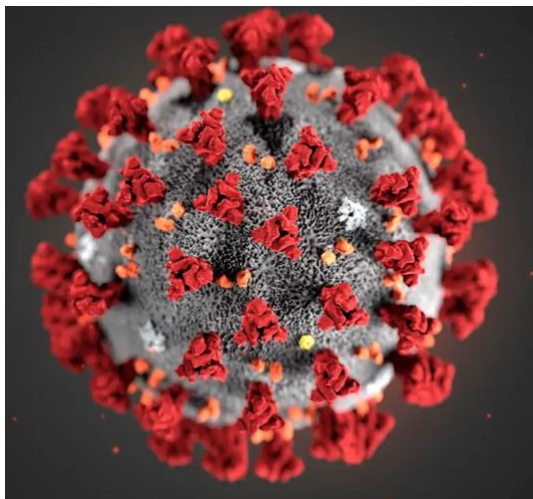


JERSEY CITY PUBLIC SCHOOLS

PUBLIC HEALTH-RELATED

SCHOOL CLOSURE PLAN



Franklin Walker, Superintendent of Schools
Regina Robinson, Business Administrator
Dr. Norma Fernandez, Deputy Superintendent

Updated
April 15, 2020

Public Health-Related School Closure Action Plan Jersey City Public School District

The Jersey City Public School District has been working closely with the New Jersey Department of Education and the New Jersey Department of Health. The guidance emphasized the most important thing for schools to do was to plan and prepare. The guidance advised that *“schools may be asked to **close preemptively or reactively**,* therefore schools should be making plans for what to do if there are recommendations for closing schools or cancelling events.”*

This health-related school closure plan serves as the guide for the JCPS District to provide home instruction. As a result, this plan tries to provide equitable access to instruction for all students (PK-12) including the provision of special education and related services for students with disability, as well as, the provision of school nutrition benefits for eligible students.

Any day in which students impacted by a public health-related closure have access to home instruction services provided consistent with the guidance provided by the New Jersey Department of Education will count as a day in which the board of education has provided instruction towards the 180-day requirement in accordance with N.J.S.A. 18A:7F-9. It only counts toward the 180-day requirement if the closure is strictly related to a public health-related closure.

The Jersey City Public School District encourages all educators and members of the public to recommit to raising awareness of the deep educational and personal harm brought by stigma, bullying and harassment in our schools, and to spread factual public health information without fear or stigmatization.

As the result of the school closing (*), these public health-related closure plan which the District put in place delineates not only responsibilities, but identifies which district functions are suspended/cancelled. This document, while not all encompassing, will serve as the guidance document for district operations.

The District’ Central Office will remain open unless otherwise directed by the Department of Health and all staff is expected to continue working.

With the school closure, all instructional staff at the school will be “working” during regular school hours as Home Instruction staff offering support to the students and their families via their work email, Google Classroom and/or other electronic platforms. The students are receiving Home Instruction in order to count for 180-day mandate. Please see Appendix B for district-wide instructional guidelines for general education students. Appendix A provides district-wide guidelines for students with disabilities and resources. The information is also available in the intranet.

Non-instructional staff is being assigned as needed to provide access to meals, cleaning, maintenance, security and maintain operational responsibilities.

DEMOGRAPHICS

The Jersey City Public School District (JCPS) is a comprehensive educational system that provides a full range of educational services to a very diverse student population from preschool through the 12th grade. The district enrolls approximately 30,000 students who identify themselves as, 27% African American, 38% Latino American, 18% Asian American, 14% Caucasians, and 3% as others. 14% of our student body is coded as students with a disability, 13% are English Language Learners, Seventy-eight (78)% of our students are eligible for free or reduced meals. Today JCPS is classified by the New Jersey Department of Education as being

in District Factor B, the second lowest of eight groupings based on socio-economic characteristics.

As a former Abbott District, JCPS has been providing universal preschool for all three (3) and four (4) year olds in the City since the Abbott Regulations came into effect. Currently, we are providing early childhood education to four thousand six hundred and fifty nine (4,659) students.

	In-district	Providers	Total
PK 3	467	1896	
PK 4	2029	267	
Total	2496	2163	4659

The JCPS serves the children of Jersey City, in Hudson County. The City is the second-most populous city in the State of New Jersey with a population of 265,549 according to the 2018 Census Bureau Population Estimates Program an increase of 9.4% from the 2010 Census and ranking the City as the 78th most populous in the nation. Jersey City is bounded on the east by the Hudson River and connected to lower Manhattan by the Holland Tunnel, the PATH, as well as major highways, Port Newark and Newark International Airport. Redevelopment of Jersey City has made the city a center for banking, finance, and artists. At the same time, not all areas of the city have the same level of revitalization.

COMMUNICATIONS

The key to handling any type of emergency situation is rooted in good communications. In order to facilitate clear communication among staff, parents, students and the general public, the following guidelines will be/have been implemented.

-Principals will be sure to have updated e-mail, phone and address information for all students and staff on their school webpage.

-The Office of The Superintendent of Schools will be the sole source of district communication to staff, parents, outside agencies and the press as it relates to the emergency situation. The district is undertaking efforts to provide communications in various languages to make sure that the proper information gets to as large an audience as possible. All messages will be shared with the staff, students and families through the Blackboard Communications System, JCETV, emails, Jersey City Public Schools Website <https://www.jcboe.org/>, JCPS Facebook, and Twitter. The district surveyed the families and found that about 98% of the families have access to electronic communications using personal hotspots, WIFI, and Ethernet access. Approximately 98% of the families have access to an electronic device at home such as chrome books, tablets, desktops, and smartphones. About 73% of the homes had access to multiple types of devices. The chart below shows the type of access and devices our students have at home. The parents completed the surveys and in the middle and high school grades the students were able to provide the information.

Home access to electronic communications	
Personal Hotspot/Mobile phone	4%
WIFI	51%
WIFI/Personal Hotspot/Mobile Phone	21%
Ethernet/DSL/Broadband	22%

No Internet Access	2%
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Types of electronic devices in the home

Chrome book/Laptop	8%
Desktops	2%
Tablet/Ipad's	4%
Multiple Devices	73%
Smartphones	11%
None	2%

-The Office of the Superintendent of Schools has established regular communications with local health authorities so that there is sharing of all information and coordination of all activities.

-This guideline is meant in no way to limit or change current procedures in place established by schools in communicating with parents and staff.

The Superintendent will meet with senior staff and building administrators to share information and the Jersey City Public Schools Public Health-Related School Closure Plan. The Superintendent will delegate the Director of Special Services to create instructional guidance for the district (Appendix A). The Early Childhood Director will create instructional guidance for the in-district early childhood teachers and contracted providers. The Assistant Superintendent of Curriculum and Instruction will develop instructional guidance for all teachers by content area to assist in the planning of individual teachers. The school principals will meet with their staff to share information, district expectations for the implementation of the Home Instruction model in the event of a school and/or district closing.

The Superintendent of Schools may close a school(s), should it be deemed necessary. Such closings do not count toward the 180-day attendance requirement and would need to be made up. A school(s) may be closed by order of the local department of health and such closings, when memorialized in writing, will count toward the 180-day attendance requirement and do not need to be made up.

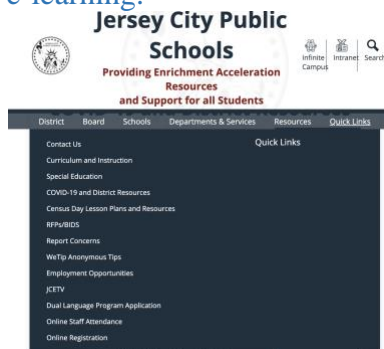
Update as of April 15, 2020

Governor Murphy today announce that schools will remain closed until May 15, 2020. He will then provide more details about the expectations for the remainder of the school year and reentry of normal activities to avoid the spread of the COVID-19 virus. At this time the district has made a transition from the Home Instruction model to “distance learning” using the many online resources and tools. In the JCPS seventy-three-point three percent (73.3%) are considered low income. Beginning the week of April 20, 2020, we will distribute 3,424 Chromebooks and 1,187 Hotspots. Using the district’s technology infrastructure and teacher feedback we were able to identify students who have not accessed e-learning. The administrators and teachers followed up with the families and identified the over three thousand students who will receive the devices in the first round. As families continue to say they need devices or replacement the distribution will continue.

Currently, technicians disassembled hundreds of Chromebook carts that were left in the classrooms and staged the devices for distribution. Families will receive a time and date at their

school to pick up the devices. Students who have been identified at all the schools will receive a Chromebook. Weather permitting seven schools will be scheduled per day.

Additionally, we have developed a tollfree number for parents to access technology support with their Chromebooks and access to e-learning.



CLEANING AND SANITIZING OF FACILITIES

The district has instituted enhanced sanitizing and disinfection procedures in all facilities. Custodial staff have been instructed in proper methods to implement effective prevention policies and procedures that help limit the spread of influenza and other respiratory infections such as the COVID-19 and this includes the availability of soap, hand towels and refuse containers. The staff is using the CDC's recommended cleaning products to wipe down doorknobs, desks, lavatories and common area surfaces during the school day to minimize the spread of any virus. At the conclusion of the school day, staff performs more intense cleaning to properly clean to mitigate the spread of any potential pathogens.

The district is working on/has implemented enhanced cleaning protocols of busses in the district's transportation fleet. This includes cleaning of seats and grab handles on a daily basis. Contact has been/will be made with contracted vendors to encourage an increased vigilance in cleaning of buses servicing the district.

STUDENT INSTRUCTION ON SAFE PRACTICES

Faculty has been proactive in encouraging students to wash their hands with soap for at least 20 seconds. Students are reminded of the need not to touch their eyes, nose and mouth. Students have been cautioned about controlling the spread of germs by sneezing into elbows and not hands. Proper disposal of tissues has been emphasized. Parents are encouraged to reinforce these habits in the home.

SCHOOL CLOSINGS

In the event that a school(s) is closed for an extended period of time, it will be necessary to put in place procedures for the following activities:

- Nutrition Program Continuance

- Instruction at home using an Home Instruction Model with the classroom teachers as a resource (Distance Learning/Home Instruction)
- Internet access was surveyed and all students received paper and pencil as well as online assignments based on their grade level and access to the internet;
- Free internet access- Comcast is offering families free internet access to families for 60 days
- Course of study for various grade levels (e.g.: while distance computer learning may be workable at higher grades will it be feasible at the lower grade levels).
- Instructional staff created instructional packets for students with directions to use in 14 or 21 days (2 or 3 weeks). Should the quarantine extend, the lessons will be available through Google classroom, the JCPS Website, and other designated platforms.

The staff attendance policy will be followed and all employees working remotely will sign-in daily using the following link [Staff Attendance](#) on the district's website.

- We will implement the Home Instruction for all Out of District Students
- All the Early Childhood Providers will implement the JCPS's Early Childhood Home Instruction plan (Appendix C).
- The JCPS will continue Payroll for all full-time and part-time employees. Per-diem employees will be called as needed.
- The district will continue to pay vendors

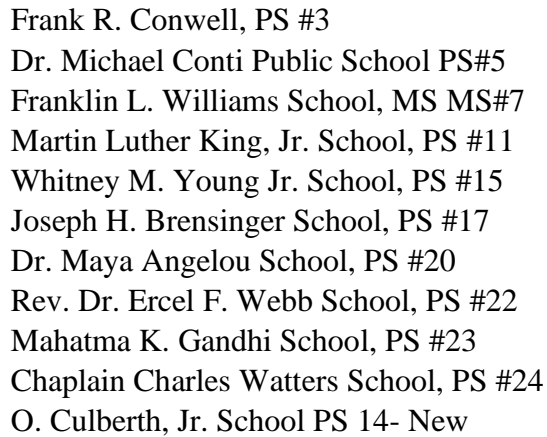
NUTRITION PROGRAM

In order for districts to provide equitable access to its students, it must make available meals for all eligible students. The need to continue the feeding of eligible students has been established. Now that we have received additional clearance from the New Jersey Department of Education and the Federal Government we have developed an extensive plan to feed the children of Jersey City students will be able to obtain meals at twenty (20) different schools throughout the different geographic areas of the City. These meals will be available to the students who attend the Jersey City Public Schools, the Charter Schools, and Early Childhood Centers in the city. The families will be able to pick up breakfast and lunch for each child at the same time from Monday through Friday. More information is available in the Division of Finance and Operations section of the Health-Related School Closure Plan Appendix D. This is the information that has been shared with all residents through district-wide calls to the home, the district's webpage, and social media.

JERSEY CITY PUBLIC SCHOOLS FREE MEAL PROGRAM

All **Jersey City** children* under the age of 18, regardless of the school they attend, can pick up **FREE MEALS** at a school nearest their home

Between
9:00 A.M. and 12:00 Noon
Revised



Please regularly check the district's website for updated information

OUT OF DISTRICT STUDENTS

If the Jersey City Schools were closed, any out of district placements in facilities that have not closed must still be transported to the out of district facility. The Transportation Department will be kept up to date on any out of district closings.

Update April 15, 2020

7

SOCIAL EMOTIONAL RESOURCES

At this time, information about COVID-19 is rapidly evolving as new details are confirmed and new questions emerge. In the event of health related school closures in our community, the district is committed to providing our students and families with tools to protect their families and to take care of your children and family members. Social Emotional Learning lessons can reduce stress and help calm likely anxieties. The JCPS Website is offering all staff members and families resources using the Jesse Lewis Choose Love Movement lessons for young students from preschool age to twelfth grade.

https://www.jcboe.org/apps/pages/index.jsp?uREC_ID=1536868&type=d&pREC_ID=1848044

The screenshot displays the Jersey City Public Schools website. At the top, the district logo is on the left, followed by the text "Jersey City Public Schools" and the tagline "Providing Enrichment Acceleration Resources and Support for all Students". To the right are icons for "Infinite Campus", "Intranet", and a "Search" icon. Below this is a navigation bar with links: "District", "Board", "Schools", "Departments & Services", "Resources", and "Quick Links". The main content area is titled "Social Emotional Learning Resources". It contains a paragraph about COVID-19, a list of links for "COVID-19 parent handout_NASD_NASD" and "CopingWithStress", a "JCPS School Counselors List" with a link to the "JCPS School Counselor List", and a "Counseling Resources" section with links for "Character", "CHOICES accountability", "Citizenship", "Contact number", "Coping Strategies Notebook", "Engaged Living", "Mindfulness Cards", and "Self Awareness". There is also a section for "Social Emotional Learning Lessons Grades PreK through 5" with links to "PreK Social Emotional Learning Lessons" and "Kindergarten Social Emotional Learning Lessons". On the right side of the page, there is a sidebar titled "For Parents and Community" with a list of links: "Health Update", "Social Emotional Learning Resources" (highlighted in red), "Title I Parent Advisory Meetings", "District to Parent Communications Support", "Facilities Usage Form", "Infinite Campus", "Parent Resources", "News Letters", "Student Attendance", "Parents' Guide to the New Jersey Student Learning Standards and Assessments", and "Report a Problem".

All our student have counseling and Wellness Resources for Creative Arts Support Program & Children’s Adaptive Physical Education During Health-Related School Closure using the district’s website, see Appendix F.

Due to the health related school closure, we will be continuing the Mentoring And Rebuilding Relationships with Cops (MARRC) Initiative in a virtual environment.

We are notifying students in the CHOICES program that they can send messages/pictures to their pen pals and mentors in law enforcement to the following email address: choicespenpals@gmail.com.

We are instructing the teachers to encourage their students to email the officers from the Jersey City Police Department and Hudson County Sheriff’s Office, who have volunteered their time to build positive relationships with them over the past four years. I will be managing the email account to ensure the messages are sent to the appropriate staff and volunteers in law enforcement. This initiative will serve as a way for our students and officers to still feel supported and connected at this unprecedented time of social distancing.

ADULT STUDENTS

The Adult Ed. Day and evening TASC (formerly GED) /ESL Programs will continue education our adult students by creating virtual classrooms using [newrow.com](https://www.newrow.com). Teachers and staff have begun outreach to sign up as many students as possible to be linked in.

The Jersey City Public Schools ESL and ABE/ASE/TASC students will be able to continue learning throughout the Health-Related School Closure.

Virtual classrooms will be open to students during their regular classroom times. Teachers will be available and will utilize video chat, whiteboard, and text chat features to create and implement daily lessons for all students who attend. The virtual classrooms are available through any computer, laptop and even mobile phone web browsers. These virtual classrooms will continue until we return to our normal on-site schedule.

The Adult Ed. High School Diploma Program will continue virtually as the Head Teacher of the program is currently setting up Google Classroom for posting classwork and showing students how to use the classroom to connect with other students and a few chosen teachers.

The classroom will offer options for replying to discussion topics, sharing documents, sharing web resources, doing assessments, completing and turning in assignments.

EARLY CHILDHOOD CENTERS

If the Jersey City Public Schools are ordered to close by the local health department, this affects the early childhood centers in the city. The Jersey City Public Schools is coordinating with the district Early Childhood Providers and providing the same guidance that it provides the JCPS Administrators. They will participate in district-wide planning and informational sessions.

DISTANCE LEARNING

The district is in the process of determining the number of students who have access to an Internet connected device (other than a smart phone), as well as, internet access. This information, once connected will drive the decision on the delivery of remote learning opportunities.

The district is currently working on continuing instruction through distance learning platforms. The ELL, Special Education and lower grade students provide unique challenges. Younger students will receive educational packets for 14 and 21 days as well as online links to educational tasks. Teachers will provide parents with the work email and be available during working hours to support learners.

Please see the Special Education and Curriculum and Instruction guidance for distance learning. All students with access to online learning will be able to use the links to free platforms.

[Updated April 15, 2020](#)

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income. Beginning the week of April 20, 2020, we will distribute 3,424 Chromebooks and 1,187 Hotspots. Using the district's technology infrastructure and teacher feedback we were able to identify students who have not accessed e-learning. The administrators and teachers followed up with the families and identified the over three thousand students who will receive the devices in the first round. As families continue to say they need devices or replacement the distribution will continue.

Currently, technicians disassembled hundreds of Chromebook carts that were left in the classrooms and staged the devices for distribution. Families will receive a time and date at their school to pick up the devices. Students who have been identified at all the schools will receive a Chromebook. Weather permitting seven schools will be scheduled per day.

Additionally, we have developed a tollfree number for parents to access technology support with their Chromebooks and access to e-learning.

HOME INSTRUCTION

In the event of the closing of a school(s) home instruction services will take the place of regular school attendance. The district policy on home instruction clearly states that for home instruction services to be provided that "the period of absence must be expected to be longer than two weeks except in special circumstances". If a school(s) are only going to be closed for the 14-day quarantine period then home instruction may not be warranted. However, for the quarantine days to count towards the mandated 180-day requirement instruction must be provided. In the event of a school closing, all students will follow the lessons outlined by their teachers and the teachers will serve as the Home Instruction teachers. Students and parents may communicate with teachers using the teachers' work email and/or other platforms that lead to professional interactions. Teachers will not provide their personal information or telephone numbers.

All accommodations and modifications will be made to the best of district's ability with the assistance of our Special Education teachers for our students. Inclusion students will also get their classroom assignments from their grade level teacher as well with these accommodations and modifications.

Dr. Andrea Blake-Garrett will monitor that the non-pubs are following my directive for CSTs pertaining to IEP procedures. They are also fully working remotely similarly in collaboration with the Jersey City Department of Special Education.

Governor Murphy today announce that schools will remain closed until May 15, 2020. He will then provide more details about the expectations for the remainder of the school year and reentry of normal activities to avoid the spread of the COVID-19 virus. At this time the district has made a transition from the Home Instruction model to "distance learning" using the many online resources and tools for students in grades 3-12. Additional educational packets of lessons for 21 days will be distributed to all kindergarten, first and second grade students at the twenty meal distribution sites.

PAYROLL PROCESSING/PAYCHECK DISTRIBUTION

Please see the Division of Finance and Operations Appendix D
VENDOR PAYMENTS

Please see the Division of Finance and Operations Appendix D

EXTRACURRICULAR ACTIVITIES

All decisions to cancel or alter Extracurricular Activities will be made by the Superintendent or his designee.

Extracurricular activities fall into two distinct scenarios-those with students within the same school population and those with populations from other schools/school districts. While a school might decide that it is fine to have the 8th grade play the 7th grade in basketball, is it advisable to have one school play a game against a school from the district or a school from another district.

The cancellation of interscholastic sports carries a concern of impacting the potential of athletic scholarships for post-secondary education. Any decisions on cancellation of those events will be made with sensitivity to this issue but student health will be the priority.

There have been a number of instances in recent weeks of cancelling extracurricular activities and/or limiting/prohibiting spectators. At this time no such plans are in place but the district will continue to monitor the situation and make decisions based on public health advisories. The district will be sensitive to such cancellations so as to not stigmatize any population.

STAFF ATTENDANCE

If a school is closed by order of the local health official, it is presumed that staff would be put in a 14 or 21-day quarantine period. If the school remains closed after the expiration of the quarantine period the Superintendent of Schools will determine which staff members are to return to the facility to assume duties.

In the event that school(s) are closed upon the recommendation of the Health Department, the Central Office will remain open and all staff essential on sight staff will report at their regular times, unless otherwise articulated by the Superintendent of Schools. All essential offsite essential staff will work remotely

In order to maintain a safe and healthy environment for our students, the District will continue to review and update our COVID-19 prevention protocols. As a result, the following expectations will be implemented beginning this Monday, March 16, 2020. Please be advised that the District is following state regulations for health-related school closures to ensure that students continue to receive quality remote home instructional practices. In addition, the District will continue to provide daily meals for the students of Jersey City. In order for the District to meet the

guidelines of the Health-Related School Closure Plan, it is imperative that all district staff to continue to provide their respective services. District staff have been identified as either **essential onsite** or **essential remote** providers of services.

- ◆ Senior Staff Member are considered essential onsite personnel. Their attendance is required. Senior Staff Members' attendance will be monitored daily by the Office of the Superintendent.
- ◆ Building-Level Administrators are considered essential onsite personnel. Their attendance is required daily and will be monitored by their respective Division Director.
- ◆ District-Level Administrators and supervisors are considered essential onsite personnel. Their attendance is required daily and will be monitored by their respective Department Head.
- ◆ Teachers/para professionals are considered essential off-site remote personnel. Their attendance will be monitored daily using an online attendance protocol that will be shared via email. This includes school counselors, nurses, specialists, Child Study Team members, early childhood support staff, instructional specialists, CITs, and special education lead teachers.
- ◆ School-based and central office clerical staff, attendance counselors and school community aides are essential onsite personnel. Their attendance will be monitored daily by their respective supervisors.
- ◆ All Business office, custodial, payroll, security, transportation, food services, maintenance, etc. are considered onsite essential personnel. Their attendance will be monitored daily by their respective supervisors.

As the District continues to evaluate the implementation of its Health-Related School Closure Plan, remote services could be expanded to additional staff members as feasible. However, it is expected that all essential onsite staff report to their respective assignments until further notice from the Superintendent.

Any employee exhibiting respiratory illness is encouraged to remain home, call out sick, and seek medical advise/assistance. If you suspect that you have been exposed to COVID-19, please contact the Health Department at 1800-222-1222.

The district nurse is tracking the employees that have contracted the disease and notifying personnel they may have come in contact with to self-quarantine for 14 days as recommended by the Health Department and notify their primary care doctor if they experience any symptoms of the illness. As of this writing only 19 employees have tested positive.

Jersey City Public Schools Essential Personnel

			Telephone #
Administration	Superintendent	Franklin Walker	551-697-5670
	Deputy Superintendent	Norma Fernandez	201-565-6733
	Assistant Superintendent	Ellen Ruane	201-388-0791
	Business Administrator	Regina Robinson	551-233-3810
	Assistant Business Administrator	Karen Johnson	
	Confidential Secretary	Lori Ruiz	
		Nancy Cadenilla	
	Payroll Sueprvisor	Christina Kliatchko	
		Nadia Harnsram	
		Tammy Blount	
		Roxanne Padilla	
		Rafael Augusto	
	Human Resources	Edwin Rivera	
Security	Director of Security	Arthur Youmans	
		Lakeisha McGoy	
	***Security Guard(s) will be on rotating shifts during the District's closure		
Technology	Director	Debaiss Gupta	
		Americo Oliveira	
Maintenance	Director	Thomas Curtis	
	Supervisor	Henry Bednardski	
	Supervisor	Henry Padua	
	Administrative Services	Charlie Grant	
Food Service	***Facilities Day/Night Staff will be on rotating shifts during the District's closure		
	Jennifer Zeligson	Director	
	Dawn Wilson	Supervisor	
Transportation	John Zupko		
	Joan Ferrara		
	***Transportation Department has provided 20 Buses and Drivers/Aides to assist Food Service, during the School Closure.		

Legal		Bryant Horsley	

Appendix A

Guidance for Students with Disability

Teachers will plan according to their program and grade level following the guidance below. If students have access to a device with Internet access, teachers will post lessons on Google classroom. If students do not have access to a device and/or Internet, then packets will be posted on the intranet depending on program type for teachers to access student's needs and grade level. Teachers may add to the packet to include additional work that coincides with goals on student's I.E.P.s. The schools will be responsible for making copies of the packets and sending them home with students. The teachers will be responsible for assigning the appropriate material and providing the students with their username and passwords for the district-approved web based curriculums and interventions.

Related Service information is also included in the plan. Service providers will be sending home packets and resources for instruction at home.

All accommodations and modifications will be made to the best of our ability with the assistance of our Special Education teachers for our students.

*Social Studies and Science are integrated in the Language Arts lessons.

*Added Resources are also included for additional support.

As of April 15, 2020, Individual lessons were developed for an additional 21 days of instruction and mailed to each student with disability. The lessons are a combination of e-learning and paper and pencil as required by the child's IEP. The lessons are available on the intranet for staff and the internet for parents.

Program Type:	Classification/ Type of Class:	Grade Level:	Action Plan:
T.E.A.C.H.	Autistic/PSD	Pre-K	Language Arts: Language for Learning (Direct Instruction per instructional level); Take-Home Packet (per instructional level) Math: Take-Home Packet (per instructional level)
T.E.A.C.H.	Autistic/SC	K	Language Arts: Language for Learning (Direct Instruction per instructional level); Reading Mastery (Direct Instruction per instructional level); Smarty Ants (Online Instruction if available); Take-Home Packet (per instructional level) Math: Math Concepts (Direct Instruction per

			instructional level); Smarty Ants (Online Instruction if available); Take-Home Packet (per instructional level)
T.E.A.C.H.	Autistic/SC	1	<p>Language Arts: Language for Learning (Direct Instruction per instructional level); Reading Mastery (Direct Instruction per instructional level); Smarty Ants (Online Instruction if available); Take-Home Packet (per instructional level)</p> <p>Math: Math Concepts (Direct Instruction per instructional level); Smarty Ants (Online Instruction if available); Take-Home Packet (per instructional level)</p>
T.E.A.C.H.	Autistic/ SC	2	<p>Language Arts: Language for Learning (Direct Instruction per instructional level); Reading Mastery (Direct Instruction per instructional level); Smarty Ants (Online Instruction if available); Take-Home Packet (per instructional level)</p> <p>Math: Math Concepts (Direct Instruction per instructional level); Smarty Ants (Online Instruction if available); Take-Home Packet (per instructional level)</p>
T.E.A.C.H.	Autistic/ SC	3	<p>Language Arts: Language for Learning (Direct Instruction per instructional level); Reading Mastery (Direct Instruction per instructional level); Smarty Ants (Online Instruction if available); Take-Home Packet (per instructional level)</p> <p>Math: Math Concepts (Direct Instruction per instructional level); Smarty Ants (Online Instruction if available); Take-Home Packet (per instructional level)</p>
T.E.A.C.H.	Autistic/ SC	4	<p>Language Arts: Language for Learning (Direct Instruction per instructional level); Reading Mastery (Direct Instruction per instructional level); Smarty Ants (Online Instruction if available); Take-Home Packet (per instructional level)</p> <p>Math: Math Concepts (Direct Instruction per instructional level); Smarty Ants (Online Instruction if available); Take-Home Packet (per instructional level)</p>
T.E.A.C.H.	Autistic/SC	5	<p>Language Arts: Language for Learning (Direct Instruction per instructional level); Reading Mastery (Direct Instruction per instructional level); Smarty Ants (Online Instruction if available); Take-Home Packet (per instructional level)</p> <p>Math: Math Concepts (Direct Instruction per instructional level); Smarty Ants (Online Instruction if available); Take-Home Packet (per instructional level)</p>

T.E.A.C.H.	Autistic/SC	6	<p>Language Arts: Language for Learning (Direct Instruction per instructional level); Reading Mastery (Direct Instruction per instructional level); Smarty Ants (Online Instruction if available); Take-Home Packet (per instructional level)</p> <p>Math: Math Concepts (Direct Instruction per instructional level); Smarty Ants (Online Instruction if available); Take-Home Packet (per instructional level)</p>
T.E.A.C.H.	Autistic/SC	7	<p>Language Arts: Language for Learning (Direct Instruction per instructional level); Reading Mastery (Direct Instruction per instructional level); Smarty Ants (Online Instruction if available); Take-Home Packet (per instructional level)</p> <p>Math: Math Concepts (Direct Instruction per instructional level); Smarty Ants (Online Instruction if available); Take-Home Packet (per instructional level)</p>
T.E.A.C.H.	Autistic/SC	8	<p>Language Arts: Language for Learning (Direct Instruction per instructional level); Reading Mastery (Direct Instruction per instructional level); Smarty Ants (Online Instruction if available); Take-Home Packet (per instructional level)</p> <p>Math: Math Concepts (Direct Instruction per instructional level); Smarty Ants (Online Instruction if available); Take-Home Packet (per instructional level)</p>
T.E.A.C.H.	Autistic	9	<p>Language Arts: Google Classroom; Online Instruction (iReady); Adapted Readers (continuation of current lessons); Take-Home Packet (Ready NJ; novel study) per instructional level if online instruction is not available.</p> <p>Math: Google Classroom; Online Instruction (iReady); Take-Home Packet (Ready NJ) per instructional level if online instruction is not available.</p>
T.E.A.C.H.	Autistic	10	<p>Language Arts: Google Classroom; Online Instruction (iReady); Adapted Readers (continuation of current lessons); Take-Home Packet (Ready NJ; novel study) per instructional level if online instruction is not available.</p> <p>Math: Google Classroom; Online Instruction (iReady); Take-Home Packet (Ready NJ) per instructional level if online instruction is not available.</p>
T.E.A.C.H.	Autistic	11	<p>Language Arts: Google Classroom; Online Instruction (iReady); Adapted Readers (continuation</p>

			<p>of current lessons); Take-Home Packet (Ready NJ; novel study) per instructional level if online instruction is not available.</p> <p>Math: Google Classroom; Online Instruction (iReady); Take-Home Packet (Ready NJ) per instructional level if online instruction is not available.</p>
T.E.A.C.H.	Autistic	12	<p>Language Arts: Google Classroom; Online Instruction (iReady); Adapted Readers (continuation of current lessons); Take-Home Packet (Ready NJ; novel study) per instructional level if online instruction is not available.</p> <p>Math: Google Classroom; Online Instruction (iReady); Take-Home Packet (Ready NJ) per instructional level if online instruction is not available.</p>
T.E.A.C.H.	Autistic	12+	<p>Language Arts: Google Classroom; Online Instruction (iReady); Adapted Readers (continuation of current lessons); Take-Home Packet (Ready NJ; novel study) per instructional level if online instruction is not available.</p> <p>Math: Google Classroom; Online Instruction (iReady); Take-Home Packet (Ready NJ) per instructional level if online instruction is not available.</p>
T.E.A.C.H. [Additional Online Resources]	Autistic		<p>Websites (Pre-K -8th Grade): Abcya (https://www.abcya.com); Sesame street (https://www.sesamestreet.org); PBSkids (https://pbskids.org); Starfall (https://www.starfall.com/h/); Cool Math (https://www.coolmathgames.com/); Abcmouse (https://www.abcmouse.com); Funbrain (https://www.funbrain.com); TIME for Kids (https://www.timeforkids.com/); Kids National Geographic (https://kids.nationalgeographic.com/); Learning Games for Kids (https://www.learninggamesforkids.com/); Go Noodle (www.gonoodle.com)</p> <p>Websites (Secondary Grade 9th-12+): Cool Math (https://www.coolmathgames.com/); Mystery Science (https://mysteryscience.com/); Read Gov (http://read.gov/books/) ; Open Library (https://openlibrary.org/)</p>

Program Type:	Grade	Action Plan:
Inclusion	Pre K	Take Home Packet; -Identifying: emotions, colors, shapes, sizes, letters, numbers -Using writing tools: pencils, crayons, markers -Practice self-care skills: toileting, feeding, clothing, grooming, teeth brushing - Practicing fine motor skills: cutting with a scissors and drawing/coloring - Language and Literacy: Book enjoyment, listening skills, awareness of letter sounds. -Mathematics: counting skills, sequencing and patterning, matching.
Inclusion	K	Language Arts: Online Instruction (Smarty Ants, MyOn, Pearson); Take-Home Packet (My Sidewalks, SSE, Reading Street Resources) if online instruction is not available. Mathematics: Online Instruction (Personal Math Trainer, other online resources; see links listed below); Take-Home Packet (Go Math) per instructional level if online instruction is not available.
Inclusion	1	Language Arts: Online Instruction (Smarty Ants, Achieve3000, MyOn, Pearson); Take-Home Packet (My Sidewalks, SSE, Reading Street Resources) if online instruction is not available. Mathematics: Online Instruction (Personal Math Trainer, other online resources; see links listed below); Take-Home Packet (Go Math, Moving with Math Resources) if online instruction is not available.
Inclusion	2	Language Arts: Online Instruction (Achieve 3000, Smarty Ants, MyOn, Pearson); Take-Home Packet (My Sidewalks, SSE, Reading Street Resources) if online instruction is not available. Mathematics: Online Instruction (Personal Math Trainer, other online resources; see links listed below); Take-Home Packet (Go Math, Moving with Math Resources) per instructional level if online instruction is not available.
Inclusion	3	Language Arts: Online Instruction (Achieve 3000, MyOn, Pearson); Take-Home Packet (My Sidewalks, Reading Street Resources) if online instruction is not available. Mathematics: Online Instruction (Personal Math Trainer, other online resources; see links listed below); Take-Home Packet (Go Math, Moving with Math Resources) per instructional level if online instruction is not available.

Inclusion	4	<p>Language Arts: Online Instruction (Achieve 3000, MyOn, Pearson); Take-Home Packet (My Sidewalks, Reading Street Resources) if online instruction is not available.</p> <p>Mathematics: Online Instruction (Personal Math Trainer, other online resources; see links listed below); Take-Home Packet (Go Math, Moving with Math Resources) per instructional level if online instruction is not available.</p>
Inclusion	5	<p>Language Arts: Online Instruction (Achieve 3000, MyOn, Pearson); Take-Home Packet (My Sidewalks, Reading Street Resources) if online instruction is not available.</p> <p>Mathematics: Online Instruction (Personal Math Trainer, other online resources; see links listed below); Take-Home Packet (Go Math, Moving with Math Resources) per instructional level if online instruction is not available.</p>
Inclusion	6	<p>Language Arts: Online Instruction (Achieve 3000, MyOn, Pearson); Take-Home Packet (Adapted Interactive Readers, Holt McDougal, novels) if online instruction is not available.</p> <p>Mathematics: Online Instruction (Personal Math Trainer, other online resources; see links listed below); Take-Home Packet (Go Math, Moving with Math Resources) per instructional level if online instruction is not available.</p>
Inclusion	7	<p>Language Arts: Online Instruction (Achieve 3000, MyOn, Pearson); Take-Home Packet (Adapted Interactive Readers, Holt McDougal, novels) if online instruction is not available.</p> <p>Mathematics: Online Instruction (Personal Math Trainer, other online resources; see links listed below); Take-Home Packet (Go Math, Moving with Math Resources) per instructional level if online instruction is not available.</p>
Inclusion	8	<p>Language Arts: Online Instruction (Achieve 3000, MyOn, Pearson); Take-Home Packet (Adapted Interactive Readers, Holt McDougal, novels) if online instruction is not available.</p> <p>Mathematics: Online Instruction (Personal Math Trainer, other online resources; see links listed below); Take-Home Packet (Go Math, Moving with Math Resources) per instructional level if online instruction is not available.</p>

Inclusion	9-12	<p>Language Arts: Online Instruction (Achieve 3000, Acellus (if applicable)); Take-Home Packet (Adapted Interactive Readers, Holt McDougal, novels), Take-Home Packets</p> <p>Other courses: Specialized teachers will make packets according to course level and schedule if online instruction is not available.</p> <p>Mathematics: Online Instruction (Online resources; listed below); Take-Home Packet (Moving with Math Foundations or Algebra Resources) per instructional level if online instruction is not available.</p>
Additional Online Resources		<p>Language Arts</p> <p>http://www.readwritethink.org/ https://www.readworks.org/ https://www.getepic.com/ https://www.flocabulary.com/ https://www.newsomatic.org/ https://storiumedu.com/ https://www.starfall.com/h/ http://www.cookie.com/</p> <p>Mathematics</p> <p>www.pbskids.com www.splashmath.com www.prodigygames.com www.turtlediary.com https://www.ixl.com/ https://pages.sumdog.com/ https://illuminations.nctm.org/ https://www.khanacademy.org/ https://nj.mypearsonsupport.com/practice-tests/math/ https://quizlet.com/topic/math/ http://www.numeracyninjas.org https://www.mathplayground.com www.mrn365.com www.mathhelp.com/</p>

Program Type:	Grade Level:	Action Plan
Resource	K-1	<p>Language Arts: Online Instruction (SmartyAnts, MyOn); Take-Home Packet (ERI, My Sidewalks - Practice Books posted on Intranet) per instructional level if online instruction is not available.</p> <p>Mathematics: Online Instruction (Personal Math Trainer, other online resources; see links listed below); Take-Home Packet (Go Math, Moving with Math Resources) per instructional level if online instruction is not available.</p>
Resource	2-5	<p>Language Arts: Online Instruction (SmartyAnts, Achieve 3000, MyOn); Take-Home Packet (My Sidewalks - Practice Books, Sonday System 1 - Student Workbook) per instructional level if online instruction is not available.</p> <p>Mathematics: Online Instruction (Personal Math Trainer, other online resources; see links listed below); Take-Home Packet (Go Math, Moving with Math Resources) per instructional level if online instruction is not available.</p>
Resource	6-12	<p>Language Arts: Online Instruction (Achieve 3000, MyOn, Acellus (if applicable)); Take-Home Packet (Adapted Interactive Readers, Sonday System 1 - Student Workbook) per instructional level if online instruction is not available.</p> <p>Mathematics: Online Instruction (Personal Math Trainer, other online resources; see links listed below) Take-Home Packet (Go Math, Moving with Math Resources) per instructional level if online instruction is not available.</p>
Preschool Disabled (PSD)	PreK Self-Contained	<p>Take Home Packet; -Identifying: emotions, colors, shapes, sizes, letters, numbers -Using writing tools: pencils, crayons, markers -Practice self-care skills: toileting, feeding, clothing, grooming, teeth brushing -Practicing fine motor skills: cutting with a scissors and drawing/coloring -Language and Literacy: Book enjoyment, listening skills, awareness of letter sounds. -Mathematics: counting skills, sequencing and patterning, matching.</p>
Learning Disabled (LD), Behavior Disabled (BD), C.H.O.I.C.E.S	Primary Self-Contained	<p>Language Arts: Online Instruction (Smarty Ants, MyOn, Pearson); Take-Home Packet (My Sidewalks, SSE - Worksheets, Reading Street Resources, Sonday System 1 (for grade 2 students) - Student Workbook) per instructional level if online instruction is not available.</p> <p>Mathematics: Online Instruction (Personal Math Trainer) Take-Home Packet (Go Math, Moving with Math Resources) per instructional level if online instruction is not available.</p>

Learning Disabled (LD) Behavior Disabled (BD), C.H.O.I.C.E.S	Grammar Self- Contained	<p>Language Arts: Online Instruction (Achieve 3000, MyOn, Pearson); Take-Home Packet (My Sidewalks, Sondag, Reading Street Resources) per instructional level if online instruction is not available.</p> <p>Mathematics: Online Instruction (Personal Math Trainer) Take-Home Packet (Go Math, Moving with Math Resources) per instructional level if online instruction is not available.</p>
Learning Disabled (LD), Behavior Disabled (BD), C.H.O.I.C.E.S	Middle Self- Contained	<p>Language Arts: Online Instruction (Achieve 3000, MyOn, Pearson); Take-Home Packet (Holt McDougal, Novels, Adapted Interactive Readers- per instructional level if online instruction is not available.</p> <p>Mathematics: Online Instruction (Personal Math Trainer) Take-Home Packet (Go Math, Moving with Math Resources) per instructional level if online instruction is not available.</p>
Learning Disabled (LD), Behavior Disabled (BD), C.H.O.I.C.E.S	High School	<p>Language Arts: Online Instruction (Achieve 3000, MyOn, Acellus (if applicable)); Take-Home Packet (Adapted Interactive Readers, Sondag System 1 - Student Workbook) per instructional level if online instruction is not available.</p> <p>Mathematics: Online Instruction (Personal Math Trainer) Take-Home Packet (Go Math, Moving with Math Resources) per instructional level if online instruction is not available.</p>
Additional Online Resources		<p>Mathematics</p> <p> www.pbskids.com www.splashmath.com www.prodigygames.com www.turtlediary.com https://www.ixl.com/ https://pages.sumdog.com/ https://illuminations.nctm.org/ https://www.khanacademy.org/ https://nj.mypearsonsupport.com/practice-tests/math/ https://quizlet.com/topic/math/ http://www.numeracyninjas.org https://www.mathplayground.com www.mrn365.com www.mathhelp.com/ </p>

Program Type:	Classification/ Type of Class:	Grade Level:	Action Plan:
C.H.A.M.P.S .	Intellectual Disabilities- Moderate	Primary (K-2)	Language Arts: Language for Learning, Styer-Fitzgerald, (Per instructional level, Continuation of lessons as per teacher), Take-Home Packets Math: Connections (Per instructional level, Continuation of lessons as per teacher), Take-Home Packets Daily Living Skills: Self-help skills: Take-Home Packet Technology: www.starfall.com, www.abcya.com, www.sesamestreet.org, www.cookie.com, www.nickjr.com, www.pbskids.com
C.H.A.M.P.S .	Intellectual Disabilities- Moderate	Grammar (3-5)	Language Arts: Language for Learning, Styer-Fitzgerald, (Per instructional level, Continuation of lessons as per teacher) Take-Home Packets Math: Connections (Per instructional level, Continuation of lessons as per teacher), Take-Home Packets Daily Living Skills: Self-help skills: Take-Home Packet Technology: Smarty Ants (if applicable), www.starfall.com, www.abcya.com, www.sesamestreet.org, www.cookie.com, www.nickjr.com, www.pbskids.com

C.H.A.M P.S.	Intellectual Disabilities- Moderate	Middle (6-8)	Language Arts: Language for Learning, My Sidewalks, Sondag System 1, 180 Days of Writing (Per instructional level, Continuation of lessons as per teacher); Take-Home Packet Math: Connections (Per instructional level, Continuation of lessons as per teacher); Take-Home Packet Daily Living Skills: Self-help skills: Take-Home Packet Technology: Smarty Ants, MyON (Online Instruction if applicable)
C.H.A.M P.S.	Intellectual Disabilities- Moderate	High School	Language Arts: Language for Learning, My Sidewalks, Sondag System 1, 180 Days of Writing (Per instructional level, Continuation of lessons as per teacher); Take-Home Packet Math: Connections (Per instructional level, Continuation of lessons as per teacher); Take-Home Packet Daily Living Skills: Self-help skills: Take-Home Packet Technology: Smarty Ants, MyON, (Online Instruction if applicable)
C.H.A.M P.S.	Intellectual Disabilities – Mild	Primary (K-2)	Language Arts: Language for Learning, ERI, My Sidewalks, (Per instructional level, Continuation of lessons as per teacher) Take-Home Packets Math: Connections (Per instructional level, Continuation of lessons as per teacher), Take-Home Packets Daily Living Skills: Self-help skills: Take-Home Packet Technology: Smarty Ants (if applicable), www.starfall.com, www.abcya.com, www.sesamestreet.org, www.cookie.com www.nickjr.com, www.pbskids.com

C.H.A.M P.S.	Intellectual Disabilities – Mild	Grammar (3-5)	Language Arts: Language for Learning, ERI, My Sidewalks, Sondag System 1, (Per instructional level, Continuation of lessons as per teacher) Take-Home Packets Math: Connections (Per instructional level, Continuation of lessons as per teacher), Take-Home Packets Daily Living Skills: Self-help skills: Take-Home Packet Technology: Smarty Ants (if applicable), www.starfall.com, www.abcya.com, www.cookie.com, www.splashmath.com, www.turtlediary.com
C.H.A.M P.S.	Intellectual Disabilities – Mild	Middle (6-8)	Language Arts: My Sidewalks, Adapted Interactive Reader, Sondag System 1, 180 Days of Writing (Per instructional level, Continuation of lessons as per teacher); Take-Home Packet Math: Connections (Per instructional level, Continuation of lessons as per teacher); Daily Living Skills: Self-help skills: Take-Home Packet Technology: Smarty Ants, MyON, Achieve3000 (Online Instruction if applicable)
C.H.A.M P.S.	Intellectual Disabilities – Mild	High School	Language Arts: Language for Learning, My Sidewalks, Sondag System 1, 180 Days of Writing (Per instructional level, Continuation of lessons as per teacher); Take-Home Packet Math: Connections/Extensions (Per instructional level, Continuation of lessons as per teacher); Smarty Ants, MYON (Online Instruction if applicable); Take-Home Packet Daily Living Skills: Self-help skills: Take-Home Packet

C.H.A.M P.S.	Severe LLD	Primary (K-2)	<p>Language Arts: ERI, My Sidewalks, Sondag System 1, Explode the Code, 180 Days of Writing, Building Writers (Per instructional level, Continuation of lessons as per teacher) Take-Home Packets</p> <p>Math: Go Math, Connections (Per instructional level, Continuation of lessons as per teacher), Take-Home Packets</p> <p>Daily Living Skills: Self-help skills: Take-Home Packet</p> <p>Technology: Smarty Ants (if applicable), Personal Math Trainer (if applicable), MyOn (if applicable) www.starfall.com, www.abcya.com, www.cookie.com, www.splashmath.com, www.turtlediary.com</p>
C.H.A.M P.S.	Severe LLD	Grammar (3-5)	<p>Language Arts: ERI, My Sidewalks, Sondag System 1, Explode the Code, 180 Days of Writing, Building Writers (Per instructional level, Continuation of lessons as per teacher) Take-Home Packets</p> <p>Math: Go Math, Connections, Foundations (Per instructional level, Continuation of lessons as per teacher), Take-Home Packets</p> <p>Daily Living Skills: Self-help skills: Take-Home Packet</p> <p>Technology: Smarty Ants, (if applicable), Achieve 3000, (if applicable), MyOn (if applicable), Personal Math Trainer (if applicable) www.cookie.com, www.splashmath.com, www.prodigygame.com, www.turtlediary.com</p>
C.H.A.M P.S.	Severe LLD	Middle (6-8)	<p>Language Arts: Adapted Interactive Reader, Sondag System 1, 180 Days of Writing (Per instructional level, Continuation of lessons as per teacher); Take-Home Packet</p> <p>Math: GoMath!, Foundations (Per instructional level, Continuation of lessons as per teacher) Take-Home Packet</p> <p>Daily Living Skills: Self-help skills: Take-Home Packet</p> <p>Technology: MyON, Achieve 3000, Personal Math Trainer (Online Instruction if applicable)</p>

C.H.A.M P.S.	Severe LLD	High School	Language Arts: Adapted Interactive Reader, Sondag System 1 (Per instructional level, Continuation of lessons as per teacher); Take-Home Packet Math: Moving with Algebra (Per instructional level, Continuation of lessons as per teacher); Take-Home Packet Daily Living Skills: Self-help skills: Take home packet
C.H.A.M.P.S . Added Resources	Intellectual Disabilities Severe LLD		Websites: Games and Practice www.abcya.com www.starfall.com www.pbskids.com www.splashmath.com www.prodigygames.com www.coolmathgames.com www.turtlediary.com www.shodor.org/interactivate/activities/ArithmeticFour education.jlab.org/indexpages/elementgames.html http://www.mathgametime.com http://www.numeracyninjas.org https://www.mathplayground.com www.mrn365.com www.mathcentral.uregina.ca/index.php www.mathhelp.com/ https://figurethis.nctm.org/index.html https://www.desmos.com https://mysteryscience.com https://www.education.com/games/ela http://www.turtlediary.com

Related Services:	For:	Action Plan:
Speech Therapy	Students who have Speech in their I.E.P.s	Take-Home Packets with structured activities to enhance communication. Packets will be sent home via the Speech Therapist depending on student need.
Occupational Therapy	Students who have OT in their I.E.P.s	Take-Home Packets with structured activities to enhance fine motor skills. Packets will be sent home via the Occupational Therapist depending on student need.
Physical Therapy	Students who have PT in their I.E.P.s	Take-Home Packets with structured activities to enhance movement. Packets will be sent home via the Occupational Therapist depending on student need.
Art Therapy	Students who have AT in their I.E.P.s	Take-Home Packets with structured activities for creative expression. Packets will be sent home via the Art Therapist depending on student need.
Music Therapy	Students who have MT in their I.E.P.s	Take-Home Packets with structured activities for musical expression. Packets will be sent home via the Music Therapist depending on student need.
Additional Resources:		Gonoodle.com (Music, Physical Education, Brain breaks), Cosmickids.com (relaxation techniques),

Appendix B

Curriculum and Instruction

English Language Learners

Guidance Regarding Requirements for Public Health-Related School Closure Action Plan

Teachers and students are expected to continue instruction electronically, providing paper-based copies to any student who does not have an electronic device or may have connectivity issues. Students and teachers will use the jcpsnj.org email addresses to access the online classroom. Teachers will be expected to post assignments daily, provide feedback to students, assess student work, and provide support through the platform during contractual hours. Teachers will plan according to the grade level guidelines specified below. Plans should be for 14-21 days. All the English Language Learners, ELL's, who receive "Pull Out" services will receive additional/supplemental assignments by the ESL teacher. General Education teachers who service ELL students should use the following recommended list of modifications and accommodations to plan for those students. [JCBOE ELL Modifications Checklist for Action Plan](#)

As of April 15, 2020, Individual lessons were developed by the Content Area Supervisors for students in kindergarten, first, and second grade for an additional 21 days of instruction the instructional packets will be distributed at the twenty different meal distribution sites. The lessons are a combination of e-learning and paper and pencil that are developmentally appropriate. The lessons are available on the intranet for staff and the internet for parents. In grades 3-12 teachers are developing lessons for e-learning based on the needs of their students and the curriculum.

Resources for Tech-Enhanced Instruction

Google Classroom	Paper-less, online classroom
Class Dojo	Connects students and teachers via on online platform and App
Khan Academy	Personalized online learning
ScreenCastify	Teachers can record, edit, and share videos
Ed Puzzle	Record, upload, and assign videos. Monitor if students are watching videos.
NJSLA Prep	NJSLA Prep Released Items
Remind App	Connects students and teachers via on online platform and App
Education.com	Interactive games to review skills
Online	Translations from English to another language

Dictionary	
Brain Pop	Animated site for all subjects
Google Classroom Guide	A brief tutorial on the use of Google Classroom

English Language Arts and Bilingual/ESL(K-2)

	Computer Based Action Plan	Paper Based Action Plan
First Steps	<ul style="list-style-type: none"> ● Ensure students have access to clever.com for myOn and Pearson Easy Bridge 	<ul style="list-style-type: none"> ● Provide students with a copy of the Reading Street anthology book ● Tear out unused pages from Readers and Writers Notebook and Writing to Sources books ● Provide Pull-Out ELL students with <i>Spotlight</i> or Reading resources.
Expectations	Provide Supplemental Websites: <ul style="list-style-type: none"> ● myOn (English/Spanish) ● Pearson Easy Bridge ● Starfall.com ● Abcmouse.com ● Abcya.com ● Teachyourmonstertoread.com ● Smartyants.com ● Storyonline.net ● https://www.tweentribune.com (Current events articles in English/Spanish) ● Available short stories in over 100 languages https://storyweaver.org.in/reading-programme ● Rosetta Stone (Dual Language) ● GoNoodle.com ● PBSkids.org 	<ul style="list-style-type: none"> ● Teachers of grades K-2 will design paper-based packets that review and enrich skills and strategies previously taught. ● The packets should include all components of literacy (phonics, handwriting, high frequency words, comprehension skills/ strategies, vocabulary, conventions, and writing) ● Create review and enrichment activities that correlate with Units 2- Unit 4, Week 2 (Grade K), Units 1-Unit 3, Week 2 (Grade 1), and Unit 2- Unit 4, Week 2 (Grade 2) ● Provide Pull Out ESL students with Reading and Writing language activities from <i>Spotlight</i> or Reading Street (ELL Resources)

English Language Arts and Bilingual/ESL (Grades 3-5)

	Computer Based Action Plan	Paper Based Action Plan
First Steps	<ul style="list-style-type: none"> ● Create Google Classroom and share with students via JCPSNJ.org domain ● Ensure students have access to clever.com for myOn and Pearson Easy Bridge ● Create a ClassDojo account to communicate with families ● Utilize NJSLA Practice Tests English Language Arts/Literacy Practice Tests 	<ul style="list-style-type: none"> ● Provide students with a copy of the Reading Street anthology book ● Tear out unused pages from Readers and Writers Notebook and Writing to Sources books ● Provide Pull out ESL students with <i>Spotlight</i> resources.
Expectations	<ul style="list-style-type: none"> ● Teachers will be implementing the instructional plan via Google Classroom for grades 3-5 aligned to the district curriculum. Students and teachers will use the jcpsnj.org email addresses to access the online classroom. ● Teachers will be expected to post assignments daily, provide feedback to students, assess student work, and to provide support through the platform during contractual hours. 	<ul style="list-style-type: none"> ● Each grade level must create a grade level packet based on the skills and standards addressed in Reading Street ● Create review and enrichment activities that correlate with Units 2- Unit 4, Week 2 (Grade K), Units 1-Unit 3, Week 2 (Grade 1), and Unit 2- Unit 4, Week 2 (Grade 2) ● Provide Pull Out ESL students with Reading and Writing activities from <i>Spotlight</i>

English Language Arts and Bilingual (Grades K-5) Piloting MiVision/MyView (PS #8, PS #12 & PS #30)

	Computer Based Action Plan	Paper Based Action Plan
First Steps	<ul style="list-style-type: none"> ● Ensure students have access to clever.com for myOn and Pearson Easy Bridge ● Utilize NJSLA Practice Tests *(Grades 3-5) 	<ul style="list-style-type: none"> ● Provide students with a copy of the MyView/MiVision Interactive book. ● Tear out lesson pages from Student Interactive books.

Expectations	<ul style="list-style-type: none"> Teachers will be implementing the instructional plan via Google Classroom for grades 3-5 aligned to the district curriculum. Students and teachers will use the jcpsnj.org email addresses to access the online Online Resources: myOn (English/Spanish), Pearson Easy Bridge, Starfall.com, Abcmouse.com, https://www.tweentribune.com (Current events articles in English/Spanish) 	<ul style="list-style-type: none"> Teachers of grades K-5 will design paper-based packets that review skills and strategies previously taught in MyView/MiVision. The packets should include all components of literacy (phonics, handwriting, high frequency words, comprehension skills/ strategies, vocabulary, conventions, and writing) Create review/enrichment activities that correlate with MyView Lessons: <ul style="list-style-type: none"> Lesson 1 - Genre Study & Listening Comprehension Lesson 2 - Shared Read Lesson 3 - Close Read (1st Read) Lesson 4 - Close Read (2nd Read) Lesson 5 - Compare Texts Provide Pull Out ESL students with Reading and Writing language activities from MyView/MiVision.
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English Language Arts and Bilingual/ESL (Grades 6-8)

	Computer Based Action Plan	Paper Based Action Plan
First steps	<ul style="list-style-type: none"> Create Google Classroom and share with students via JCPSNJ.org domain Ensure students have login for Clever to access Holt McDougal Anthology, myOn, and Shmoop Ensure ELL students have login for <i>Inside Online Resources</i> (ESL Program) Provide access to NJSLA Practice Tests English Language Arts/Literacy Practice Tests 	<ul style="list-style-type: none"> Provide students with a copy of the Holt McDougal Anthology Provide Pull-Out ELL students copies of selected activities from <i>Inside Textbook</i> and/or <i>Inside Activity Workbook</i>. Provide students with an independent reading novel (English/Spanish)

Expectations	<ul style="list-style-type: none"> ● Teachers will be implementing the instructional plan via Google Classroom for grades 6-8 aligned to the district curriculum., unit 3 of the pacing guide. 	<ul style="list-style-type: none"> ● Each grade level must incorporate the New Jersey Student Learning Standards for reading and writing ● Activities should reflect the instructional resources and assignments found in marking period 3 pacing guide. The activities should review and enrich skills previously taught. ● Provide Pull Out ESL students with Reading and Writing activities from <i>Inside Textbook</i>/or <i>Inside Activity Workbook</i>.
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English Language Arts and Bilingual/E.S.L.(9-12)

	Computer Based Action Plan	Paper Based Action Plan
First steps	<ul style="list-style-type: none"> ● Create a Google Classroom account and share it with students via JCPSNJ.org domain ● Ensure students have their login for <i>Clever</i> to access the <i>Holt McDougal Anthology</i> and novels from the Shmoop platform for online novels that are on the curriculum pacing chart for their grade level. . ● Ensure <i>ELL</i> students have their logins to <i>Edge Online Resources</i> and assign selected activities. ● Ensure that Advanced Placement students are given assignments on College Board MYAP Classroom, Shmoop and the ALBERT platform. ● Language Arts High School Coordinators can share the district High School NJSLA “best practice” plan with teachers as a roadmap for creating assignments. 	<ul style="list-style-type: none"> ● Provide students with a copy of the <i>Holt McDougal Anthology</i> and/ or the <i>HOLT McDougal Adaptive Reader</i>. ● ELL students will be provided copies from selected activities from the <i>Edge Textbook</i> and/or <i>Edge Activity Workbook</i>. ● Provide students with an independent reading novel from the curriculum pacing chart for their grade level. ● Provide Advanced Placement students with printed PDF’s of assignments on College Board MYAP Classroom, Shmoop and the ALBERT platform. ● Language Arts High School Coordinators can share the district High School NJSLA “best practices” plan with teachers as a roadmap for creating assignments.

Expectations	<ul style="list-style-type: none"> ● Teachers will be implementing the instructional plan via Google Classroom for grades 9-12 aligned to the district curriculum. Each grade level must create assignments based on the standards from 1st and 2nd marking quarters and midway through the 3rd marking quarter. Students and teachers will use the jcpsnj.org email addresses to access the Google online classroom. ● Teachers will be expected to post assignments with the category/ grading points they are worth, provide feedback to students, assess student work and provide support through the platform during contractual hours. ● Activities planned by teachers should include both reading and writing assignments as per the New Jersey Learning standards. The activities should review and enrich skills previously taught. 	<ul style="list-style-type: none"> ● Teachers will be creating a grade level packet for grades 9-12 and should incorporate the New Jersey Student learning standards from 1st and 2nd marking quarters and midway through the 3rd marking quarter. Teachers will be expected to post assignments with the category/ grading points they are worth, provide feedback to students, assess student work and provide support through the platform during contractual hours. ● PDFs of activities from ALBERT and MY AP CLASSROOM should be printed for advanced placement students. ● Activities planned by teachers should include both reading and writing assignments as per the New Jersey Learning standards for language arts reading and writing. The activities should review and enrich skills previously taught.
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ELA/ Literacy- Options for Tech-Enhanced Instruction

Website	Description
Edpuzzle.com	Assign videos, monitor if students are watching videos, and options to record and upload videos.
Shmoop.com	Videos, study guides, quizzes, and test prep

Mathematics Expectations K-5 and Bilingual/ESL

	Computer Based Action Plan	Paper Based Action Plan
First steps	<ul style="list-style-type: none"> ● Upload the reteach/enrich resources and worksheets to Google Classroom ● Ensure students have access to Think Central ● Ensure students have usernames and passwords for all online platforms 	<ul style="list-style-type: none"> ● Create common practice packets by standards addressed in MP 1 & MP 2 ● Utilize the reteach/enrich resources and worksheets from Go Math
Expectations	<ul style="list-style-type: none"> ● Focus on review/enrichment of prior skills ● Provide feedback through the mode of technology ● Activities posted online including Math on the Spot videos, Interactive Student Edition, Animated Math Models and Mega Math 	<ul style="list-style-type: none"> ● Focus on review/enrichment of prior skills ● Lessons can be based on student learning data ● Revisit BOY & MID data ● Each grade level must create a grade level packet based on the standards from 1st and 2nd marking periods, and those covered so far in 3rd marking period. Even if different resources are utilized, ALL students will utilize the district mandated Go Math! Program.

Mathematics K-2 and Bilingual/ESL

Grade	Computer Based Action Plan	Paper Based Action Plan
K	Teachers can assign the following digitally: Grade K: Interactive Student Edition Math on the Spot	Packets that cover the standards in the Grade K Implementation Guide. Students must provide their answers on paper. Utilize the following documents to create the packets: Grade K Implementation Guidelines Grade K: Practice Book
1	Teachers can assign the following digitally: Grade 1: Interactive Student Edition Math on the Spot	Packets that cover the standards in the Grade 1 Implementation Guide. Students must provide their answers on paper. Utilize the following documents to create the packets: Grade 1 Implementation Guidelines Grade 2: Practice Book

2	Teachers can assign the following digitally: Grade 2: Interactive Student Edition Math on the Spot	Packets that cover the standards in the Grade 2 Implementation Guide. Students must provide their answers on paper. Utilize the following documents to create the packets: Grade 2 Implementation Guidelines Grade 2: Practice Book
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Mathematics 3-5 and Bilingual/ESL

Grade	Computer Based Action Plan	Paper Based Action Plan
3	Teachers can assign the following digitally: Grade 3: Interactive Student Edition Math on the Spot NJSLA Practice Tests	Packets that cover the standards in the Grade 3 Implementation Guide. Students must provide their answers on paper. Utilize the following documents to create the packets: Grade 3 Implementation Guidelines NJSLA Math Released Items Grade 3
4	Teachers can assign the following digitally: Grade 4: Interactive Student Edition Math on the Spot NJSLA Practice Tests	Packets that cover the standards in the Grade 4 Implementation Guide. Students must provide their answers on paper. Utilize the following documents to create the packets: Grade 4 Implementation NJSLA Math Released Items Grade 4
5	Teachers can assign the following digitally: Grade 5: Interactive Student Edition Math on the Spot NJSLA Practice Tests	Packets that cover the standards in the Grade 5 Implementation Guide. Students must provide their answers on paper. Utilize the following documents to create the packets: Grade 5 Implementation Guidelines NJSLA Math Released Items Grade 5

Mathematics Expectations 6-8 and Bilingual/ESL

	Computer Based Action Plan	Paper Based Action Plan
First steps	<ul style="list-style-type: none"> ● Ensure students have usernames and passwords for Go Math!, Khan Academy, jcpsnj account ● Upload common review/enrichment packets for each grade level (Spanish packets if necessary for your school) ● Utilize the re-teaching and enrichment resources and worksheets for the assigned packets 	<ul style="list-style-type: none"> ● Create common review/enrichment packets for each grade level (Spanish packets if necessary for your school) ● Utilize the re-teaching and enrichment resources and worksheets for the assigned packets
Expectations	<ul style="list-style-type: none"> ● Review/enrichment of prior standards and skills ● Activities based on standards taught up to this point of the school year. ● Each grade level is required to create a grade level packet based on the standards from 1st and 2nd marking periods and midway through the 3rd marking period. Even if different programs are utilized, ALL students will utilize the district mandated Go Math! Platform. ● Complete assigned Khan Academy lessons based on the standards 	<ul style="list-style-type: none"> ● Review/enrichment of prior standards and skills ● Each grade level must create a grade level packet based on the standards from 1st and 2nd marking periods and midway through the 3rd marking period. Even if different programs are utilized, ALL students will utilize the district mandated Go Math! Platform.

Mathematics 6-8 and Bilingual/ESL

Grade	Computer Based Action Plan	Paper Based Action Plan
6	<ul style="list-style-type: none"> ● Post packets that cover the standards in the Grade 6 Implementation Guide. Students must provide their answers on paper. Utilize the following documents to create the packets: Grade 6 Implementation Guidelines Go Math! Textbook and Resources Grade 6 Go Math! Student Book ● Assign Khan Academy lessons. Students are able to change the language. ● Assign at least one unit of the Grade 6 NJSLA-Math practice test: NJSLA Practice Tests 	<p>Packets that cover the standards in the Grade 6 Implementation Guide. Students must provide their answers on paper. Utilize the following documents to create the packets: Grade 6 Implementation Guidelines Go Math! Textbook and Resources NJSLA Released Items </p>
7	<ul style="list-style-type: none"> ● Post packets that cover the standards in the Grade 7 Implementation Guide. Students must provide their answers on paper. Utilize the following documents to create the packets: Grade 7 Implementation Guidelines Go Math! Textbook and Resources Grade 7 Go Math! Student Book ● Assign Khan Academy lessons. Students are able to change the language. ● Assign at least one unit of the Grade 7 NJSLA-M practice test: NJSLA Practice Tests 	<p>Packets that cover the standards in the Grade 7 Implementation Guide. Students must provide their answers on paper. Utilize the following documents to create the packets: Grade 7 Implementation Guidelines Go Math! Textbook and Resources NJSLA Released Items </p>
8	<ul style="list-style-type: none"> ● Post packets that cover the standards in the Grade 8 Implementation Guide. Students must provide their answers on paper. Utilize the following documents to create the packets: Grade 8 Implementation Guidelines Go Math! Textbook and Resources Grade 8 Go Math! Student Book ● Assign Khan Academy lessons. Students are able to change the language. ● Assign at least one unit of the Grade 8 	<p>Packets that cover the standards in the Grade 8 Implementation Guide. Students must provide their answers on paper. Utilize the following documents to create the packets: Grade 8 Implementation Guidelines Go Math! Textbook and Resources NJSLA Released Items </p>

	NJSLA-M practice test: NJSLA Practice Tests	
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Mathematics Expectations 9-12 and Bilingual/ESL

Grade	Computer Based Action Plan	Paper Based Action Plan
First steps	<ul style="list-style-type: none"> ● Set up Google Classroom ● Create classes on Khan Academy to monitor progress ● Training on Flipped Classroom/How to create videos with audio (PowerPoint, ScreenCastify, etc.) ● Collect parent email addresses 	<ul style="list-style-type: none"> ● Create common practice packets by content area during planning time ● Collect parent email addresses
Expectations	<ul style="list-style-type: none"> ● Focus on review of prior skills ● Monitor daily student attendance online ● Lessons based on student learning data ● Lessons designed to cover 2 hours a week ● Remain in contact with parents through phone and email 	<ul style="list-style-type: none"> ● Focus on review of prior skills ● Lessons based on student learning data ● Remain in contact with parents through phone and email
Content Areas (Alg. 1, Geometry, Alg. 2)	<ul style="list-style-type: none"> ● Assign work through Google Classroom ● Create and assign instructional videos ● Base content on standards ● Prepare for NJSLA 	<ul style="list-style-type: none"> ● Prepare for NJSLA ● Based content on standards ● Review previous lessons of student need

Math Options for Tech-Enhanced Instruction

Website	Description	Grade Level
NJSLA Prep	NJSLA Prep, Released Items	3-12
IXL	Math Practice based on Standards for each grade level	K-12
Prodigy	Math games to reinforce skills by grade level	1-8
XtraMath	Practice fluency of math facts	K-8
Math Games	Math games to reinforce skills by grade level	K-8

Science K-5 and Bilingual/ESL

Grade	Computer Based Action Plan	Paper Based Action Plan
First steps	<p>Options for Computer Based Communication</p> <ul style="list-style-type: none"> ● Mystery Science student link will provide students with access to the student video and lesson. ● Activity sheets can be uploaded and completed on Google Classroom (English/Spanish). ● Students will be given access to a Performance Task (Grades 3-5) which contains a video and a hands on activity that has all required resources for students to complete the activity. ● NJSLA-Science Practice Test (5th grade Only) 	<ul style="list-style-type: none"> ● Create common practice packets by standards addressed in MP 1 & MP 2 ● Mystery Science should be used to develop packets. ● Provide students with activity sheets that address standards covered. ● Mystery Science Printouts

Expectations	<ul style="list-style-type: none"> ● Review/Enrichment of Skills ● Each grade level must create a grade level packet based on the standards from 1st and 2nd marking periods and midway through the 3rd marking period ● Provide feedback through the mode of technology 	<ul style="list-style-type: none"> ● Review/Enrichment of Skills ● Each grade level must create a grade level packet based on the standards from 1st and 2nd marking periods and midway through the 3rd marking period
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Science 6-8 and Bilingual/ESL

	Computer Based Action Plan	Paper Based Action Plan
First steps	<ul style="list-style-type: none"> ● Ensure students have access to clever.com for McGraw Hill iScience textbook ● Upload assignments to Google Classroom ● Upload the re-teaching and enrichment resources and worksheets for the assign packets ● NJSLA-Science Practice Test 	<ul style="list-style-type: none"> ● Provide students with a copy of the McGraw Hill textbook or Packet ● McGraw Hill provides student activity sheets and projects. ● Create common review/enrichment packets for each grade level (Spanish packets if necessary for your school) ● Utilize the re-teaching and enrichment resources and worksheets for the assign packets
Expectations	<ul style="list-style-type: none"> ● Review/Enrichment of prior standards and skills. ● Lessons based on standards taught up to this point of the school year. ● Complete assigned lessons on Google Classroom 	<ul style="list-style-type: none"> ● Review/Enrichment of prior standards and skills. ● Each grade level must create a grade level packet based on the standards from 1st and 2nd marking periods and midway through the 3rd marking period.

Resources	<ul style="list-style-type: none"> ● These online resources will be available to schools for free IF schools close. Brain Pop Online Coding <p>Additional Resources The Wonder of Science Science daily</p>	<ul style="list-style-type: none"> ● Textbook ● Science Daily articles that provide the latest scientific research news. Articles can be printed and included in the review packet. ● Science Scope articles that provide the latest scientific research news. Articles can be printed and included in the review packet.
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Science 9-12 and Bilingual/ESL

	Computer Based Action Plan	Paper Based Action Plan
First steps	<ul style="list-style-type: none"> ● Ensure students have access to clever.com for McGraw Hill textbook ● Upload assignments to Google Classroom ● Upload the re-teaching and enrichment resources and student activity sheets for the assign packets NJSLA-Science Practice Test 	<ul style="list-style-type: none"> ● Provide students with a copy of the McGraw Hill textbook or packet ● McGraw Hill provides student Activity sheets and projects. ● Create common review/enrichment packets for each grade level (Spanish packets if necessary for your school)
Expectations	<ul style="list-style-type: none"> ● Review/Enrichment of prior standards and skills. ● Lessons based on standards, Crosscutting Concepts and Science and Engineering practices taught up to this point of the school year. ● Complete assigned lessons on Google Classroom ● Utilize the reteaching and enrichment resources and worksheets for the assign packets 	<ul style="list-style-type: none"> ● Review/ Enrichment of prior standards and skills. ● Each course must create a course packet based on the standards from 1st and 2nd marking periods and midway through the 3rd marking period. ● PDFs of activities from ALBERT and MY AP CLASSROOM should be printed for advanced placement students.

Resources	<ul style="list-style-type: none"> ● These online resources will be available to schools for free IF schools close. Brain Pop Online Coding <p>Additional Resources</p> <ul style="list-style-type: none"> ● Wonder of Science ● Khan Academy ● Virtual Field Trip 	<ul style="list-style-type: none"> ● Textbook ● Science Daily articles that provide the latest scientific research news. Articles can be printed and included in the review packet. ● Science Scope articles that provide the latest scientific research news. Articles can be printed and included in the review packet.
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Social Studies K-5

	Computer Based Action Plan	Paper Based Action Plan
First steps	<ul style="list-style-type: none"> ● Ensure students have access to Ed: My Friend Learning for HMH textbook grades K, 1, 2, 3, and 5 ● Ensure that fourth grade students have access to Studies Weekly and upload assignments ● Ensure that all students have usernames, passwords, to access Google Classroom and online resources ● Upload assignments to Google Classroom ● Upload the all websites used in curriculums, upload all assignments. 	<ul style="list-style-type: none"> ● Provide students with a copy of the HMH Magazine and Packet ● Hand the students a packet of PBL's, RST, and DBQ Project already accessible in the classroom. ● Create common review/enrichment packets for each grade level (Spanish packets if necessary for your school)
Expectations	<ul style="list-style-type: none"> ● Review/Enrichment of prior standards and skills. ● Lessons based on standards located in the curriculum, PBL Completion in unit three of the curriculum. ● Complete assigned lessons on Google Classroom ● Utilize the re-teaching and enrichment resources and worksheets for the assigned packets. 	<ul style="list-style-type: none"> ● Review/ Enrichment of prior standards and skills. ● Each course must create a course packet based on the standards from 1st and 2nd marking periods and midway through the 3rd marking period.

Resources	<ul style="list-style-type: none"> ● These online resources will be available to schools for free IF schools close. Brain Pop Khan Academy Virtual Field Trips 	<ul style="list-style-type: none"> ● HMH Magazines ● Studies Weekly Magazines ● Non Fiction articles that provide the latest social studies news. Articles can be printed and included in the review packet. ● Print Resources form the curriculum ● Time articles
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Social Studies 6-8

	Computer Based Action Plan	Paper Based Action Plan
First steps	<ul style="list-style-type: none"> ● Ensure students have access to HMH online textbook and open source ● The HMH online platform has content, primary source resources, videos and assessments. ● Upload assignments to Google Classroom ● Utilize Reading Like a Historian, the DBQ Project, Teaching Tolerance 	<ul style="list-style-type: none"> ● Provide students with a copy of the HMH textbook and workbook. ● HMH provides print resources. ● Create common review/enrichment packets for each grade level (Spanish packets if necessary for your school)
Expectations	<ul style="list-style-type: none"> ● Review/Enrichment of prior standards and skills. ● Lessons based on standards, historical thinking skills and content. ● Complete assigned lessons on Google Classroom ● Utilize the reteaching and enrichment resources to reinforce course content and skills. 	<ul style="list-style-type: none"> ● Review/ Enrichment of content and skills. . ● Each course must create a course packet based on the standards from 1st and 2nd marking periods and midway through the 3rd marking period.
Resources	<ul style="list-style-type: none"> ● These online resources will be available to schools for free IF schools close. Crash Course Khan Academy The Big History Project EDSITEment Gilder Lehrman 	<ul style="list-style-type: none"> ● Textbook ● Reading Like a Historian, the DBQ Project ● Choices Teaching with the News print articles ● Print resources from the curriculum

Social Studies 9-12

	Computer Based Action Plan	Paper Based Action Plan
First steps	<ul style="list-style-type: none"> ● Ensure students have access to open source resources ● Upload assignments to Google Classroom from Reading Like a Historian, the DBQ Project, Choices ● Ensure students have access to Modern World History or United States History through Pearson Easy Bridge 	<ul style="list-style-type: none"> ● Provide students with textbook ● Provides student with copies of additional content resources ● Create common review/enrichment packets for each course using Reading Like a Historian, The DBQ Project, Choices readings
Expectations	<ul style="list-style-type: none"> ● Review/Enrichment of prior standards and skills. ● Lessons based on standards, historical thinking skills and content. ● Complete assigned lessons on Google Classroom ● Utilize the reteaching and enrichment resources to reinforce course content and skills. 	<ul style="list-style-type: none"> ● Review/ Enrichment of content and skills. . ● Each course must create a course packet based on the standards from 1st and 2nd marking periods and midway through the 3rd marking period. ● PDFs of questions from MY AP CLASSROOM should be printed for advanced placement students.
Resources	<ul style="list-style-type: none"> ● These online resources will be available to schools for free IF schools close. Crash Course Khan Academy Teaching to Tolerance The Big History Project For AP classes ● Continue to use My AP Classroom ● Albert.io for additional content questions 	<ul style="list-style-type: none"> ● Textbook ● Reading Like a Historian, the DBQ Project, Choices ● Choices Teaching with the News print articles ● Print resources from the curriculum

World Languages-K-5

	Computer Based Action Plan	Paper Based Action Plan
First Steps	<ul style="list-style-type: none"> ● Ensure students have access to Santillana Online Student Accounts or use Google Classroom 	<ul style="list-style-type: none"> ● Provide students copies with activities from Santillana <i>Descubre Espanol Resources</i> and other supplemental and/or teacher generated resources.
Expectations	<p>Teachers will be implementing the instructional plan via Google Classroom for grades K-5 aligned to the district World Language curriculum and correlates to the following units covered: Unit 2: Cómo Vivimos, Unit 3: Vamos Aprender and Unit 4: Los Animales. Additional topics covered: La familia, La ropa, los colores, la casa, el tiempo, días de la semana, el tiempo y la hora.</p>	<ul style="list-style-type: none"> ● Teachers of grades K-5 will design paper-based packets that review language skills and strategies previously taught in Unit 2: Cómo Vivimos, Unit 3: Vamos Aprender and Unit 4: Los Animales. Additional topics covered: La familia, La ropa, los colores, la casa, el tiempo, días de la semana, el tiempo y la hora. ● The packets should include all components of language acquisition skills in listening, speaking, reading and writing.
Resources:	<p>Duolingo Tween Tribune (Current events articles in Spanish)</p>	

World Languages-6-8

	Computer Based Action Plan	Paper Based Action Plan
Training/ First Steps	<ul style="list-style-type: none"> ● Ensure students have access to Santillana Online Student Accounts or ● Google Classroom and share with students via JCPSNJ.org domain 	<ul style="list-style-type: none"> ● Provide students copies with activities from <i>Fans del Espanol Resources</i> from Santillana and other supplemental and/or teacher generated resources.
Expectations	<ul style="list-style-type: none"> ● Teachers will be implementing the instructional plan via Google Classroom for grades 6-8 aligned to the district World Languages curriculum that correlates with the previous units taught: Grade 6-Units 1&2: Primeros Pasos y México Grade 7th-Units 1&2: Primera Vista y Espana Grade 8th-Units 1&2: Primeros Pasos y Centro América. 	<ul style="list-style-type: none"> ● Teachers of grades 6-8 will design paper-based packets that review previous units taught: Grade 6-Units 1&2: Primeros Pasos y México, Grade 7-Units 1&2: Primera Vista y Espana Grade 8-Units 1&2: Primeros Pasos y Centro América ● The packets should include all components of language acquisition skills in listening, speaking, reading and writing. <p>Suggested Websites:</p> <ul style="list-style-type: none"> ● Duolingo ● Tween Tribune

World Languages-9-12

	Computer Based Action Plan	Paper Based Action Plan
Training/ First Steps	<ul style="list-style-type: none"> ● Ensure students have access to Pearson Success Net for Spanish I-3 or ● Create Google Classroom for Spanish, French or Mandarin Classes and share with students via JCPSNJ.org domain ● Advanced placement students will need to be given assignments on College Board AP Classroom and the ALBERT platform. 	<ul style="list-style-type: none"> ● Provide students copies with activities from World Language District textbooks and supplemental and/or teacher generated resources that review language acquisition skills in Spanish, French or Mandarin.
Expectations	<p>Teachers will be implementing the instructional plan via Google Classroom for grades 9-12 aligned to the district curriculum: Spanish 1:Units 2: Nuestra Salud, Spanish 2: Unit 2:Un Evento Especial, Spanish 1L Unit 2: Amigos y Nuestra Comunidad, Spanish 2L, Unit 2: La Justicia Social, Spanish 3: Unit 2: Como te Expresas, French 1: Unit 2- Family and Friends, French 2: Unit 2 La Sante, French 3: Unit 2: Habiter en Ville, Mandarin 1: Unit 2-Order Food, Mandarin 2: Unit 2-My Daily Life, Mandarin 3: Unit 2.</p> <p>Acceleration and Enrichment: Unit 3: Lessons 1 and 2.</p> <p>Students and teachers will use the jcpsnj.org email addresses to access the online classroom. Teachers will be expected to post assignments daily, provide feedback to students, assess student work, and to provide support through the platform during contractual hours.</p>	<ul style="list-style-type: none"> ● Teachers of grades 9-12 will design paper-based packets that review language skills and strategies previously taught: ● Spanish 1:Units 2: Nuestra Salud, Spanish 2: Unit 2:Un Evento Especial, Spanish 1L Unit 2: Amigos y Nuestra Comunidad, Spanish 2L, Unit 2: La Justicia Social, Spanish 3: Unit 2: Como te Expresas, French 1: Unit 2- Family and Friends, French 2: Unit 2 La Sante, French 3: Unit 2: Habiter en Ville, Mandarin 1: Unit 2- Order Food, Mandarin 2: Unit 2-My Daily Life, Mandarin 3: Unit 2. ● The packets should include all components of language acquisition skills in listening, speaking, reading and writing. <p>Suggested Websites:</p> <ul style="list-style-type: none"> ● Duolingo ● https://www.tweentribune.com (Current events articles in Spanish)

Visual Arts - K-5

	Computer Based Action Plan	Paper Based Action Plan
First Steps	Provide google classroom training Upload common review packets Upload enrichment resources and websites related to the Elements and Principles specific to MP3 & 4	Create a common review packet highlighting Elements of Art and Principles of Design specific for MP 3 & 4. Upload to Google Classroom. Provide worksheets for enrichment include visual journal prompts, concept ideas, and suggested media
Expectations	View General Tutorial suggested for Art making on YouTube. Provide digital photos of art work in progress and completed to be shared through google classroom	Students are encouraged to create art with suggested recyclable materials accessible at home that can be incorporated into art. Digital photos of art works completed uploaded to Google classroom

Visual Arts - Grades 6-8

All Grade Levels	Computer Based Action Plan	Paper Based Action Plan
Expectations	Assignments aligned with MP3 7MP4. All research work will be assessed and graded. Specific websites for tutorials and research can be assigned.	<ul style="list-style-type: none"> ● Prepare MP3 & MP4 Home Assignments based upon the following: Art History, Elements of Art, Principles of Design, related to an art making activity appropriate to grade level ● Assign Research Project aligned with Art History timeline. Prepare visual journal prompts ● All students will create art remotely. ● All students will research and complete art history related research narrative aligned with art project ● All students will maintain a visual journal. ● Students will catalog art projects to be assessed at the return to school

Visual Arts - Grades 9-12

	Computer Based Action Plan	Paper Based Action Plan
Art Courses (Creative Dev. in V.A; Drawing & Print; Sculpture & Ceramics; Mural Design)	<ul style="list-style-type: none"> ● All will be uploaded into Google Classroom for Students to work remotely ● Students will add to digital portfolio in google classroom ● Teachers will provide a list of online resources for students to view 	<ul style="list-style-type: none"> ● Art History timeline for MP3 & MP4 aligned with assignments ● Assign Research projects with Look Fors ● Assign visual journal prompt for sketching ● Students will add to portfolio to be returned upon school reopening ● Students are encouraged to use recyclable materials at home to incorporated into art making
Expectations	<ul style="list-style-type: none"> ● Reference Video links for Tutorial viewing and critiquing with live chat 	<ul style="list-style-type: none"> ● Students will complete critique sheets based upon artworks by artists ● Students will complete research projects assigned ● Students will maintain a visual journal
	<ul style="list-style-type: none"> ● Teachers will assess/evaluate students' uploaded digital portfolio in google classroom and provide feedback and grading using shared rubric. 	<ul style="list-style-type: none"> ● Teachers will assess/evaluate students' portfolio upon re-entry to school.

Visual Arts - JC Arts

	Computer Based Action Plan	Paper Based Action Plan
JC Arts Expectations	Research an artist in depth that you have referenced their style, skill and technique. In a narrative writing describe, analyze and evaluate how the work of the chosen artist influenced your own work, work ethic, and approach to your overall work. All work should be uploaded to google classroom for review by the art teacher.	Complete 2 sketchbook pages per week. These pages should show an understanding of perspective and observational drawing techniques and the elements and principles of art and design. Think about composition and space by incorporating a foreground, middle-ground and background. Try experimenting with other materials you are comfortable using (watercolor, charcoal, ink, papercut etc.). You should plan to spend at least 1 hour per page. Drawings must be from observation. (You may take a photo for reference to work from later, but do your best to begin the drawing from life).

Visual Arts - JC Art

	Computer Based Action Plan	Paper Based Action Plan
AP Art History (10-12) AP Drawing AP 2D Drawing	The completed study sheets can be submitted online. PowerPoint presentations will also be uploaded to Google Classroom as they are now, and when finished reloaded with updates, references, and visuals.	<p>The AP Art History students would continue working on their required study sheets. 15 and 30-minute essays can also be assigned and when finished can be submitted upon the return to school.</p> <ul style="list-style-type: none"> ● Continue developing 2nd thematic 3-piece series contract, to solidify overall 15-piece thematic series for AP Drawing exam (May 8) ● Complete Doodle 4 Google (due March 13) ● Continue developing Van's Custom Culture sneaker design contest submission (due March 31) ● Complete mixed media collage and keep with sketchbook page/week contract pacing, to solidify overall 15-piece thematic series for AP 2-D Art & Design exam (May 8) ● Complete Doodle 4 Google by March 13 ● Continue developing Van's Custom Culture sneaker design contest submission (due March 31)

Performing Arts K - 5

	Computer Based Action Plan	Paper Based Action Plan
First Steps	<ul style="list-style-type: none"> ● Assignments and rubrics should be uploaded Google Classroom for students to work remotely. 	<ul style="list-style-type: none"> ● Packets will be created for students without access to Google Classroom ● Assignments, detailed directions and rubrics will be included
Expectations	<ul style="list-style-type: none"> ● Review/Enrichment of Skills. ● Each grade level must create grade level assignments based on the standards and skills acquired from 1st and 2nd marking periods and midway through the 3rd marking period ● Provide assignments and activity sheets for enrichment which may include music/dance/drama writing prompts, and/or suggested videos/recording to listen to/watch and respond to. ● Additional Online Resources: Visual Musical Minds Note Flight Learn 	<ul style="list-style-type: none"> ● Review/Enrichment of Skills. ● Each grade level must create a grade level packet based on the standards and skills acquired from 1st and 2nd marking periods and midway through the 3rd marking period. ● Provide worksheets and activity sheets for enrichment which may include music/dance/drama writing prompts, and/or suggested videos/recording to listen to/watch and respond to.
Assessment	Teacher will assess students' uploaded project/portfolio in Google classroom and provide feedback and grading using rubric provided	Teacher will assess student project/portfolio upon return to school

Performing Arts 6 – 8

	Computer Action	Paper Action Plan
First Steps	<ul style="list-style-type: none"> ● Assignments and rubrics will be uploaded into Google Classroom for students to work remotely 	<ul style="list-style-type: none"> ● Packets will be created for students without access to Google Classroom ● Assignments, detailed directions and rubrics will be included.
Expectations	<ul style="list-style-type: none"> ● Students in performance ensembles will upload a log and reflection (rubric based) for personal practice on the current repertoire. ● Audio and/or video recordings optional. ● Review/Enrichment of Skills. ● Each grade level must create grade level assignments based on the standards and skills acquired from 1st and 2nd marking periods and midway through the 3rd marking period ● Provide feedback through the mode of technology ● The classroom will provide an outline for a project that will review, reinforce and enrich concepts previously taught. This may include research of a performing arts career (performer, producer, costumer, etc.), and/or analysis of the elements of music/dance/drama in a recorded performance [links provided]. ● Additional Online Resources: Note Flight Learn Music Theory 	<ul style="list-style-type: none"> ● Students in performance ensembles will receive a log and rubric for personal practice on current repertoire. ● Review/Enrichment of Skills. ● Each grade level must create a grade level packet based on the standards and skills acquired from 1st and 2nd marking periods and midway through the 3rd marking period. ● The packet will include an outline for a project that will review, reinforce and enrich concepts previously taught. This may include research of a performing arts career (performer, producer, costumer, etc.), and/or analysis of the elements of music/dance/drama in self-selected recorded performance.
Assessment	Teacher will assess students' uploaded project/portfolio in Google classroom and provide feedback and grading using rubric provided	Teacher will assess student project/portfolio upon return to school

Performing Arts 9 - 12

	Computer Action Plan	Paper Action Plan
First Steps	<ul style="list-style-type: none"> ● Assignments and rubrics will be uploaded into Google Classroom for students to work remotely 	<ul style="list-style-type: none"> ● Packets will be created for students without access to Google Classroom ● Assignments, detailed directions and rubrics will be included
Expectations	<ul style="list-style-type: none"> ● Students in performance ensembles will upload a log and reflection (rubric based) for personal practice on the current repertoire. ● Audio and/or video recordings optional. ● Each course must create review activities based on the 1st and 2nd marking periods to reinforce skills and important terminology. ● The classroom will provide an outline for a project that will review, reinforce and enrich concepts previously taught. This may include: <ol style="list-style-type: none"> 1. A list of performance links to be watched and responded to, identifying significant characteristics, historical/social significance, and analyzing the performance. 2. an outline for an artist research project identifying their style, technique, notable accomplishments, influence and a personal reflection on what has been learned. ● Additional Online Resources: Note Flight Learn In Tune APP 	<ul style="list-style-type: none"> ● Students in performance ensembles will receive a log and rubric for personal practice on current repertoire. ● Each course must create a course packet based on the 1st and 2nd marking periods with a review of skills and important terminology. ● The packet will include an outline for a project that will review, reinforce and enrich concepts previously taught. This may include: <ul style="list-style-type: none"> -a list of performances (which can be viewed online) to watch and respond to, identifying significant characteristics, historical/social significance, and analyzing the performance. -an outline for an artist research project identifying their style, technique, notable accomplishments, influence and a personal reflection on what has been learned.

Assessment	Teacher will assess students' uploaded project/portfolio in google classroom and provide feedback and grading using rubric provided	Teacher will assess student project/portfolio upon return to school
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Performing Arts – JC Arts

	Computer Action Plan	Paper Action Plan
First Steps	<ul style="list-style-type: none"> ● Google Classroom Training for teachers and set up per course/class per student ID Code. ● Assignments and rubrics will be uploaded into Google Classroom for students to work remotely. 	<ul style="list-style-type: none"> ● Packets will be created for students without access to Google Classroom. ● Assignments, detailed directions and rubrics will be included.
Expectations	<ul style="list-style-type: none"> ● Students will upload a log and reflection (rubric based) for personal practice on the current repertoire. ● Audio and/or video recordings optional. ● Students will receive an outline for a project that will review, reinforce and enrich concepts previously taught. This may include something like an artist research project identifying their style, technique, notable accomplishments, influence and a personal reflection on what has been learned. 	<ul style="list-style-type: none"> ● Students will receive a log and rubric for personal practice on the current repertoire. ● Students will receive an outline for a project that will review, reinforce and enrich concepts previously taught. This may include something like an artist research project identifying their style, technique, notable accomplishments, influence and a personal reflection on what has been learned.
Assessment	Teachers will assess students' uploaded project/portfolio in Google classroom and provide feedback and grading using rubric provided.	Teachers will assess the students' project/portfolio upon return to school.

Career & Technical Education Pathways

Information Technology Graphic Arts	ROTC
B.E.S.T.	Marketing
Applied Technology	Management
Green Construction	Automotive
Supply Chain Management	Culinary
Fashion Design	Cosmetology
NAF	

CTE 9-12

	Computer Based Action Plan	Paper Based Action Plan
First steps	<ul style="list-style-type: none"> ● Share teacher emails ● Collect parent/student emails ● Upload any resources needed to Google classroom (activity sheets, assignments, etc) ● Hot spots distribution (if needed) ● Develop 3-4 lessons 	<ul style="list-style-type: none"> ● Create common practice packets by standards addressed in MP 1 & MP 2 (review/enrichment) ● Create Spanish packets if necessary for your school ● Provide students with copy of text or packet
Expectations	<ul style="list-style-type: none"> ● Focus on review of prior skills or enrichment ● Clear and timely benchmarks for students ● Lessons based on student learning data and standards ● Complete one lesson per week or Project Based Learning Assignment in Google classroom ● Remain in contact with parents through email ● Feedback given to students ● Monitor student activities daily; giving feedback. 	<ul style="list-style-type: none"> ● Focus on review of prior skills/enrichment ● Each course must develop a course packet based upon standards from MP 1 & 2 and standards taught so far through MP 3 ● Clear and timely benchmarks for students ● Complete one lesson for each week or Project Based Learning Assignment ● Lessons based on student learning data ● Utilize rubrics

Content Areas	<ul style="list-style-type: none"> ● Assign work through Google Classroom ● Create and assign instructional videos ● Base content on standards ● Prepare for assessments (NOCTI, REVIT, NJSLA) 	<ul style="list-style-type: none"> ● Textbooks ● NY Times articles provide a great resource-they can be printed and included in packets ● Asia Society has CTE specific Project Based Learning activities that can be printed out ● Review previous lessons of student need ● Create and assign articles/passages
Resources	<ul style="list-style-type: none"> ● Google Classroom ● Current events -media, newspaper, magazines ● Website Resources <ul style="list-style-type: none"> Asia Society NY Times CTE Solid Professor 	

Health & Physical Education (K-5)

	Computer Based Action Plan	Paper Based Action Plan
Training/ First Steps	<ul style="list-style-type: none"> ● Teachers will use Google classroom ● All materials will be uploaded into google classroom for students to work remotely ● Topics will include: daily hygiene, the importance of family relationships 	<ul style="list-style-type: none"> ● Provide students with a list of daily hygiene ● Expectations ● Provide textbook checklist of characteristics of good family relationships

Expectations	<ul style="list-style-type: none"> ● Teachers will be implementing the instructional plan via Google classroom for grades K-5. ● Assignments should be aligned to the K-5 Curriculum Unit 3 pacing guide 	<ul style="list-style-type: none"> ● Each grade level will list daily hygiene tasks ● Grade levels will list the importance of family values ● Grade levels will list characteristics of healthy relationships ● Each Grade level should reflect the instructional resources and assignments found in the unit 3 marking period pacing guide
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Health & Physical Education (6-8)

	Computer Based Action Plan	Paper Based Action Plan
Training/ First Steps	<ul style="list-style-type: none"> ● Teachers will use Google classroom ● All materials will be uploaded into google classroom for students to work remotely ● Topics will include: daily hygiene, the importance of family relationships, dating relationships, choosing to date, unhealthy relationships, dating violence 	<ul style="list-style-type: none"> ● Provide students with a list of daily hygiene ● Expectations ● Provide textbook checklist of characteristics of good family relationships ● Provide a list of healthy dating relationships ● Provide students a list of dating violence behaviors ● Provide a list of resources where students can get help

Expectations	<ul style="list-style-type: none"> ● Teachers will be implementing the instructional plan via Google classroom for grades 6-8. ● Assignments should be aligned to the 6-8 Curriculum Unit 3 pacing guide 	<ul style="list-style-type: none"> ● Each grade level will list daily hygiene tasks ● Grade levels will list the importance of family values ● Grade levels will list characteristics of healthy relationships ● Each grade level will list dating violence behaviors ● Each Grade level should reflect the instructional resources and assignments found in the unit 3 marking period pacing guide.
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Health & Physical Education (9-12)

	Computer Based Action Plan	Paper Based Action Plan
First Steps	<ul style="list-style-type: none"> ● Teachers will use Google classroom ● All materials will be uploaded into Google classroom for students to work remotely ● Topics will include: Nutrition, healthy relationships, dating relationships, choosing to date, unhealthy relationships, dating violence, effects of drugs and alcohol, driver education-steps to GDL, family life, contraception, STD's, prevention <p>My Plate My Meal Plan</p>	<ul style="list-style-type: none"> ● Provide students with the food pyramid ● Provide textbook checklist of characteristics of good family relationships ● Provide a list of healthy dating relationships ● Provide students a list of dating violence behaviors ● Provide a list of resources where students can get help ● Provide students with textbook worksheet on effects of drugs and alcohol ● Provide students worksheet on how to obtain a Driver License ● Review STD's, contraception, birth control, abstinence, std prevention

Expectations	<ul style="list-style-type: none"> ● Teachers will be implementing the instructional plan via Google classroom for grades 9-12. ● Assignments should be aligned to the 9-12 Curriculum Unit 3 pacing guide 	<ul style="list-style-type: none"> ● Grade levels will list and discuss the importance of healthy eating and meal planning ● Grade levels will list characteristics of healthy relationships ● Each grade level will list dating violence behaviors ● Each grade level will list and discuss resources on where to get help if in an unhealthy, violent relationship ● Grade 11 will list steps to obtaining a Driver License ● Grade levels will discuss the bad effects of drug and alcohol abuse and addiction ● Grade levels will list STD prevention, contraception and birth control ● Each Grade level should reflect the instructional resources and assignments found in the unit 3 marking period pacing guide
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Appendix C

Early Childhood Department

Early Childhood Department- Home-Based Learning Activities

As of April 15, 2020, Individual lessons were developed for an additional 21 days of instruction and mailed to each student without access to the internet. The lessons are a combination of resources, parental guidance on developmentally appropriate tasks, and paper and pencil as recommended by the High Scope Curriculum. The lessons are available on the intranet for staff and the internet for parents.

	Health activity: (Germs, hand washing, proper sneezing, nutrition, exercise).	Social/Emotional activity (change, fear, etc):	How to speak with your child(ren) about...
Day 1	<p>Activity: Develop an awareness of healthy habits.</p> <p>Materials: piece of tissue, soap, cup of water</p> <p>Beginning: Ask your child to look at the materials on your table and label the objects. <i>Ask, Why do we use these things on the table?</i> Listen to their answers. After listening to their answers, discuss how people use a tissue to wipe our nose, use soap and water to wash our hands so we don't spread germs.</p> <p>Middle: Discuss: What are some of the ways germs can spread? Allow your child to answer and give examples. Say, <i>Germs can enter the body through the mouth, nose, breaks in the skin, eyes.</i> Discuss the following 5 ways to prevent germs...</p> <ol style="list-style-type: none"> 1. Using tissues to wipe and blow your nose. 2. Staying home from school when you are sick. 3. Keep hands out of mouth. 	<p>Activity: Clothespin Pictorial Schedule Try this activity at home to reinforce your child's understanding of her schedule and routine.</p> <p>What Your Child Will Learn: Your child feels more secure, in control, and competent when he/she is aware of what will take place throughout the day. The ability to talk about and plan for the future is a skill your child should possess as he/she grows, learns, and matures.</p> <p>Materials: card stock or construction paper, clothespins, simple drawings or photos of your child carrying out daily routines (brushing her teeth, watching TV, resting, bathing, having a meal, and so on), ribbon or string, scissors tape or glue.</p> <p>What to Do Beginning:</p> <ul style="list-style-type: none"> • Take pictures of your child carrying out daily routines or simple drawings of daily routines • Using the photos you have taken or simple drawings, mount each onto a heavy piece of construction paper or cardstock. 	<p>Activity: Many Colored Days by Dr. Seuss</p> <p>Materials:</p> <ul style="list-style-type: none"> • Book "Many Colored Days" by Dr. Seuss or use the following link to access a video recording of the book: https://m.youtube.com/watch?v=P04oC5C4vfM • You and your child's favorite music. <p>Beginning: Read or watch "Many Colored Days" by Dr. Seuss. This rhyming story is a wonderful way for parents and teachers to talk with children about their feelings. Each day is described in terms of a particular color, which in turn is associated with specific emotions. Using a spectrum of vibrant colors and a variety of animals, this unique book covers a range of moods and emotions. While reading the story, pause after each animal and discuss the animal's color. Ask the children to share a time that they were in that mood. After reading the story, discuss the spectrum of colors in comparison to moods and feelings.</p> <p>Middle: Music That Moves You—Discuss how music also evokes feelings. Play different types of music and discuss how each makes them feel. (Classical music offers a wide range of powerful music that signifies different feelings.) Allow the children to move to the music in ways that express emotion. (Ex: stomping, soaring, fluttering, heavy body, etc.)</p>

	<p>4. Do not use other's forks, spoons, or drink from the same cup.</p> <p>5. Wash their hands.</p> <p>Practice the following with your child while discussing the steps to wash their hands. Have the steps written on a piece of paper for the child to follow each step.</p> <ol style="list-style-type: none"> 1. Wet their hands with warm or cold water. 2. Use soap to lather their hands while singing "Happy Birthday" twice. 3. Scrub between fingers, on the backs of hands, and under nails. 4. Rinse well and dry with a clean towel. <p>After the child follows the steps, create a colorful chart with the steps above.</p> <p>End: Ask the child to post the steps with their pictures in the bathroom.</p> <p>Video: Hand washing video</p> <p>Handy and his Helpers</p>	<p>Middle: Hang a piece of string or ribbon (approximately two feet long) low across a wall where your child can readily see and reach it.</p> <p>End:</p> <ul style="list-style-type: none"> • As each day begins, go over the order of the day's events and routines with your child. • Show your child how to use the clothespins to attach a photo to the ribbon or string. • Continue with each photo until you have outlined your child's entire day. • Make every attempt to do this each day as an excellent way to establish and maintain a predictable and consistent schedule and routine, as they do in their preschool classroom. <p>Note: Creating any type of consistent schedule for your child will be helpful. Simply drawing a few pictures on a white board or piece of paper showing "breakfast, school, nana's house, home for dinner, bedtime" might be all your child needs to feel secure about her daily schedule. Whether you create a picture schedule for home, it is important to review your child's daily schedule with him/her regularly, to help him/her have a sense of a consistent routine.</p> <p>If changes are anticipated in the home version of the daily routine, prepare your child at the beginning of the day. For example, if your child needs to go to the doctor, draw a picture of a stethoscope on a Post-It note and stick it into the schedule.</p> <p>Taken From: www.centerforresilientchildren.org</p>	<p>End: Have the children each choose a color from the crayon box. Write down why they chose that color and what type of mood it represents for each child. Write down what they dictate and display their art around the house.</p>
Day 2	Activity: Exercise and Your Healthy Heart	Activity: Negotiation Station Try this activity at home to reinforce what your child has learned about recognizing feelings in themselves	How to speak with your child(ren) about communication. Materials: Body, family or friends

<p>Materials: Your body, construction paper, scissors, tape, music, Take a Look Inside You (see link below)</p> <p>Beginning: Download and print Take a Look Inside of You! Or draw a picture of a body with a heart in the upper left part of the chest. Have child make a fist and place it over their heart (where they place it for the Pledge of Allegiance)</p> <p>Explain that:</p> <ul style="list-style-type: none"> • The heart is a muscle that pumps blood • The heart is the size of their fist • The muscle works 24 hours a day • You can feel your heartbeat at different parts of your body (wrist, neck, hand over heartbeat) <p>Middle:</p> <ul style="list-style-type: none"> • Have your child place their hand over their heart and “feel the beat”. • Then put on fast music and have the child dance around for a minute, or do 10-15 jumping jacks. Have your child put his/her hand over heart again after exercising to feel how much faster its beating. • Say, “You just exercised your heart! This is one important way to keep your heart healthy”. • Sing Healthy Heart Song 1 (tune of “wheels on the bus”). My heart is a muscle that’s pumping blood, pumping blood, pumping blood My heart is a muscle that’s pumping blood all around by body • Sing Healthy Heart Song 	<p>and others.</p> <p>Materials: A small table and chairs designated just for the purpose of negotiating or talking about our problems and conflicts.</p> <p>(Note: Make this a peaceful area by adding personal touches you know will help your child calm down and talk about their feelings.)</p> <p>Here are a few items that can be used in the Negotiation Station:</p> <ul style="list-style-type: none"> • books about emotions • mirror to see how he or she feels • puppets • box of tissues • feeling cards (cards that display faces representing a wide range of feelings/emotions) • pencils • crayons • markers • paper • friendship lotion (perfume-free, hypo-allergenic hand lotion with just a little glitter!) <p>Beginning: Introduce your child to the word “negotiate” by telling him or her it means to converse with each other while finding ways to solve problems. In the special part of the home you find and create a Negotiation Station together with your child. Have your child help you find a way to decorate it to make it comfortable.</p> <p>Middle: When a conflict arises, encourage your child to go to the Negotiation Station to talk about what happened. You will need to go with your child at first to help with the following:</p> <ul style="list-style-type: none"> • state the problem • how he or she feels • what a good solution might be <p>When friends or young family members come over to play, explain</p>	<p>Beginning: Say, <i>Good communication is important to getting along well with others. Communication can be verbal, when we use our words, or nonverbal, when we use facial expressions and body language. We are going to play a game called “telephone” in two different ways. The first time, we will communicate by speaking. The second time, we will communicate using just our body language and facial expressions.</i></p> <p>Middle: For the verbal game of telephone, have your child along with friends/family members line up next to each other. In the first round, whisper a simple phrase of your choice to the first person in line (ex. “The cat and dog ate the apple pie.”) Each person should then whisper the phrase that he/she heard to the person next in line, until it reaches the last person. The last person will then say the message aloud, and see if it matches the original.</p> <p>Now, play a similar game with just using body language. Have everyone line up so that they are all facing one way. Tap the first person on the shoulder, and when he turns around, express an emotion with only body language, such as arms crossed and an angry face. This person should then tap the next person in front of him/her on the shoulder and do his/her best to imitate the body language. Continue until the last person in the line sees the body language, and have him/her demonstrate what he/she saw from the last person.</p> <p>End: Say, <i>Remember we communicate our words and bodies, so we need to be aware of both while we are trying to communicate a message. What was the difference between the speaking and body language activities? How did you feel doing the first one? Second?</i></p>
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	<p>2 (tune of Frere Jacques) My heart's beating, my heart's beating, THUMP, THUMP, THUMP, THUMP, THUMP, THUMP</p> <p>It's faster when I'm dancing, faster when I'm dancing, THUMP, THUMP, THUMP</p> <p>End: Cut out a heart shape from construction paper and decorate the heart. Put your healthy heart on your chest</p> <p>What Is the Heart? Lesson Idea PreK</p>	<p>to them what the Negotiation Station is, and encourage them to use it, too. Your child should not have to ask for your permission to go to the Negotiation Station; however, they should let you know (as well as other children that might be over) that she is beginning the process of negotiating by turning on the touch light placed on or near the negotiation station. (a bell or other "signal" can be used in place of the touch light.)</p> <p>End: Give your child special recognition and verbal encouragement for visiting the Negotiation Station (a smile, handshake, high five, and/or verbal encouragement: "I liked the way you talked to me about your problem!"). When leaving the Negotiation Station, your child might put on a little friendship Lotion, just for an added touch! Note: For families who believe a "talk spot" would work in place of a "negotiation station," feel free to individualize this activity to meet your family's needs!</p> <p>https://centerforresilientchildren.org/ preschool/for-parents/activities-to- do-with-your-preschooler/</p>	
Day 3	<p>Activity: Create a Nose Blowing Station at home.</p> <p>Materials: box of tissues, mirror, nose blowing sign, waste basket, small table</p> <p>Beginning: Together with your child, find a convenient area in your home to set up a Nose Blowing Station. Allow your child to suggest places for the station, preferably not too far from a sink. Discuss with your child how using the nose blowing station will keep germs from spreading at home. Talk about how using the mirror will allow him/her to</p>	<p>Message Center: Try having a "Message center" at home to make your child feel special!</p> <p>Materials Needed crayons, markers, pencils, construction/wrapping paper, and other decorative items paper shoe box small envelopes (optional)</p> <p>Beginning: What to Do: You: invite your child to decorate the shoe box with you. The shoe box can be covered with wrapping paper, construction paper, or contact paper. <u>Don't forget to cut a small opening in the lid so that</u></p>	<p>Activity: Exercise</p> <p>Practicing Tai Chi with your child every day:</p> <ul style="list-style-type: none"> • Can help add to a consistent daily routine. • Helps build strength, conditioning, balance and flexibility. • It can provide a bonding activity which can help reinforce secure attachments with adults. • It allows a time to be there and be calm with your child. • Talk to your child about how the moves make you feel, how they make your child feel. • After practice, you can listen to the child and follow the child's lead,

	<p>check that his/her face is wiped clean.</p> <p>Middle: Get a tissue and demonstrate how to blow your nose gently. Wipe your nose and toss the tissue in the wastebasket. Check your face in the mirror. Wash your hands. Have your child practice these steps. Discuss how sneezing and coughing into a tissue can help keep germs from spreading to others. Talk about how wiping his/her nose helps to keep the entire family germ-free and healthy.</p> <p>https://youtu.be/sLXzw6j9JVw</p> <p>Talk about washing any leftover germs away by immediately going to the sink to wash his/her hands. Suggest your child make a sign for the Nose Blowing Station, and help your child hang the sign at the Station.</p> <p>End: Have your child show the Nose Blowing Station to other family members, and allow him/her to demonstrate the steps.</p>	<p><u>family members and friends can drop their notes into the box.</u></p> <p>Middle: You: Set up the message center with art materials (e.g. pencils, crayons, markers) for writing notes and/or drawing pictures. You: encourage your child to “write” and send greetings to you and other family members.</p> <p>End: You respond to each message to show that you care!</p> <p>Source Taken From: www.centerforresilientchildren.org/SSES</p>	<p>giving them a feeling of mastery and control.</p> <p>Top 10 Tai Chi Moves for Beginners</p> <p>Steps:</p> <ol style="list-style-type: none"> 1. Dress comfortably. 2. Find a large enough space to allow for movement. 3. Watch the above video with your child to be introduced to the movements (8 minutes). 4. Repeat the video, this time participate and follow along. Do the movement to your own ability. Adapt the movements or time holding a pose if necessary. Do not strain or hurt yourself. Allow talk and mistakes. Have fun. 5. The following day, watch the video again. This time, try to not talk. 6. Practice, practice. Repeat daily. Enjoy. 7. As you and your child become more proficient, create your own movements and routines. <p>The health benefits of tai chi</p>
Day 4	<p>Activity: Make A Healthy Snack</p> <p>Materials: Paper Crayons/markers Pictures or print of fruits/veggies, unhealthy snacks (chips, chocolate, candy) Cut-up fresh fruit, vegetables</p> <p>Beginning: Show child examples of</p>	<p>Activity: That’s My Name! Try this activity at home to reinforce what your child learned about building relationships and making Personal connections.</p> <p>Materials: Pictures of friends and family members</p> <p>Beginning: Show your child the pictures of friends and family members. Ask your child to name each person. Talk with your child about his or her name, and how it</p>	<p>Activity: “Mirror, Mirror...what do I see?”</p> <p>Materials: Mirrors</p> <p>Beginning: Say, Let’s play a game. Let’s look at ourselves in a mirror and make an emotion (grumpy, frustrated, upset, excited, etc.). Say “Mirror, mirror, what do I see?” and show me how you are feeling. Name the feeling.</p> <p>Middle: Then make an emotion face. Follow by naming the emotion by saying</p>

	<p>healthy snacks (fruits, vegetables, cheese sticks) Show child examples of unhealthy snacks (candy, chips, soda, cookies, donuts, cake)</p> <p>Middle Talk about how food is made up of different ingredients, and how our bodies need certain vitamins to make it work, and feel good.</p> <p>Show child pictures of different foods and have them identify if food is healthy or unhealthy.</p> <p>Talk about healthy snacks (fruits and veggies) having lots of vitamins to help us grow, and feel good.</p> <p>Talk about unhealthy snacks like cookies and chips having lots of sugar that can make us feel sluggish.</p> <p>Have child draw and color pictures of healthy foods.</p> <p>End: Build a healthy snack with your child using cut up fruits and veggies or whatever you have in your pantry that is low in sugar. Enjoy a healthy snack.</p> <p>https://www.choosemyplate.gov/myplate-mywins-tips-hacking-your-snacks-0</p>	<p>was chosen.</p> <p>Middle: Make up a funny story together using the people from the photographs and your child.</p> <p>End: Act out the conversation. Play the role of the person in the photograph, making sure to focus on saying your child's name.</p> <p>Taken from: www.centerforresilientchildren.org/SSES</p>	<p>"I see a sad Mommy looking at me". Turn to your child and say "your turn". Help your child remember the phrase "mirror, mirror what do I see?" You may have to say it with your child. Then, tell your child to make a face and help them say the next sentence "I see a happy Patrick looking at me." <i>Don't be surprised if your child always wants to do the emotion that you just demonstrated.</i></p> <p>End: Review the emotions that you and your child did while looking in the mirrors.</p> <p>Taken from: https://challengingbehavior.cbcs.usf.edu/docs/activity-ideas-families.pdf</p>
Day 5	<p>Activity: Exercise Game: "Simon Says"</p> <p>Materials: Open space Comfortable clothing (shorts,</p>	<p>Leslie</p> <p>Activity: Free the Toys! Try doing this to provide our child with a new and interesting</p>	<p>How to speak with your child(ren) about identifying feelings through body language</p> <p>Activity: Emotion Charades</p>

<p>t-shirt) Sneakers</p> <p>Beginning: Talk about why physical activity is so important (Exercise helps keep weight down, increases strength in muscles and bones, elevates your mood, and helps develop good, lifelong healthy habits)</p> <p>Talk about different forms of exercise: running, walking, playing sports like basketball and soccer, dancing. Exercise happens whenever you move your body.</p> <p>Middle: Play a game called “Simon Says” https://www.youtube.com/watch?v=OxRfqmLJCXw</p> <p>For Endurance: “Simon Says” -Walk in place -Run in place Do 2 rounds https://www.verywellfamily.com/easy-exercises-for-kids-1257391</p> <p>For Strength: “Simon Says” -Do 10 push ups -Do 10 squats -Do 10 sit ups Do 2 rounds https://www.sportsrec.com/503414-kids-calisthenics-exercises.html</p> <p>For Flexibility: “Simon Says” -Touch your toes 5 times - Stretch your arms to the</p>	<p>perspective on old toys. This supports problem-solving and cognitive flexibility; being able to see things in different ways.</p> <p>Materials: Empty clear bins for storage and/or full bins of toys that are presently in storage.</p> <p>Beginning: With your child, look around the playroom and ask which toys he hasn’t played with in a while. Put these toys or sets of materials in clear bins.</p> <p>Middle: Once a week, bi-weekly, or whenever you feel is appropriate (rainy days are great times, too!), bring two or three of the bins out of storage.</p> <p>End: Watch in amazement as previously overlooked toys become the central focus for your child! Do this often to maintain your child’s interest in all of his toys.</p> <p>Taken from: www.centerforresilientchildren.org/SSES</p>	<p>Materials: paper, pencil, emotions (written or drawn) - gloomy, sad, happy, mad, excited, cherry, frustrated, upset, silly, grumpy, annoyed, nervous.</p> <p>Beginning: Think about a time when you had a memory or experience when you felt happy (birthday, going on vacation), sad (couldn’t go to the park, your toy broke), or even mad (someone couldn’t share a toy, a child hit you). Act out that emotion using facial expressions and/or body movements. Allow your child to share with you and your family members. Say, We are going to play a game of Feelings Charades, where we are going to act out a feeling through body language. On a strip of paper, write down a feeling that would make someone feel happy, scared, angry, etc. Fold strips and put them into a bag or bucket. Then, family members chose a strip and act it out.</p> <p>Middle: Have everyone pick a strip of paper with the emotion (written or drawn) from a bucket. Ask that child to act out the feeling by using only his or her body. The other family members/friends should try to guess the feelings the child is acting out. Have everyone act out his/her feelings listed on the paper.</p> <p>End: Ask everyone, especially your child, how he/she felt about acting out different feelings with their bodies. Would they change the activity in any way? What other feeling do they want to add on a slip of paper? Say, What did you notice? How many different words are there for feeling angry? How about words for feeling happy?</p>
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	<p>side and make big arm circles 5 times</p> <p>Do 2 rounds https://www.verywellfamily.com/simple-kids-stretching-exercises-1257070</p>		
Day 6	<p>Activity: Nutrition - Choose My Plate.</p> <p>Materials: Household items: round plate, cup, old magazine, grocery circular/adds, newspapers, white paper, crayons, safe scissors.</p> <p>Beginning: Help your child with this nutritional information that can make choosing healthy foods effortless. Ask child, “Do you want to help me make a healthy plate.” Show them pictures of different types of foods that represent each food groups as seen on ChooseMyPlate.gov. Look through food ads.</p> <p>Middle: On a white piece of paper draw a sample of ChooseMyPlate.gov diagram. Have child color the plate as seen on diagram. Help/guide child by looking for pictures of different types of food groups. Cut them out and place them on the appropriate food group plate labeled on the diagram. Then let child choose the foods which he/she thinks belonging on the plate. Guide them as needed.</p>	<p>Valerie - Puppet Talk Activity: Try this activity at home to reinforce what your child learned about conflict-resolution and the problem solving process. What Your Child Will Learn: By acting out scenes that are either make-believe or loosely based on your child’s own life helps him/her work through the beginnings of conflict-resolution, or simply stated, s/he starts to understand the problem solving process. Children use behaviors for a reason. As you observe your child closely in dramatic play, you may begin to see these roots of behavior played out in the stories your child tells. Pay close attention to begin to help your child on the way to becoming a life-long problem-solver! Materials Needed: craft sticks or straws, old socks, crayons, paper plates, markers, tape, old magazines. What to Do: Beginning: Using the materials you have available, make a few puppets with your child. If you are using paper plates, use crayons and markers to make various facial features. You can also look through magazines for decorative elements to add. Middle: After your child has drawn the faces, tape the paper plates to craft sticks. Make many</p>	<p>How to speak with your child(ren) about calming techniques</p> <p>Activity: Moving Parts of Your Body</p> <p>Materials needed: You and your preschooler.</p> <p>Purpose: This is a physical coping skill when your preschooler is overactive or seems anxious. Do this with your preschooler to the count of 10 seconds for each move. Describe what you are doing and feeling about what you're doing?</p> <p>Beginning: Gather up your preschooler and say, ‘Let’s do something together. Come sit next to me, I have a fun way for us to take a break and calm down together’.</p> <p>Middle: Sit side by side on the floor. Take 5 deep breaths and relax. Stretching, moving or massaging different parts of your body can help you and your preschooler re-focuses and relaxes.</p> <p><i>Say to your child:</i> Wiggle your fingers then your toes. Place your palms together and push. Tug on your earlobes Line up your fingertips on both hands and press your finger tips together. Shrug your shoulders up and down. Roll different parts of your body to the count of 10. Start with the wrist, neck,</p>

	<p>End: Review/reinforce the importance of choosing different healthy foods & avoiding unhealthy choices for proper nutrition. Click on the link below for more information. With it are resources to help increase one's skills in recognizing good food choices that are part of a healthy lifestyle.</p> <p>Resources/Links: www.ChooseMyPlate.gov</p>	<p>different puppets with your child over time until you have a nice collection so the puppets can interact. If puppet play is new to your child, you might first use puppets to make up a story of your own. During your story, be sure to talk about your feelings, behaviors, and actions.</p> <p>End: The Goal of this Activity is to help your child to describe his/her own behaviors and actions. As your child gains confidence in his/her puppet play, you can make the stories more meaningful by talking about problem-solving between the characters. "How do you think these two puppets can solve this problem?" Getting your child started in brainstorming solutions will help when real behavioral concerns arise that must be addressed and worked through. Help your child use his homemade puppets to put on a show based on the stories s/he tells you.</p> <p>Taken from: www.centerforresilientchildren.org/SSSES</p>	<p>shoulder and ankles.</p> <p><i>Say to your child:</i> Breathe in and out 5 more times and prepare to breathe. Take turns to think of shape and draw it in the air breathing in and out with each line. Example: Imagine the square in front of you. Using your finger to trace in the air. Breathe in finger up. Breathe out, finger across and so on until the shape is made. Do this 3 times and then imagine other shapes, triangle, diamond, heart, star, etc.</p> <p>Preschooler can suggest a shape to finger trace with breathing. etc.</p> <p>End with 5 deep breaths and Positive encouragement.</p>
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<p>Day 7</p>	<p>Healthy Teeth Activity: Develop awareness that sweet/sugary foods are not healthy for teeth. Materials: Paper to draw teeth, marker, pictures of food with and without sugar (from magazines, supermarket flyers, Google images, food bags/boxes), scissors</p> <p>Beginning: Ask your child to identify foods that are healthy and unhealthy for teeth. Ask your child what sweet, sugary foods they like to eat. Ask your child if sweet, sugary food is healthy for their teeth.</p> <p>Middle: Discuss that healthy foods make teeth happy and sweet, sugary foods make teeth sad. Help child cut out pictures of many different foods that are healthy (not sugary) and not healthy (sweet/sugary) for teeth. Say, “Germs like sweet/sugary foods too”.</p> <p>Draw 2 large teeth- one on each paper. Give one tooth a smile (happy tooth). Give one tooth a frown (sad tooth) Play the Happy Tooth/Sad Tooth Game:</p> <ol style="list-style-type: none"> 1) Put pictures of teeth on table 2) Place pictures of food on table 3) Have child choose a picture and tape on happy or sad tooth <p>Tell child that it’s OK to eat sweet/ sugary food, but share the SECRET of happy teeth. Teach child to drink water after any food, but especially sweets, to “wash the sugar off your teeth”. Remind child that</p>	<p>Valerie - Feelings Quilt Activity: Try this activity at home to reinforce what your child learned about recognizing emotions in him/her and others. What Your Child Will Learn: Concepts such as “feelings” that you can’t hold or touch are very difficult for young children to understand. Adding facial expressions to match the labels we give to emotions is a helpful way for your child to start making connections between abstract concepts and what the feeling really looks like. As your child begins to recognize emotions on his own face, s/he will be more prepared to notice and understand how others are feeling. Materials Needed: camera (or magazines to cut out faces showing emotions or paper to draw simple emoji faces), crayons, yarn, string, or ribbon, construction/colored paper or fabric scraps, scissors, and glue. What to Do: Beginning: Start by photographing your child displaying a variety of feelings. You can ask your child to “pose” for you and try to capture feelings such as: happy, excited, sad, angry, worried, frustrated, confused, and so on. Or use images of feeling faces you cut out from magazines or simply drawn emoji faces). Middle: Place the photographs/images on individual (approximately 3’ by 3”) squares of construction paper. Your child can help you do this. If you choose, you can use fabric scraps and hot glue the photos to the fabric scraps (adult step only). End: Next, ask your child how he was feeling in each picture. Point out facial expression/body</p>	<p>Giving Clear Directions</p> <p>Why do I have to repeat myself time and again?” “Why won’t she listen to me?” Listening and following directions are important skills young children must learn. There are many reasons why children do not follow directions.</p> <ul style="list-style-type: none"> • The parent gives too many directions at one time. • The child doesn’t understand the direction or the direction is too vague. • The direction does not tell the child what to do. • The direction sounds like a suggestion or question <p>Try This at Home: It is important to follow through when you give your child a direction. A technique you can use to make sure you do follow through when your child has difficulty complying, or following directions is Do-WAWP.</p> <ul style="list-style-type: none"> • Do—State the “do” direction. • W—Wait for the child to follow the direction (silently count to 5). • A—Ask the child to restate the direction. • W—Wait for compliance (silently count to 5). • P—Provide positive descriptive feedback to your child or help (helping will ensure success). <p>Make sure that you have your child’s attention. Eye contact is a great indicator! When you state the “do” direction you are teaching your child the desired behavior. For instance, “Sasha, go brush your teeth.” When you count to five, you are giving her the opportunity to hear and process the direction. Parents often repeat the same direction over and over in that</p>
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	<p>they are “smarter than the germs” and water washes them away.</p> <p>End: Ask the child to hang the happy tooth/sad tooth on the refrigerator as reinforcement of healthy food for teeth.</p>	<p>language or any other clues from the photo, and then write down what your child says. “In this picture, Sam, you have a frown on your face. How were you feeling?” Consider adding other family members and their facial expressions, as well. Show your child how you can “read” the quilt. Point out body expressions (smiles, frowns, clenched hands, flushed faces, and so on). Call attention to the quilt regularly and add new photos when possible. Use the quilt as a reference when you are reading a story or talking about feelings, in order to help attach a visual with “feeling” words, such as “frustrated,” “angry,” “disappointed,” “excited,” “worried,” and so on. Have the quilt available for your child to look at by him/herself, with an adult, or with a friend.</p> <p>Taken from: www.centerforresilientchildren.org/SSES</p>	<p>five second period. When you repeat the same direction to your child time and again, it teaches her that she does not have to follow the direction the first time. Instead, state the direction once and then have your child restate the direction back to you. This way you can confirm that she heard you and understood what you were saying. Finally, offering help may simply mean that you take her hand and lead her to the bathroom. Don’t forget to encourage your child by saying something like, “Wow, Lauren, what great listening ears! Thank you for brushing your teeth.</p> <p>The Bottom Line <i>Listening and following directions are skills that children learn through their daily interactions.</i> When children do not follow directions, for any reason, it can be extremely frustrating for parents. You can increase the chances that your child will listen and successfully follow your directions when you make sure that your direction is clearly stated and you follow through. An important consideration for parents when teaching their child to follow directions is to “pick your battles”. You want to avoid insisting that your child follow directions that are not important or can escalate to a major struggle when the direction is not critical. Pick a few, very important directions that you will follow-through with your child.</p> <p>Activity:</p> <ol style="list-style-type: none"> Simon Says - This is a classic listening game that is fun for all ages. Red Light, Green Light - This is an active game that focuses on following directions. Hokey Pokey - This is a fun interactive dance with a directive song.
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<p>Day 8</p>	<p>Be a Germ Stopper Super Hero</p> <p>Activity: This activity encourages kids to be a hero by stopping germs and saving their friends and family from getting sick.</p> <p>Materials: computer, tablet or phone with internet, online book-<i>Germs Are Not For Sharing</i>. https://www.youtube.com/watch?v=YCq3Ft_s-5s or https://www.youtube.com/watch?v=619tbalj4gQ</p> <p><i>Box of tissue, Germ Stopper Signs- https://cchealth.org/coronavirus/pdf/Germ-Stopper-flier.pdf-boy; https://www.adph.org/immunization/assets/GermStopperHandout.pdf - girl/ or make a sign with a superhero and add three steps: Use Tissue, Cover Mouth & Nose, Wash Hands</i></p> <p>Beginning: Tell your child you will be talking about how to be a superhero. Ask them who their favorite superhero is. Ask them what superheroes do: save people, fight the bad guys, fly etc. Ask them if they want to be a superhero. Tell them today you will learn how to be a Superhero Germ Stopper-who stops the germs and saves people from getting sick.</p> <p>Middle: Show the picture of the Germ Stopper and discuss each picture: First Picture- What is she/he holding? "Tissue"-talk about how & when to use tissue-to cough and sneeze. Demonstrate using it and</p>	<p>Activity: The Be-By-Myself Box Try this activity at home to reinforce the importance of having spaces to be alone!</p> <p>What Your Child Will Learn: Your child benefits from knowing there is a safe place to retreat to when he/she is overwhelmed or needs a break from the larger group. Just like you, your child needs his own space to help him relax and regroup. When you help create this type of space you show him that you understand how important "alone time" can be.</p> <p>Materials: contact paper, crayons, markers, empty appliance box (most appliance stores will be happy to donate boxes or you can always use a table with a long sheet overtop as well!), fabric scraps (from old clothing), paint, photos of your child and family, pillows and other soft items.</p> <p>Beginning What to Do -Talk with your child about how at certain times during the day he may want to "get away from it all" and be by him/herself. -Show him/her the places in your home where he/she can go to have some quiet time. -Next, introduce the large cardboard box, explaining that this will become a new be-by-myself place. -Together with your child, decide where the box will end up once it is finished. -Next, work with your child to determine the rules for how to use the new be-by-myself space. -Write up these rules (add pictures/drawings if possible), and</p>	<p>Activity: Act out a common scene when you child becomes upset. Your child may argue with a sibling over a toy or with you about not wanting to stop playing with his/her toys to eat lunch or dinner.</p> <p>Skills children will learn: Building replacement skills by increasing your child's "feelings" vocabulary will improve their ability to cope with difficult emotions.</p> <p>What to do: Parents can assist children with putting their feelings into words by acknowledging feelings and providing them the words to express themselves. For example, parents can say "Robert, you seem angry right now because Marcy took your toy. Are you angry?" If your child says "yes," the adult can respond by saying, "It's okay to get angry, but please tell Marcy how you feel and to ask for your toy back. For example, you can say, "Marcy, I am angry that you took my toy and can I please have it back." It is important to remember that initially children may not be able to verbally express their feelings due to their age. Giving them the words is a good start to helping them learn new ways to express difficult emotions.</p>
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	<p>emphasize where to put it when done-"In the Trash" not in your pocket or on the table or floor. Tell them you must Always wash hands after using tissue. Talk about not picking nose with fingers, use tissue</p> <p>Second Picture- Ask what is she doing? "Covering her cough" -Talk about coughing and sneezing in your sleeve. Have your child practice sneezing and coughing in their sleeve.</p> <p>Third Picture-Point to it and ask what is happening here? "Washing hands" talk about all the times you should wash hands: before eating, after sneezing and coughing in hands, when coming in from outside, after touching animals. Pretend to go through the steps of hand washing or go and practice hand washing.</p> <p>End: Have your child make a promise to do his/her best to be a Germ Stopper Superhero. Have them make a Superhero pose and say "I'm a Germ Stopper" Examples of poses- Hold tissue, Cover cough, motion to hand wash or create your own pose. Finish with the book <i>Germes Are Not For Sharing</i></p>	<p>post them in or near the box. -Now, you are ready to work on creating this space! -Cut one side completely open as this will serve as the entrance to the be-by-myself area.</p> <p>Middle: Over several days you can: -Paint the exterior of the box with your child. Invite him/her to join you in choosing the colors and designs you paint on the box. allow to dry. - Add photos or drawings to the inside of the box. -To soften the inside of the box ,add soft pillows and stuffed animals and a blanket</p> <p>End Place the box in its space, review the rules regularly, and enjoy!</p> <p>Taken From: www.centerforresilientchildren.org/SSES</p>	
Day 9	<p>Activity: Develop good hand washing habit to keep germs away</p> <p>Materials: Glitters, olive oil, soap, water, tissues</p> <p>Beginning: Explain to your child that today he/she will be learning about germs and</p>	<p>Activity: Share a story in a new way. Read a story book to your child that shows characters who experience an emotion (e.g., sad, happy, scared, worried, confused, etc.).</p> <p>Materials: The Feelings Book, body</p>	<p>How to speak with your child(ren) about... <i>frustration and persistence</i></p> <p>Activity: Building with Cards</p> <p>Materials:</p> <ul style="list-style-type: none"> Materials to build (e.g. playing cards, index cards, postcards, greeting cards)

<p>where germs can be found. Talk about how germs enter the body and what sickness can develop, ways to stop the spread of germs and other things he/she can do to stay healthy. Ask your child the following:</p> <ol style="list-style-type: none"> 1. Do you know what germs are? Can you see them? 2. How do you think germs are spread? 3. What do you think happens if you touch a doorknob that has germs on it? 4. Then what happens if I shake your hand? 5. Can you tell what will happen to you if germs enter your body? 6. What are some of the things you can do to stay healthy? 7. Can you tell when you need to wash your hands? <p>Middle: Discuss the hand washing procedures:</p> <ol style="list-style-type: none"> 1. Wet your hands. 2. Apply soap. 3. Rub your hands together for 20 seconds or the time it takes to sing the Happy Birthday song... Rub all parts of your hands including palms, between your fingers, backs of hands, thumbs, wrists, fingertips and nails. 4. Rinse your hands. 5. Dry your hands with a disposable towel. 6. Use the towel to turn off the faucet. 	<p>Beginning: Read (YouTube) THE FEELINGS BOOK by Todd Parr Story Time Pals read to children Kids Books Read Aloud with and without the volume. Read the book without the volume or without saying the words. The objective is for the child to take a picture walk looking at every page to guess what is going to happen in the story. Re-read the book with the volume and saying the words. Say, what do you think this book is going to talk about? How do you know?</p> <p>Middle: Stop on a page where the character is showing the expression. Ask your child “What do you think he is feeling?”, “Why is he feeling that way?”, or “Look at her face, how can you tell that he is ___?” Other questions could be “Have you ever felt _____. What makes you feel that way?” or “What will happen next?” or “What should he do?”</p> <p>End: Ask, What did you think about the book? Have you ever had any of those feelings before? Tell me about it. Allow the child to respond.</p> <p>Taken from: Teaching Emotions: Activity Ideas to Share with Families</p>	<ul style="list-style-type: none"> ● Placemats <p>Beginning: Have you ever seen a house made of cards? Model making a house for your child using the materials (cards, postcards, straws, etc.). When the house falls down, say, <i>I’m going to make over again and again until it is able to stand on its own. Let’s see how many times I will build where it won’t collapse.</i></p> <p>Middle: Allow your child to build with the materials. If/when the structure collapses, encourage children to problem solve. Say, <i>I see your building fall not once, but twice. I know it can be frustrating, but with the more you try, hopefully you will figure out what will make it stand longer. What do you need to do first? Second?</i> Take photos of your child as they attempt to build their structures and when they fall.</p> <p>End: Tell your child to gather and sort materials into the different bags. Review the photos with your child. Ask your child, <i>Tell me about your process; What happened when your card house fell? How did you feel seeing it collapse?; How did you feel when you were finished?</i></p>
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	<p>Use hand washing procedure pictures to reinforce https://images.app.goo.gl/UmCGzMnj7qVjA6cP6</p> <p>Use YouTube hand washing procedure video to reinforce https://www.youtube.com/watch?v=LQ24EfM7sEw</p> <p>End:</p> <p>Using the materials, apply olive oil (small amount) and glitter (small amount) on both hands.</p> <p>Have your child wash his/her hands and provide coaching as needed.</p> <p>Review criteria for hand washing.</p> <p>Have your child draw the steps of hand washing.</p> <p>Be a good role model. This is the best way to encourage hand washing</p>		
Day 10	<p>Activity - Teaching the importance of sleep and bed/nap time routines</p> <p>Materials: Books, paper, crayons, bubble bath, yoga mat, massage oils or aromatherapy diffuser (optional)</p> <p>Activity: Everybody Sleeps! Beginning: Have a discussion with your child about the importance of sleep. Ask, “Do mommy’s sleep? “Do doggies sleep? etc. Ask, “how do you feel when</p>	<p>Helping children deal with anger appropriately Activity: Helping children deal with anger. Read and/or listen to a story that demonstrates how the main character deals with anger.</p> <p>Materials: Tucker Turtle Takes Time to Tuck and Think.</p> <p>Beginning: Look at https://images.app.goo.gl/fnuBnEyavHqaaUQt8. Immediately following is the link to print out a hard copy of the story so you can read it to your child: https://challengingbehavior.cbcs.usf.edu/docs/TuckerTurtle_Story.</p>	<p>Identifying Emotions</p> <p>Materials Needed: TV, Magazines, or pictures(can use pictures from camera roll on phone)</p> <p>Beginning- Find a television show to watch with your pre-k student. . While watching television show identify characters on the show</p> <p>Middle- As the show progresses identify with your pre-k student the emotions that the characters experience (i.e., What do you think Dora is feeling? Chase and Rubble can’t find Skye, how do you think that makes them feel? Catboy saved the day, how did that make him feel?</p>

<p>you are tired? “How do you feel when you wake up in the morning after a good night sleep?” Now turn the discussion to ideas about getting ready for sleep. Ask, “How do you know when it is time for bed or your nap?” Have your child come up with ideas about nap/bedtime routines; For example: Turn off T.V. and other electronics at least 1 hour before bedtime Do a breathing or relaxing yoga sequence. Bedtime Yoga For Kids Have a small healthy snack (carbohydrate and a protein; milk and graham crackers) Brush teeth Take a warm bubble bath Put on soft music Read a story: For example: Good Night Moon, by Margaret Wise Brown https://www.youtube.com/watch?v=djEk8gTbTBg Middle: -Make a schedule that can be posted over your child’s bed. Write the ideas that you and your child have decided upon. Have your child draw and color a corresponding picture for each step in the routine. -Go with your child to the kitchen and pick out choices for your healthy bedtime snack. -Set up an area in your child’s room with his/her favorite books (allow them to choose) for reading before sleep. -Practice a relaxing yoga sequence with your child, explaining how slow deep breaths and stretching can help you get your body and mind</p>	<p>pdf) (English version) or https://challengingbehavior.cbcs.usf.edu/docs/TuckerTurtle_Story_sp.pdf (Spanish version). The goal is to show children how to deal with their anger instead of crying, hitting, throwing them on the floor, biting etc. Show your child the front of the book and ask him/her what he/she thinks the story is about. Explore the reasons for your child responses.</p> <p>Middle: Stop on a page where the character is showing feelings. Ask your child “What do you think he is feeling?”, “Why is he feeling that way?”, or “Look at his face, how can you tell that he is angry?” Other questions could be “Have you ever felt anger? What made you feel that way?” or “What would you do if someone ____ (hit, pushes) that to you?” or “What do you think he should have done?”</p> <p>End: Ask, What did you think about the book? What would you tell Tucker to do the next time he gets upset? Have you ever been angry? Tell me about it. What did you do? Did it help you feel better? Allow your child to respond.</p> <p>It will be very helpful for parents to model how to deal with anger in a positive way. Pretend as though you are angry (and why you are angry) and show ways that are not aggressive to deal with your anger. Practice the strategies discussed in the story.</p> <p>Taken from: https://challengingbehavior.cbcs.usf.edu/Implementation/Program/strategies.html</p>	<p>Doc McStuffins found a diagnosis, how did that make her feel? Be sure to ask open ended question to encourage dialogue and critical thinking</p> <p>End- Discuss with your pre-k student a time when they felt that same emotion. Parent can also share a time when the felt similar emotions</p> <p>Variations on this activity include(using characters in a book or using family photos from your cell phone</p>
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	<p>ready for sleep.</p> <p>End: Through discussion, reinforce the schedule you created and explain that he/she will practice the schedule each night.</p>		
Day 11	<p>Activity: Learning the different Food Groups. “Play Go Find It”</p> <p>Beginning: Teach the child about the different types of foods and how they belong to different Food groups. Such as Fruit, Vegetables, Grains, Protein & Dairy. Explain how they help our bodies in maintaining good health.</p> <p>Middle: Have child look for food in their refrigerator or food pantry and let the child say what group of food he/she chose belongs too & how they help our bodies. For example Protein gives us muscles then has them flex their arms showing their muscles. Fruit is “yummy in my tummy” showing the action rubbing their tummies. Vegetables' action will stretch and “reach for the stars”. Grains give us energy. Make child run in place for 5 seconds. Dairy helps our bones grow strong and helps us move and “wiggle-wiggle”.</p> <p>End: Have child repeat activity for each food group and reinforce healthy eating.</p> <p>Resources/Links www.ChooseMyPlate.gov</p>	<p>Activity: Play a board game or a card game with your child.</p> <p>When in school, your child practices listening and following directions, as well as socializing with peers, taking turns and resolving conflicts, as well as expressing feelings in a healthy way. Playing a board with family members helps him practice those skills at home.</p> <p>Materials: Any board game or card game you know or have.</p> <p>Beginning: Read or state the instructions to your child. Stop at the end of every sentence. Remember, your child’s skills could vary between being able to follow 1, 2 or 3 step directions. Show him the manipulatives.</p> <p>Middle: Play the game with your child, and siblings if available. Remind your child of the importance of Taking Turns and sharing.</p> <p>End: Once the game is over, discuss that it is ok to be “Upset if we lose”. Talk about the different ways we can express our feelings, and how we can calm ourselves</p>	<p>Dealing with Frustration</p> <p>Being taken out of the daily routine can prove to be a frustrating and stressful situation for our Pre-K students. This simple activity will help you and your student identify triggers that cause frustration</p> <p>Create a mad list. Young children need to vent (just like adults), but they don’t yet know how to do that. Screaming and flailing feels good in the moment, so they go with what works.</p> <p>Beginning-Ask your child to name all of the things that makes him mad. Write down his list on a piece of paper while he vents his emotions.</p> <p>Middle- Provide empathy and understanding while you do this. Kids need to feel understood, and a simple, “Ooh, that makes me mad, too!” shows that you get it.</p> <p>End- Once the list is complete, ask your child to tear it into tiny pieces (this provides a much needed physical release of emotion) and throw them in the air. Then collect the pieces together and throw them out for good.</p>

		<p>down.</p> <p>https://www.yourtherapysource.com/blog/2016/09/10/26-calming-strategies-classroom/</p>	
Day 12	<p>Activity: The importance of Brushing teeth and Flossing</p> <p>Materials :</p> <ul style="list-style-type: none"> ● Toothbrush ● Toothpaste ● Water ● Timer ● Floss <p>Beginning: Have a discussion with your child about the importance of dental health. Ask: Why do we brush our teeth? When do we brush our teeth? How long do we brush our teeth? What do we need to brush and floss our teeth</p> <p>Middle: Show your child a video for demonstration.</p> <p>How to Brush Your Teeth Properly - For Kids</p> <p>Have your child practice brushing their teeth Take your child to the bathroom. Have your child choose their toothbrush, toothpaste, water, timer, and floss. Squeeze a small amount of toothpaste on their toothbrush, then wet their toothbrush Mom, Dad or guardian can time child, (2 minutes), as the child brushes small circles on teeth. Make sure to get teeth in front, back, sides, tops and bottoms for 2 minutes. Make sure to spit excess toothpaste</p>	<p>Michele</p> <p>Still As Statues</p> <p>Music is an excellent resource to help children develop self-regulation and self-control. Children learn to move their bodies, slow down their bodies, and finally rest their bodies—all to the rhythm of the music. The more self-awareness a child can gain, the better she will be able to recognize states of excitement or even agitation in her own body and find positive ways to release her energy and calm down.</p> <p>Materials Needed recorded music or a rhythm instrument</p> <p><i>Beginning:</i> What to Do: Talk to your child about what a statue is. Tell your child that you're going to play a game in which s/he will move around the room to the music. When the music stops, s/he will "freeze" and become a statue.</p> <p><i>Middle:</i> Start the music or play a simple rhythm on an instrument. When the music stops, your child must become a "statue." Restart the music, encouraging the statue to come alive!! Offer acknowledgment: "Wow! Your eyes are closed, and you're</p>	<p>How to speak with your child(ren) about... reducing stress</p> <p>Activity: Imagine Your Favorite Place - Using your imagination. Sharing time with parent.</p> <p>Purpose: Imagination is a powerful tool to reduce stressful thoughts and feelings. Sharing time and experiences with a parent is a good thing. Sometimes when preschoolers seem stressed or anxious or just need to calm down, this mindful exercise can help to relax, distract and refocus.</p> <p>Beginning: Let's take a little time to play an imagination game. We can play together. It's called "Imagine Your Favorite Place."</p> <p>Middle: Sitting in a comfortable place on the floor or on a couch or bed. Do breathing to settle down. Take 5 deep breaths and begin to imagine. "If you could be somewhere else where would it be? Can you see it? Tell me about it, what do you see." Ask questions about what is around you. "What do you smell and hear? What is the weather? How does it feel? Why does it make you happy to be there? What other feelings do you have about your imaginary place? Who is there with you? Anything else you want to say about your favorite place?"</p> <p>End: Now that you have your favorite place in your head, how can you share your favorite place with me? Preschoolers may want to draw, use play dough, Legos, blocks, paint or other materials to share his favorite place with you. When completed take a picture to commemorate this project.</p>

	<p>and rinse mouth with water.</p> <p>Now demonstrate and have child practice flossing</p> <p>Grab floss approximately 18 inches, hold floss in both hands between 2 fingers then gently rub floss between 2 teeth down to gum line, place in c shape and remove.</p> <p>End</p> <p>Parents can take pictures of children performing activities and post them in their bathroom, or have your child draw pictures of the tooth brushing steps to post in the bathroom as a reminder.</p>	<p>standing very still.” Play this game often. The expressive, free movement and stop-action develops your child’s body control and awareness, which promotes self-control.</p> <p><i>End:</i> Because this activity can be lively, it is best to conclude it with calming music to help your child settle down.</p> <p>https://centerforresilientchildren.org/SSeS/</p>	
Day 13	<p>Visit to the dentist</p> <p>Activity: prepare child of what to expect when visiting the dentist</p> <p>Materials Needed: Computer, tablet or phone with internet. paper and crayons</p> <p>Beginning:</p> <p>Ask your child, <i>Do you know what a dentist does?</i> Explain to the child- the dentist is a special doctor who will help your child take care of their teeth and there is no need to be afraid of the dentist.</p> <p>What happens when you visit the dentist: Will check your teeth Count your teeth Clean your teeth Take a picture of your teeth-called an x-ray Talk about fluoride and good dental habits</p> <p>Middle:</p> <p>Watch YouTube video -a</p>	<p>Michele</p> <p>Share a Story In a New Way</p> <p>Materials Needed: a children’s book</p> <p><i>Beginning:</i> Read a story book to your child that shows characters who experience an emotion (e.g., sad, happy, scared, worried, confused, etc.). Stop on a page where the character is showing the expression. Ask your child “What do you think he is feeling?”, “Why is he feeling that way?”, or “Look at her face, how can you tell that he is ___?”</p> <p><i>Middle:</i> Other questions could be child specific and raise awareness of your child’s emotions: “Have you ever felt____. What make you feel that way?” or “What will happen next?” or “What should he do?” Do not pause too long on</p>	<p>Fun Emotional Expression Activity:</p> <p>Get some index cards or cut pieces of paper into the size of index cards and write one feeling on each piece of paper. Examples of feelings are: glad, excited, joyful, cheerful, happy, calm, confident, safe, relaxed, sad, unhappy, annoyed, irritated, grumpy, grouchy, mean, disappointed, ashamed, mad, frustrated, angry, annoyed, impatient, afraid, scared, frightened, and anxious.</p> <p>Next, take turns with the adult(s) and child(ren) to pick a card and act out or make a face of what the emotion looks like. It’s ok to be extra dramatic to emphasize the emotion and to have fun. The adult will need to read the card for the child and if the child doesn’t know the feeling, adults can teach that feeling to them.</p> <p>This activity can help children have fun, build a better relationship/bond with parents; it helps decrease stress for parents and children, and helps children develop coping skills to better cope with challenging feelings. This can also help children improve conflict resolution and problem solving with friends/classmates/family because they can put feelings into words and not express</p>

	<p>child's visit to the dentist A Child's Visit to the Dentist - An educational video for kids</p> <p>End: Ask your child what they observed during the video and recap the information the video provided. Have child draw something they saw in the video</p>	<p>one page and only continue the discussion as long as your child shows an interest.</p> <p>End: Play Make a Face with your child. You start the game by saying, "I am going to make a face, guess what I am feeling by looking at my face. Then, make a happy or sad face. When your child guesses the feeling word, respond by saying "That's right! Do you know what makes me feel that way?" Follow by describing something simple that makes you feel the emotion (e.g., a fluffy kitten makes me happy, I feel sad when it rains and we can't go to the park). Please note this is not the time to discuss adult circumstances that are linked to your emotions. Then say to your child, "Your turn, you make a face and I will guess what you are feeling." Don't be surprised if your child picks the same emotion that you just displayed, it will take time before s/he can be creative with this game. Once you guess ask your child to name what makes him/her have that emotion. Keep taking turns until your child shows you that s/he is not interested in continuing the game.</p> <p>https://challengingbehavior.cbcs.usf.edu/docs/activity-ideas-families.pdf</p>	<p>themselves with tantrums or hitting.</p>
Day 14	<p>Activity: Dental Hygiene -The importance of Flossing</p> <p>Beginning The child will learn the</p>	<p>Activity: Starfish and Tornadoes</p> <p>Materials: Paper, pencil, crayons</p>	<p>Activity</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Book "Many Colored Days" by Dr. Seuss or use the following link to

	<p>importance of flossing. Say that tooth brushing alone will not be able to remove the bacteria from food that will get stuck between the spaces of our teeth. Say the examples of foods that can get stuck between the teeth like nuts, popcorn, meat, fruits and vegetables.</p> <p>Materials: Play dough Lego Pipe cleaner</p> <p>Middle: Gather the materials and start to assemble everything. Insert a small piece of play dough in the Lego. Tell the child to use the pipe cleaner to remove the play dough from the Lego.</p> <p>Use YouTube video to reinforce learning https://www.youtube.com/watch?v=eCdLJ9zOlm0</p> <p>End</p> <p>Review the steps of flossing.</p> <p>Have your child floss his/her teeth. Provide assistance as needed.</p>	<p>Beginning: Self-awareness can help kids build a skill called self-regulation. Self-regulation is about managing your internal energy. It helps kids manage their emotions and their body movements during tough situations. Talk about feeling words like: happy, sad, mad, calm, excited, peaceful. Give examples of when and why they may feel that way.</p> <p>Middle: Make a picture of a thermometer. Draw a starfish (calm) at the bottom and a tornado at the top. Ask if your child feels calm and peaceful like a starfish (calm) or revved up like a tornado (over-energized). When your child is feeling over-energized, brainstorm together about ways to feel more like a starfish. For example, bouncing a ball to help release some of that energy.</p> <p>Try playing this game at different times of the day and help your child describe the energy levels. For example, if you play first thing in the morning, you can say, “You like to snuggle and watch cartoons.” Or, “I bet you could run up and down the stairs five times before I finish making breakfast!”</p> <p>End: The goal - To help kids notice how much energy they’re feeling inside. When they know they have too much energy, they can either use their own calming skills or ask for help from a trusted adult. It also helps them pay attention and learn. (Watch this video for more information about this game: https://youtu.be/80Wdf4H-5Ao)</p>	<p>access a video recording of the book: https://m.youtube.com/watch?v=P04oC5C4vfm</p> <ul style="list-style-type: none"> Find objects throughout the home that are illustrated in the story. <p>Beginning: Read or watch “Many Colored Days” by Dr. Seuss.</p> <p>Middle: MOVEMENT: Feelings with Simon Says— Play Simon Says with feelings/moods from the story. For example, say: “Simon says, be busy like a bee.” Hold up colored paper to match the emotion from the story. Have the children take turns giving other emotions to say in the game and write them down on specific colors they refer to. Again, draw attention that not all of us have the same feeling with a particular color.</p> <p>End: Have the children each choose a color from the crayon box. Write down why they chose that color and what type of mood it represents for each child. Write down what they dictate and display their art around the house.</p>
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		Resource from: https://www.understood.org/en/school-learning/learning-at-home/games-skillbuilders/social-emotional-activities-for-children	
Day 15	<p>Activity: Lead Poisoning Prevention & Information Show a Youtube video Lead Away- Sesame Street teaching children about lead poisoning</p> <p>Materials: Tablet ,computer or phone with internet, Sesame Street “Lead Away” video https://www.youtube.com/watch?v=7FHdozMqFCQ</p> <p>Beginning: Explain to your child you will be watching a video about lead poisoning. Explain what poison is.</p> <p>Middle: Show the video</p> <p>End: Review by asking questions. How do we get lead into our bodies?-"chipped paint, dust, toys. Name one thing you can do to keep lead out? Wash hands, leave shoes at the door, visit the doctor for a lead test etc. Expend learning- Make similar signs from the video and sing the lead song and have a parade.</p>	<p>Activity: Listening Activities and Games (3 to choose from)</p> <p>Listening games are an important part of social-emotional development. These types of games support children’s ability to recognize, understand and respond to appropriate boundaries and behavioral expectations. Helping your child to listen carefully to instructions and change their behavior in response to this will improve their social-emotional skills as well as listening, attention and focus.</p> <p>Materials: Blindfold for game 3</p> <p>1. Broken Telephone: This game can be played around the dinner table or anytime when at least 3 members of your family are present.</p> <p>Beginning: Start with single words if your child is very young and slowly move up to phrases, then entire sentences as your child becomes more competent at listening.</p> <p>Middle: Make up a word or sentence and whisper it into your child’s ear, who must whisper it to the next family member, who continues passing the message around the table. The last person to hear the message says it out loud.</p> <p>End: This usually ends in</p>	<p>Activity</p> <p>Materials:</p> <ul style="list-style-type: none"> Book “Many Colored Days” by Dr. Seuss or use the following link to access a video recording of the book: https://m.youtube.com/watch?v=P04oC5C4yfm Emotion Poem <p>Beginning: Read or watch “Many Colored Days” by Dr. Seuss.</p> <p>Middle: Emotion Poem—Say the poem and ask children to share different moods that they have and what type of actions they do along with that mood. (Feeling pictures are available at http://www.vanderbilt.edu/csefel in the “practical strategies” section.)</p> <p>Emotion Poem (Author Unknown) When I am sad I want to cry. When I am proud I want to fly. When I am curious I want to know. When I am impatient I want to go. When I am bored I want to play. When I am happy I smile all day. When I am shy I want to hide. When I am depressed I stay inside. When I am puzzled I want to shrug. When I am loving I kiss and hug.</p> <p>End: Have the children each choose a color from the crayon box. Write down why they chose that color and what type of mood it represents for each child. Write down what they dictate and display their art around the house.</p>

		<p>laughter as the phrases often change and the message is broken. In time, your child will be able to listen to detail better and convey accurate messages. Vary the sentences by using alliterations (e.g. my tiny teddy is talking) and rhyming sentences (e.g. do you have a blue shoe?). Also, change the order of who-whispers-to-who and allow your child to make up messages as well.</p> <p>2. Simon Says: This classic game is excellent for making your child pay attention and listen to instructions.</p> <p>Beginning: Call out instructions by saying, for example, “Simon Says put your hands on your shoulders”. When you give an example that doesn’t begin with “Simon Says”, such as “Jump three times”, your child must not do it. This means that for each instruction, your child must listen for two details:</p> <ul style="list-style-type: none"> ★ whether or not they must follow the order ★ what they need to do <p>Middle: After a few rounds have your child become the leader and give the Simon Says instructions</p> <p>End: A variation of this game is <i>Do This, Do That</i>. Standing in front of your child, perform certain actions by saying either “do this” or “do that”. For example, you could tap your head, clap your hands or do a jump. When you say “do this” your child must do the action, but when you say “do that” they must stand still.</p> <p>3. What Sound is that?</p>	
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		<p>This is a game of listening to everyday sounds and recognizing what they are.</p> <p>Beginning: Blindfold your child or ask them to turn around. Walk around the room and make noises with various everyday items. Ask your child what they are. This can be done in any room – a bathroom, kitchen, bedroom, living room or even outdoors. Make sounds such as:</p> <ul style="list-style-type: none"> ● open the refrigerator door ● switch on the blender ● lift and close the swing dustbin ● take an ice-cube out of the tray ● switch on the tap water ● peel a banana ● boil the kettle <p>Middle: After identifying common household items talk about how they sounded - loud, quiet. Ask if there was another way they figured out what these items were (peeling a banana - the child could have smelled the fruit as you were opening it.</p> <p>End: Ask additional open-ended questions (answers that involve more than yes/no). What do we use this for? How does it help our family? Why is it important for our family?</p> <p>Resource from: https://empoweredparents.co/8-games-to-improve-your-childs-listening-skills/</p>	
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Appendix F

Counseling and Wellness Resources During Health-Related School Closure

Creative Arts Support Program & Children's Adaptive Physical Education Understanding and Supporting Your Child During the School Closure

From the [Center for Disease Control \(CDC\)](#)

“Children and teens react, in part, on what they see from the adults around them. When parents and caregivers deal with the COVID-19 calmly and confidently, they can provide the best support for their children. Parents can be more reassuring to others around them, especially children, if they are better prepared.

Not all children and teens respond to stress in the same way. Some common changes to watch for include:

- Excessive crying or irritation in younger children
- Returning to behaviors they have outgrown (for example, toileting accidents or bedwetting)
- Excessive worry or sadness
- Unhealthy eating or sleeping habits
- Irritability and “acting out” behaviors in teens
- Poor school performance or avoiding school
- Difficulty with attention and concentration
- Avoidance of activities enjoyed in the past
- Unexplained headaches or body pain
- Use of alcohol, tobacco, or other drugs

There are many things you can do to support your child

- Take time to talk with your child or teen about the COVID-19 outbreak. Answer questions and share facts about COVID-19 in a way that your child or teen can understand.
- Reassure your child or teen that they are safe. Let them know it is ok if they feel upset. Share with them how you deal with your own stress so that they can learn how to cope from you.
- Limit your family's exposure to news coverage of the event, including social media. Children may misinterpret what they hear and can be frightened about something they do not understand.
- Try to keep up with regular routines. If schools are closed, create a schedule for learning activities and relaxing or fun activities.
- Be a role model. Take breaks, get plenty of sleep, exercise, and eat well. Connect with your friends and family members.”

[Learn more about helping children cope.](#)

Talking to your child about the Coronavirus - [here](#) and [here](#)

Visual resources for talking with your child about the Coronavirus - [here](#), [here](#), [here](#), and [here](#)

Mental Wellness Resources

[JCPS Social Emotional Learning Resources](#) - contact info for district counselors as well as useful at-home activities and resources

[Taking Care of Your Mental Health in the Face of Uncertainty](#) - includes number to National Suicide Prevention Lifeline

[Headspace](#) - free online meditations

[Insight Timer](#) - library of free meditations, including lots of kid-friendly resources

[Cosmic Kids](#) - free yoga and mindfulness activities

[Special Education Department PSA videos](#) - short videos covering a variety of home learning and wellness topics

[Brain breaks and at-home fitness](#) - free downloadable daily activity calendars can be found about halfway down the page

[Breath and Relax](#) - short breathing and yoga YouTube video

Soothing activities for when you feel overwhelmed or confused

- Take a walk
- Listen to music that makes you feel good
- Imagine yourself in a peaceful place
- Talk to a friend or family member who makes you feel good
- Take a warm bath or shower, rub a warm washcloth over your face, or wash your hands under warm water
- Stretch and move your body
- Make a list of things you are grateful for and things that make you feel happy
- Drink a cup of warm tea or water
- Focus on what you can control

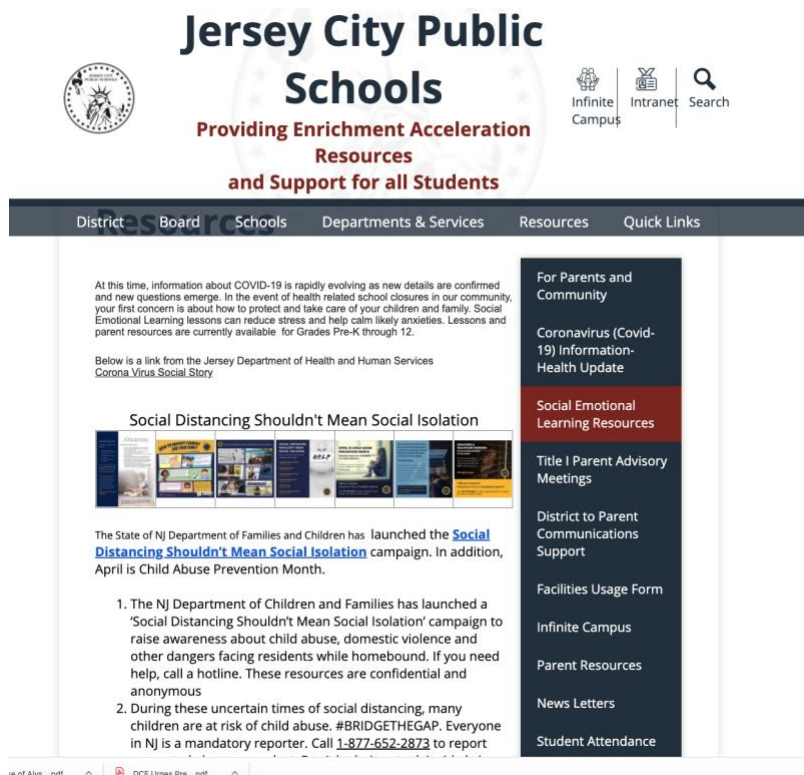
Connecting activities for when you feel lonely or sad

- 5-4-3-2-1 visualization: Slow down. Name 5 things you see around you. Really see all of their details. Now name 4 things you can hear. Then 3 things you can smell and 2 things you can taste. Finally, name 1 thing you feel. Take a deep breath and let yourself feel what you feel. This is a great activity to do while walking outside.
- Hug someone that's important to you
- Call a friend
- Write a letter to someone you miss

Relaxing activities for when you feel anxious or angry

- Practice 4-7-8 breathing: Inhale for a count of four. Pause for a count of seven. Exhale for a count of eight.
- Shake out your hands and feet
- Run, jump, and play! Let those big feelings move through you in a safe way

The JCBOE Website has a dedicated page of resources for educators, parents, and community



Appendix D

Division of Finance and Operations

Regina Robinson, SBA
Karen Johnson, ASBA

Table of Contents:

Essential Personnel.....	Page 3
Role of the Director of Security.....	Page 6
Role of the Director of Food Services.....	Page 7
Role of the Director of Facilities.....	Page 8
Role of the ASBA and Exec. Controller:	
Payroll, Accounts Payable, and Accounting.....	Page 9
Role of the ASBA and Director of Transportation.....	Page 10
Impact on Administrative Services.....	Page 11
Business Technology.....	Page 12
Guidelines for State Employees (CSC)	

Executive Order No. 103
Food Service – Feeding Locations
Facilities – Cleaning Protocol
When and How to Wash Your Hands
Novel Coronavirus COVID-19 – Fighting Products

ESSENTIAL PERSONNEL (Under Executive Order 103)

Essential to for the Continuity of Operations, during Board Meetings including remote access or teleconference.

Kahren Tangonan and Debbie Melendez

SECURITY DEPARTMENT

Essential Function:	Maintain and Secure the Jersey City Public Schools Infrastructure in the case of a disruption or closure of Schools, Administration Building and/or Other Facilities		
Essential Position Title:	Director of Security		
	Primary	Alternate	Second Alternate
People Responsible	Art Youmans	Lakeisha McGoy	
Phone Numbers	(551) 655-4675	(201) 852-1965	

FACILITIES DEPARTMENT

Essential Function:	Maintain the cleanliness of the Jersey City Public Schools Infrastructure in the case of a disruption or closure of Schools, Administration Building and/or Other Facilities.		
Essential Position Title:	Director of Custodial Service (Facilities)		
	Primary	Alternate	Second Alternate
People Responsible	Thomas Curtis	Henry Bernardski	Henry Padua
Phone Numbers	(201) 702-2697	(201) 240-3118	(201) 240-1915

FOOD SERVICE DEPARTMENT

Essential Function:	Provide a meal service system in a school like or alternative non-congregate setting at school sites during school closures. The Centers for Disease Control & Prevention (CDC) recommends a "Grab & Go" distribution model. Please note that schools closing due to COVID-19 are required to provide meals.		
Essential Position Title:	Director of Food Service		
	Primary	Alternate	Second Alternate
People Responsible	Jennifer Zeligson	Karen Kane	Dawn Wilson
Phone Numbers	(973) 342-9579	(201) 413-6921	

BUSINESS TECHNOLOGY DEPARTMENT

Essential Function:	Maintain the Jersey City Public Schools Infrastructure and wireless capabilities in the case of a disruption or closure of Schools, Administration Building and/or Other Facilities. Including, remote access or teleconference.		
Essential Position Title:	Director of Business Technology		
	Primary	Alternate	Second Alternate
People Responsible	Debasis Gupta (DG)	Americo Oliveira	James Lozada
Phone Numbers	(201) 993-9020		

BUDGET DEPARTMENT

Essential Function:	The Budget Department serves as a direct liaison under the continuity of Operations for the Jersey City Public Schools, in the case of a disruption or closure of Schools, Administration Building and/or Other Facilities at any time during the Budgetary Season. Including, remote access or teleconference.		
Essential Position Title:	Budget Officer		
	Primary	Alternate	Second Alternate
People Responsible	Nancy Cadanilla	Naresh Patel	Alpana Patel
Phone Numbers	(201) 920-3957		

PAYROLL DEPARTMENT

Essential Function:	The Payroll Department serves as a direct liaison under the continuity of Operations for the Jersey City Public Schools, in the case of a disruption or closure of Schools, Administration Building and/or Other Facilities at any time during the Fiscal School Year. Including, remote access or teleconference.		
Essential Position Title:	Supervisor of Accounts Payroll		
	Primary	Alternate	Second Alternate
People Responsible	Cristina Kliatchko	Nadia Harsham	Desha Washington
Phone Numbers	(201) 725-9882		

ACCOUNTS PAYABLE DEPARTMENT

Essential Function:	The Accounts Payable Department serves as a direct liaison under the continuity of Operations for the Jersey City Public Schools, in the case of a disruption or closure of Schools, Administration Building and/or Other Facilities at any time during the Fiscal School Year. Including, remote access or teleconference.		
Essential Position Title:	Supervisor of Accounts Payable		
	Primary	Alternate	Second Alternate
People Responsible	Tammy Blount	Kristin Sarpa	Dorothy Harris
Phone Numbers	(201) 463-8440		

PURCHASING/CONTRACT MGMT DEPARTMENT

Essential Function:	The Purchasing Department serves as a direct liaison under the continuity of Operations for the Jersey City Public Schools, in the case of a disruption or closure of Schools, Administration Building and/or Other Facilities at any time during the Fiscal School Year. Including, remote access or teleconference. Includes, Contracts, bid openings, approval of purchase orders, procurement of equipment and resources necessary for operation of schools/operations, and award of contracts for board agendas.		
Essential Position Title:	Sr. Management Assistant and Contract Administrator III		
Purchasing	Primary	Alternate	Second Alternate

People Responsible	Roxanne Padilla	Gayle Flynn	Yesenia Carpino
Phone Numbers	(201) 407-7779	(201) 915-6317	(201) 915-6259
Contract Management	Primary	Alternate	Second Alternate
People Responsible	Rafael Augusto	Gayle Flynn	
Phone Numbers	(201) 673-7625	(201) 915-6317	

Chief of Administrative Services

Charlie Grant	(201) 369-3748	Cell (201) 240-8481
Joe Conte	(201) 915-6365	Cell (201) 668-7555
Julio Ramos	(201) 915-6376	Cell (201) 234-9145

Security Department

Director of Security, is represented by NCASA but listed as Essential personnel

Chief of Security is represented by NCASA and listed as Essential personnel

Director of Security and Chief of Security are both members of NCASA but are identified as essential personnel. They are prepared to report to work daily.

1. Full time and part time security guards are member of Local 2262. All are expected to work their normal schedules for ½ day which for guards is a full day. Security Supervisors likewise are members of 2262 and will work normal days. This will apply to all 12 month employees, not affected by school closures.
2. All per diem guards will be utilized to fill in for absent guards in schools, depending on the number that are available. While per diem guards are not union members, Director of Security, expects that some will be available.
3. Recommend closing the Westside Ave entrance to 346 Claremont and control all building access through Halstead street for visitors.
4. The bus lots will be locked during any school closures.
5. The security desk will be manned as usual at central office during any school closures.
6. School parking lots will be made available to residents of Jersey City during any City Wide quarantines.
 - a. This will allow many Jersey City Residents confined to their home to have more options for parking

7. All security guards need to be flexible in regards to working with Principals, Administration, during the school closure.

Food Service Department

Director of Food Services is considered essential personnel

Food Service Supervisor will cover the office with the Director of Food Service.

1. Food Service will have coverage to answer phone calls, place food orders and handle any staff call outs.
2. The foodservice staff is expected to report to work in assigned schools. We will plan to serve meals in a non-congregate setting during school closures related to COVID-19. Meals will be served in specified schools – grab and go from school buses. See the attached Meal Serving Site Locations.

Frank R. Conwell, PS #3
Dr. Michael Conti Public School PS#5
Franklin L. Williams School, MS MS#7
Martin Luther King, Jr. School, PS #11
Whitney M. Young Jr. School, PS #15
Joseph H. Brensinger School, PS #17
Dr. Maya Angelou School, PS #20
Rev. Dr. Ercel F. Webb School, PS #22
Mahatma K. Gandhi School, PS #23
Chaplain Charles Watters School, PS #24
O. Culberth, Jr. School PS 14- New

Alfred Zampella School, PS #27
Christa McAuliffe School, PS #28
President Barack Obama School, PS #34
Rafael Cordero School, PS #37
James F. Murray School, PS #38
Ezra L. Nolan Middle School #40
F. W. Martin Center for the Arts, PS #41
Abraham Lincoln High School
***G. J. DYNES - REGIONAL DAY SCHOOL
(***for the students of AHM only)

3. There should be at least 1 driver on duty with a full time foodservice worker who can assist with deliveries.
 - a. The Maintenance Department Labor Gang will be available, if further assistance is necessary.
4. Director of Food Service has spoken with Pechters who provides the bread and they will still deliver the bread.
5. Director of Food Service has spoken with Cream ‘O Land who delivers the milk and they will still deliver.
6. Director of Food Service has spoken with Whitson’s and they will provide cold meals – breakfast and lunch and they will still deliver.
7. Director of Food Service will assess the program each day and make necessary adjustments, as needed.
8. Additional resources are needed from the following departments:

- Transportation – School buses (19)
- Custodial – Access to feeding locations/production sites
- Security – Access to 346 Claremont Avenue for planning purposes

Impacted: Director of Food Services, Clerk Drivers (or per diem), Vendors, Transportation, Custodial and Security Staff, Director of Purchasing (or Acting).

Facilities Department

Role of the Director of Facilities during school closure is essential personnel

1. All supervisors will be reporting for duties if there is a School Closure
2. All 12 month custodial and maintenance personnel will be required to report to work.
3. Most custodial staff will work from 6:00 A.M. – 4:00 P.M. The exception is those schools participating in the Delta Program and staff will be assigned as needed.
4. All buildings participating in the Delta Program will be maintained by the custodial staff members who cannot work during the day.
5. Cancellation of all building activities. The Tiger Den at Snyder High School will remain active but must leave when custodial the staff closes the building at 4:00 P.M.
6. The Facilities labor team will be ready to assist food service, administrative services with any deliveries
7. The Facilities Director expects the per diem clerks to report to work to answer phones
8. Due to the emergency situation of COVID19, this is a revision of the custodial/trades staff hours for March 16, 2020 - March 20, 2020:
 - a. All day staff employees will be on a 6:00 A.M. - 2:00 P.M.
 - b. All night staff employees will be on an 8:00 A.M. - 4:00 P.M.

There will be adjustments made for those staff members who cannot work these hours.
The adjustments that will be made will require staff members to work at other locations

Role of the ASBA relating to Payroll, Accounts Payable, and Accounting

1. Systems 3000 will assign their staff to assist us in the respective areas
 - a. Payroll
 - i. The district will need to advise Systems 3000 when the 1st day of the potential school closure will occur.
 - ii. Human Resources will have to create a dock file for employees who did not work or utilize unapproved quarantine days as written under Executive Order 103.
 - iii. During a School Closure the District will only pay the employees base salary (excluding extra-compensation, overtime, etc).
 - iv. Checks will be printed at Central Office, and mailed to the address on file with the payroll department; No checks will be delivered to schools, nor available for pick-up.
 - v. Mandatory Direct Deposit will be requested and required
 - vi. Systems 3000 will assist us in running payroll
 - b. Working on a plan for uploading direct deposit and positive pay check files to the bank
 - c. Voluntary contributions primarily garnishments may be affected
2. Accounts Payable
 - a. Vendor Payment(s) will be made to critical and essential to operations
 - b. Systems 3000 will help us create new vendor accounts, purchase orders and invoicing vendors for payment
 - c. The Business Office will print checks and send issues to the bank for vendors
3. Accounting Department
 - a. Weekly payments to early child care centers, charter schools may be affected

Transportation

Role of the ASBA and Director of Transportation relating to the Transportation Department

- Available staffing - The general transportation functions will be covered by the Transportation staff, with office coverage from 6:00 AM to 5:00 PM or available remotely during a partial school closure. **This will NOT be in affect during a Health-Related School Closure.**
 - Dispatcher – Joan Ferrarra
 - Inspector – Carl Philips
- District buses will be staffed by regular Full Time, Part Time and per diem drivers;
- Bus Aides will remain as assigned with only 8 expected absences of per-diem bus aides who are also teacher aides;
- **This will NOT be in affect during a Health-Related School Closure.** All Pre-k and most ESL shuttle routes are operated by District vehicles. All drivers are assigned permanent routes with the exception of spare drivers who are assigned on a daily basis as needed. All procedures will be followed as normal. Any changes to service should be addressed to Joan Ferrarra for consultation and the appropriate department heads.
- **This will NOT be in affect during a Health-Related School Closure** Special Ed in district and out of district routes will run as scheduled. Special Ed will need to provide coverage in 1-R from early dismissal time (12:45pm) until the last bus has completed its route, at approximately 5:00 PM, for students who have no parent to receive them at drop off time. All contractors are non-union and will not be affected by any job action at the school level. They will continue, as usual, to report to Carl Philips at the completion of their routes, as well as report any problems. Carl will advise of any issues, out of the ordinary, that arise.
- **This will NOT be in affect during a District Wide School Closure** If it is in the IEP then they get bussed. If there is a bus aide in the IEP then a bus aide must be provided otherwise that raises IDEA violation issues.

In the event of a Health-Related School Closure, the school buses will be used to stage the distribution of meals at 20 different sites throughout the district. The sites were geographically identified to provide meals to ALL Jersey City Children under the age of 18. The school buses will drive to the front of each school and hold the meals for a “grab and go” distribution.

Administrative Services

Impact on Administrative Services, mail deliveries during this time will be limited to Central Office.

Chief of Administrative Service is represented under NCASA, and listed as essential personnel
The Store Room Group, which is under 2262, will work with 12-month employees.

Five Laborers, including an acting supervisor--

Anthony (Tony) Moore Office # 915-6365--cell # 201-424-5890.

1. All water supply, custodial supplies, copy paper distribution is under the store room, will have no deliveries during a school closure.
2. Mail room--- limited
3. Reproduction---limited
4. Student Records—limited availability

Business Technology

- All network functionality will be operating normally unless the individual system providers experience outages or stop those services for any reason.
- Our Helpdesk will be fully functional & staffed to offer assistance with our IT environment.
- If we find it necessary to mobilize remote work strategies, we have plans in place to do so without disruption of district support.
- Our business continuity policies or contingency plans are in place and it will take effect as we move towards school closings.
- Work from home protocols and security require proper configuration of, VPNs, firewalls and servers. We have plan in place to provide services that can assist any of our staff if needed.
- Teachers will have abilities to continue provide instructions and assignments with students via Google Classroom and Infinite Campus online education platform.



STATE OF NEW JERSEY
CIVIL SERVICE COMMISSION
OFFICE OF THE CHAIR/CHIEF EXECUTIVE OFFICER
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Philip D. Murphy
Governor

Sheila Y. Oliver
Lt. Governor

Deirdré L. Webster Cobb, Esq.
Chair/Chief Executive Officer

GUIDELINES FOR STATE EMPLOYEE LEAVE TIME AND STAFFING – COVID-19

As provided in Executive Order 103, the protection of the health and well-being of New Jersey residents and the State's workforce is a primary concern. It is equally important to ensure the continuous delivery of essential State services during the rapidly evolving outbreak of the novel coronavirus, COVID-19. Therefore, government operations need flexibility to address staffing capabilities to ensure essential operational needs are met. Similarly, employees require greater latitude in applicable leave time procedures to prevent further spread of the virus and to prioritize their health and the health of their immediate family members.

Thus, in accordance with Executive Order 103, which authorizes and empowers the NJ Civil Service Commission ("CSC") to promulgate rules and to waive, suspend, or modify any existing rule where its enforcement would be detrimental to the public welfare, and specifically authorizes the Commission to take appropriate steps to address the public health hazard of COVID-19, the CSC, with the approval of Governor Murphy, has issued the following guidelines:

Alterations to Existing Work Arrangements

As a general matter, State agencies, commissions, political subdivisions, and other Appointing Authorities subject to the provisions of Title 11A of the New Jersey Statutes (collectively, "Appointing Authorities") may implement flexitime programs (N.J.A.C. 4A:6-2.6), alternative workweek programs (N.J.A.C. 4A:6-2.7), and adjusted daily or shift hours (N.J.A.C. 4A:6-2.8) upon approval of the CSC Chair or her designee. However, pursuant to the emergency declaration in Executive Order 103, Appointing Authorities are permitted to implement or modify flexitime or alternative workweek programs and may adjust established hours of daily or shift operations without the need for prior approval. These flexitime arrangements may include modifications regarding hours of work and break times. Prior to implementing a new program or a modification of an existing program, Appointing Authorities shall advise the Governor's Office of Employee Relations ("GOER"), of any anticipated modifications to hours of work or leave times so that GOER may notify affected negotiations representatives of the modifications before implementation.

Further, these Guidelines conditionally waive certain provisions in N.J.A.C. 4A:6-1.4 regarding sick leave procedures for the State service.

Applicable Leave Time Procedures

If an employee is (i) diagnosed with COVID-19, (ii) directed by a medical professional or government agency to self-isolate or quarantine due to suspicion of exposure to or diagnosis with COVID-19, and/or (iii) undergoing a period of self-quarantine or isolation pursuant to public health assessment recommendations, then the employee will not be required to utilize accumulated leave time if they provide documentation verifying the same within three work days of the initial absence. As with any documentation of an illness, the documentation should be provided to the Appointing Authority's representative or office tasked with receiving sick or FLA-FMLA leave documentation and maintaining its confidentiality under the Health Insurance Portability and Accountability Act. If an employee does not provide such documentation, then the employee will be required to utilize their own accumulated leave time.

If the absence is caused by the employee's need to care for an immediate family member who (i) has been diagnosed with COVID-19, (ii) was directed by a medical professional or government agency to self-isolate or quarantine due to suspicion of exposure to or diagnosis with COVID-19, and/or (iii) is undergoing a period of self-quarantine or isolation pursuant to public health assessment recommendations, the employee shall submit documentation verifying the family member's COVID-19-related illness, exposure, and/or quarantine period to the Appointing Authority's representative or office tasked with receiving sick or FLA-FMLA leave documentation within three days of the employee's initial absence. If no such documentation is received, the employee will be required to use accumulated leave time.

Employees who have been exposed to or diagnosed with the COVID-19 virus will not be permitted to enter the workplace until they are either medically cleared (regarding those with COVID-19) or until the expiration of the recommended 14-day period of quarantine from the point of last exposure (regarding those who were exposed).

Until further notice, employees who had previously been subjected to documentation requirements under their Appointing Authority's standard operating procedures due to excessive absenteeism or abuse of sick leave shall not be disciplined for future absences that occur as a result of their being suspected of or diagnosed with the COVID-19 virus or having to be absent to care for a family member impacted by the virus.

School Closures

Employees who are not under suspicion of having been exposed to the virus or diagnosed with the virus but wish to stay home with a child due to the closure of a preschool program, elementary or secondary school, or child care center related to COVID-19, will be required to provide documentation verifying the closing. As explained more fully below, Appointing Authorities should review their current Continuity of Operations Plans to determine if requests to work from home can or should be accommodated for both essential and non-

essential employees during the period of the closure. If a work from home arrangement cannot be accommodated, such employee will not be required to use accumulated leave during the period of the COVID-19-related closure.

If the employee is staying home to care for a child who is under suspicion of having the virus or has been diagnosed with COVID-19, the employee will be required to provide documentation from a medical professional or government agency in order for the leave time procedures outlined above to apply.

Staffing

Appointing Authorities should be actively reviewing their current Continuity of Operations Plans (COOP), including lists of employees designated as essential. In the event of a partial or full closure of State government operations, essential employees should be notified regarding whether they are required to report to work, in accordance with their essential designation, and will be paid at their regular rate of pay. As required, representative unions should also be notified of such changes.

Appointing Authorities should also be reviewing their current COOPs to determine if requests to work from home can or should be accommodated for both essential and non-essential employees during the period of the outbreak.

In the event of staffing shortages that disrupt the usual delivery of government services due to diagnosis and/or necessity of quarantine, it may become necessary for Appointing Authorities to reassign essential work duties to ensure continuity of operations. This potential temporary assignment of out of title work is permissible pursuant to N.J.A.C. 4A:3-3.4 so long as (1) the employee is otherwise qualified for the out of title work, (for example, if a temporary assignment requires an employee to be licensed in a particular trade, an Appointing Authority may not assign someone without such a license to perform the work), (2) the assignment is temporary in nature, and (3) the employee's normal job duties resume upon return of the absent employee(s).

Subject to the requirements of N.J.A.C. 4A:6-2.5, essential employees may be required to work from home under certain circumstances, at the Appointing Authority's discretion. In these circumstances, the Appointing Authority must provide all equipment, tools, and resources necessary to accommodate such work.

Required Medical Documentation

For cases where individuals are undergoing a period of isolation or quarantine under the circumstances described above, documentation from a local, state or federal governmental agency, a medical professional, office, or hospital or proof that the employee was recently in a location where the recommendation by a governmental agency is to self-quarantine will satisfy the requirement to provide documentation. Additional forms of documentation may be permitted by the State agency, commission, or Appointing Authority following consultation with the Chair of the CSC.

For cases where individuals are caring for an immediate family member sickened by or diagnosed with COVID-19, then the employee shall submit documentation verifying the family member's COVID-19-related illness to the Appointing Authority's Human Resources Office within three days of the employee's initial absence.

If an employee is absent from work without sufficient documentation confirming diagnosis or quarantine or isolation due to exposure or potential exposure, standard leave rules apply.

A handwritten signature in cursive script that reads "Deirdre L. Webster Cobb".

Deirdre L. Webster Cobb, Esq.
Chair/Chief Executive Officer
New Jersey Civil Service Commission

FOOD SERVICE – Feeding Locations

FACILITIES

Cleaning Protocol: Environmental Cleaning and Disinfection Recommendations from the CDC

<https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/cleaning-disinfection.html>

Interim Recommendations for US Community Facilities with Suspected/Confirmed Coronavirus Disease 2019

Background

There is much to learn about the novel coronavirus that causes [coronavirus disease 2019](#) (COVID-19). Based on what is currently known about the virus, spread from person-to-person happens most frequently among close contacts (within about 6 feet). This type of transmission occurs via respiratory droplets. Transmission of novel coronavirus to persons from surfaces contaminated with the virus has not been documented. Transmission of coronavirus in general occurs much more commonly through respiratory droplets than through fomites. Current evidence suggests that novel coronavirus may remain viable for hours to days on surfaces made from a variety of materials. Cleaning of visibly dirty surfaces followed by disinfection is a best practice measure for prevention of COVID-19 and other viral respiratory illnesses in community settings.

Purpose

This guidance provides recommendations on the cleaning and disinfection of rooms or areas of those with suspected or with confirmed COVID-19 have visited. It is aimed at limiting the survival of novel coronavirus in key environments. These recommendations will be updated if additional information becomes available.

These guidelines are focused on community, non-healthcare facilities (e.g., schools, institutions of higher education, offices, daycare centers, businesses, community centers) that do and do not house persons overnight. These guidelines are not meant for [cleaning staff in healthcare facilities](#) or repatriation sites, [households](#), or for others for whom specific guidance already exists.

Definitions

- *Community facilities* (e.g., schools, daycares centers, businesses) comprise most non-healthcare settings that are visited by the general public outside of a household.
- *Cleaning* refers to the removal of dirt and impurities, including germs, from surfaces. Cleaning alone does not kill germs. But by removing the germs, it decreases their number and therefore any risk of spreading infection.
- *Disinfecting* works by using chemicals to kill germs on surfaces. This process does not necessarily clean dirty surfaces or remove germs. But killing germs remaining on a surface after cleaning further reduces any risk of spreading infection.

Cleaning and Disinfection After Persons Suspected/Confirmed to Have COVID-19 Have Been in the Facility

Timing and location of cleaning and disinfection of surfaces

- At a school, daycare center, office, or other facility that does not house people overnight:
 - It is recommended to **close off areas used by the ill persons and wait as long as practical before beginning cleaning and disinfection** to minimize potential for exposure to respiratory droplets. **Open outside doors and windows to increase air circulation in the area.** If possible, wait up to 24 hours before beginning cleaning and disinfection.
 - **Cleaning staff should clean and disinfect all areas (e.g., offices, bathrooms, and common areas) used by the ill persons, focusing especially on frequently touched surfaces.**
- At a facility that does house people overnight:
 - Follow Interim Guidance for [US Institutions of Higher Education](#) on working with state and local health officials to isolate ill persons and provide temporary housing as needed.
 - It is recommended to **close off areas used by the ill persons and wait as long as practical before beginning cleaning and disinfection** to minimize potential for exposure to respiratory droplets. **Open outside doors and windows to increase air circulation in the area.** If possible, wait up to 24 hours before beginning cleaning and disinfection.
 - In areas where ill persons are being housed in isolation, follow [Interim Guidance for Environmental Cleaning and Disinfection for U.S. Households with Suspected or Confirmed Coronavirus Disease 2019](#). This includes **focusing on cleaning and disinfecting common areas where staff/others providing services may come into contact with ill persons, but reducing cleaning and disinfection of bedrooms/bathrooms used by ill persons to as needed.**
 - In areas where ill persons have visited or used, continue routine cleaning and disinfection as in this guidance.

How to Clean and Disinfect Surfaces

- If surfaces are dirty, they should be cleaned using a detergent or soap and water prior to disinfection.
- For disinfection, diluted household bleach solutions, alcohol solutions with at least 70% alcohol, and most common EPA-registered household disinfectants should be effective.
 - Diluted household bleach solutions can be used if appropriate for the surface. Follow manufacturer's instructions for application and proper ventilation. Check to ensure the product is not past its expiration date. Never mix household bleach with ammonia or any other cleanser. Unexpired household bleach will be effective against coronaviruses when properly diluted.
- Prepare a bleach solution by mixing:
 - 5 tablespoons (1/3rd cup) bleach per gallon of water or
 - 4 teaspoons bleach per quart of water
 - [Products with EPA-approved emerging viral pathogens claimspdf iconexternal icon](#) are expected to be effective against COVID-19 based on data for harder to

kill viruses. Follow the manufacturer's instructions for all cleaning and disinfection products (e.g., concentration, application method and contact time, etc.).

- For soft (porous) surfaces such as carpeted floor, rugs, and drapes, remove visible contamination if present and clean with appropriate cleaners indicated for use on these surfaces. After cleaning:
- If the items can be laundered, launder items in accordance with the manufacturer's instructions using the warmest appropriate water setting for the items and then dry items completely.
- Otherwise, use products with the EPA-approved emerging viral pathogens claims (examples at [this linkpdf iconexternal icon](#)) that are suitable for porous surfaces

Linens, Clothing, and Other Items That Go in the Laundry

- Do not shake dirty laundry; this minimize the possibility of dispersing virus through the air.
- Wash items as appropriate in accordance with the manufacturer's instructions. If possible, launder items using the warmest appropriate water setting for the items and dry items completely. Dirty laundry that has been in contact with an ill person can be washed with other people's items.
- Clean and disinfect hampers or other carts for transporting laundry according to guidance above for hard or soft surfaces.

Personal Protective Equipment (PPE) and Hand Hygiene:

- **Cleaning staff should wear disposable gloves and gowns for all tasks in the cleaning process, including handling trash.**
 - Gloves and gowns should be compatible with the disinfectant products being used.
 - Additional PPE might be required based on the cleaning/disinfectant products being used and whether there is a risk of splash.
 - Gloves and gowns should be removed carefully to avoid contamination of the wearer and the surrounding area. Be sure to **clean hands** after removing gloves.
- Gloves should be removed after cleaning a room or area occupied by ill persons. **Clean hands** immediately after gloves are removed.
- Cleaning staff should immediately report breaches in PPE (e.g., tear in gloves) or any potential exposures to their supervisor.
- **Cleaning staff and others should clean hands often**, including immediately after removing gloves and after contact with an ill person, by washing hands with soap and water for 20 seconds. If soap and water are not available and hands are not visibly dirty, an alcohol-based hand sanitizer that contains 60%-95% alcohol may be used. However, if hands are visibly dirty, always wash hands with soap and water.
- Follow normal preventive actions while at work and home, including cleaning hands and avoiding touching eyes, nose, or mouth with unwashed hands.
 - Additional key times to clean hands include:
 - After blowing one's nose, coughing, or sneezing

- After using the restroom
- Before eating or preparing food
- After contact with animals or pets
- Before and after providing routine care for another person who needs assistance (e.g., a child)

Additional Considerations for Employers:

- Employers should work with their local and state health departments to ensure appropriate local protocols and guidelines, such as updated/additional guidance for cleaning and disinfection, are followed, including for identification of new potential cases of COVID-19.
- Employers should educate staff and workers performing cleaning, laundry, and trash pick-up activities to recognize the symptoms of COVID-19 and provide instructions on what to do if they develop [symptoms](#) within 14 days after their last possible exposure to the virus. At a minimum, any staff should immediately notify their supervisor and the local health department if they develop symptoms of COVID-19. The health department will provide guidance on what actions need to be taken. When working with your local health department check their available hours.
- Employers should develop policies for worker protection and provide training to all cleaning staff on site prior to providing cleaning tasks. Training should include when to use PPE, what PPE is necessary, how to properly don (put on), use, and doff (take off) PPE, and how to properly dispose of PPE.
- Employers must ensure workers are trained on the hazards of the cleaning chemicals used in the workplace in accordance with OSHA's Hazard Communication standard ([29 CFR 1910.1200external icon](#)).
- Employers must comply with OSHA's standards on Bloodborne Pathogens ([29 CFR 1910.1030external icon](#)), including proper disposal of regulated waste, and PPE ([29 CFR 1910.132external icon](#)).

<https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/cleaning-disinfection.html>

When and How to Wash Your Hands

Handwashing is one of the best ways to protect yourself and your family from getting sick. Learn when and how you should wash your hands to stay healthy.

Wash Your Hands Often to Stay Healthy

You can help yourself and your loved ones stay healthy by washing your hands often, especially during these key times when you are likely to get and spread germs:

- **Before, during, and after** preparing food
- **Before** eating food
- **Before** and **after** caring for someone at home who is sick with vomiting or diarrhea
- **Before** and **after** treating a cut or wound

- **After** using the toilet
- **After** [changing diapers or cleaning up a child who has used the toilet](#)
- **After** blowing your nose, coughing, or sneezing
- **After** touching an animal, animal feed, or animal waste
- **After** handling pet food or pet treats
- **After** touching garbage



Follow Five Steps to Wash Your Hands the Right Way

Washing your hands is easy, and it's one of the most effective ways to prevent the spread of germs. Clean hands can stop germs from spreading from one person to another and throughout an entire community—from your home and workplace to childcare facilities and hospitals.

Follow these five steps every time.

1. **Wet** your hands with clean, running water (warm or cold), turn off the tap, and apply soap.
2. **Lather** your hands by rubbing them together with the soap. Lather the backs of your hands, between your fingers, and under your nails.
3. **Scrub** your hands for at least 20 seconds. Need a timer? Hum the “Happy Birthday” song from beginning to end twice.
4. **Rinse** your hands well under clean, running water.
5. **Dry** your hands using a clean towel or air dry them.

[Why? Read the science behind the recommendations.](#)

Use Hand Sanitizer When You Can't Use Soap and Water



You can use an alcohol-based hand sanitizer that contains at least 60% alcohol if soap and water are not available.

Washing hands with soap and water is the best way to get rid of germs in most situations. If soap and water are not readily available, you can use an alcohol-based [hand sanitizer](#) that contains at least 60% alcohol. You can tell if the sanitizer contains at least 60% alcohol by looking at the product label.

Sanitizers can quickly reduce the number of germs on hands in many situations. However,

- Sanitizers do **not** get rid of all types of germs.
- Hand sanitizers may not be as effective when hands are visibly dirty or greasy.
- Hand sanitizers might not remove harmful chemicals from hands like pesticides and heavy metals.

Caution! Swallowing alcohol-based hand sanitizers can cause alcohol poisoning if more than a couple of mouthfuls are swallowed. Keep it out of reach of young children and supervise their use. Learn more [here](#).

How to use hand sanitizer

- Apply the gel product to the palm of one hand (read the label to learn the correct amount).
- Rub your hands together.
- Rub the gel over all the surfaces of your hands and fingers until your hands are dry. This should take around 20 seconds.



Novel Coronavirus (COVID-19)—Fighting Products¹

The American Chemistry Council's (ACC) Center for Biocide Chemistries (CBC) has compiled a list of products that have been pre-approved by the U.S. Environmental Protection Agency (EPA) for use against emerging enveloped viral pathogens and can be used during the 2019 novel coronavirus (COVID-19) outbreak. This product list is not exhaustive but can be used by business owners, health professionals, and the public to identify products suitable for use during the COVID-19.

The information in this document is being provided as a public service. All efforts have been made to ensure the information is accurate, but ACC and CBC make no representations or warranties as to the completeness or accuracy of the information. ACC, CBC, and the product manufacturers listed in this document reserve the right to change, delete, or otherwise modify the information without any prior notice. Persons receiving this information must make their own determination as to a product's suitability prior to use based on the product labeling. ACC and CBC do not guarantee or warrant the standard of any product referenced or imply approval of the product to the exclusion of others that may be available. All products listed are registered for labeled uses in accordance with federal laws and regulations as of the date this document is being made available. State regulations may vary. In no event will ACC or CBC be responsible for damages of any nature whatsoever resulting from the use of or reliance upon products to which the information refers.

Note: The CBC cannot make a determination of the effectiveness of a product in fighting pathogens like COVID-19. For questions related to the effectiveness of any product not listed below, please contact the manufacturer directly.

For use of the product, please contact the company/distributor to confirm use directions, or consult the EPA approved label at <https://www.epa.gov/pesticide-labels/pesticide-product-label-system-ppls-more-information>.

Ready to Use Products		
Commercially Available Product Name	Company/Distributor	EPA REG No.
Accel Tb	Virox Technologies, Inc.	74559-1
Advantage	Wechem, Inc.	1839-83-34370
AERO TB FRESH	AERO CHEMICAL CO	1839-83-13103
Af Ultra Acid Free Total Bathroom Cleaner	Ultra Chem	1839-83-57839
All Purpose Virex	Diversey, Inc.	1839-83-70627
Aviation RTU Cleaner	Zep	6836-152-1270
Avistat-D RTU Spray Disinfectant Cleaner	National Chemical Laboratories, Inc.	1839-83-2296
Bioesque Solutions Botanical Disinfectant Solution 12/1 qt	Bioesque Solutions/Natureal, LLC	87742-1-92595
Bioesque Solutions Botanical Disinfectant Solution 4/1 gal	Bioesque Solutions/Natureal, LLC	87742-1-92595
Bioesque Solutions Botanical Disinfectant Solution 5 gal	Bioesque Solutions/Natureal, LLC	87742-1-92595
Bioesque Solutions Botanical Disinfectant Solution 55 gal	Bioesque Solutions/Natureal, LLC	87742-1-92595
BLEACH DISINFECTANT CLEANER	Ecolab Inc	1677-235
Bright Solutions Lemon Zip Disinfectant RTU	Bright Solutions	1839-83-75473
Bright Solutions RTU Bathroom Cleaner Non-Acid Bowl and Restroom Disinfectant BS & H	Bright Solutions	1839-83-75473
Byotrol Bathroom Disinfectant Cleaner	NATIONAL AMERICAN SALES CORP.	1839-83-50718
Byotrol Disinfectant Cleaner	Byotrol, Inc.	83614-1
CaviCide Bleach	Byotrol, Inc.	83614-1
CaviCide1	Metrex	46781-15
Clear Gear Sports Spray	Metrex	46781-12
Clorox 4 in One Disinfecting Spray	On Track Enterprises, Inc d/b/a Clear Gear	6836-152-89301
Clorox Clean Up Cleaner + Bleach	Clorox Professional Products Company	67619-29
Clorox Commercial Solutions® Clorox® 4-in-One Disinfectant & Sanitizer	The Clorox Company	5813-21
Clorox Commercial Solutions® Clorox® Disinfecting Bathroom Cleaner	Clorox Professional Products Company	67619-29
Clorox Commercial Solutions® Clorox® Disinfecting Biostain & Odor Remover	Clorox Professional Products Company	5813-40-67619
Clorox Commercial Solutions® Clorox® Disinfecting Spray	Clorox Professional Products Company	67619-33
Clorox Commercial Solutions® Hydrogen Peroxide Cleaner Disinfectant	Clorox Professional Products Company	67619-21
Clorox Commercial Solutions® Tilex Soap Scum Remover	Clorox Professional Products Company	67619-24
Clorox Commercial Solutions® Toilet Bowl Cleaner with Bleach1	Clorox Professional Products Company	5813-40-67619
Clorox Commercial Solutions® Clorox® Clean-Up Disinfectant Cleaner with Bleach1	Clorox Professional Products Company	67619-16
Clorox Disinfecting Bathroom Cleaner	Clorox Professional Products Company	67619-17
Clorox Healthcare® Bleach Germicidal Cleaner Spray	The Clorox Company	5813-40
Clorox Healthcare® Fuzlon® Cleaner Disinfectant	Clorox Professional Products Company	56392-7
Clorox Healthcare® Hydrogen Peroxide Cleaner Disinfectant	Clorox Professional Products Company	67619-30
Clorox Multi Surface Cleaner + Bleach	Clorox Professional Products Company	67619-24
Clorox Pet Solutions Advanced Formula Disinfecting Stain & Odor Remover	The Clorox Company	5813-105
Clorox Scentiva Bathroom Disinfectant Foamer	The Clorox Company	5813-110
Clorox Scentiva Bathroom Disinfecting Foam Cleaner	The Clorox Company	5813-40
Clorox Toilet Bowl Cleaner Clinging Bleach Gel	The Clorox Company	5813-115
Clorox Toilet Bowl Cleaner with Bleach	The Clorox Company	5813-89
CloroxPro™ Clorox Total 360® Disinfecting Cleaner1	The Clorox Company	5813-89
DETERGENT DISINFECTANT PUMP SPRAY	Clorox Professional Products Company	67619-38
D-Germ TB	Stepan Company	1839-83
DIC-1 Spray Disinfectant	Wechem, Inc.	1839-83-34370
Disinfectant Spray Cleaner RTU Victoria Bay	The Deirdre Imus Environmental Health Center®	1839-220-83908
Don-O-Mite	Victoria Bay	1839-83-68168
	Edward Don & Company	6836-152-14462

Dutch®Plus Ready-To-Use Disinfectant Spray	Franklin Cleaning Technology	1839-83-1124
Fight Bac RTU	Betco Corporation	1839-83-4170
Foster First Defense	HB Fuller Construction Products Inc.	6836-152-63836
GERM BANDIT TB	ENVIROCHEMICAL INC	1839-83-66061
Germi-Kleen Non-Acid Bowl & Bathroom Disinfectant	National Chemical Laboratories, Inc.	1839-83-2296
HI-TIDE RTU DISINFECTANT	MID-AMERICAN RESEARCH CHEMICAL CORP.	1839-83-12204
INTERvention Farm Animal Care Disinfectant Cleaner & Deodorizer Ready to Use	Virox Technologies, Inc.	74559-9
KLERCIDE 70/30 IPA	Ecolab Inc	1677-249
Lemon Disinfectant	American Chemical Systems	6836-152-86408
LX-0307 RTU QUAT CLEANER DISINFECTANT	ABC COMPOUNDING CO., INC	1839-83-3862
LYSOL BRAND BLEACH MULTI-PURPOSE CLEANER	RB	777-83
LYSOL BRAND BLEACH MOLD AND MILDEW REMOVER		
LYSOL BRAND CLING & FRESH TOILET BOWL CLEANER	RB	777-70
LYSOL BRAND POWER PLUS TOILET BOWL CLEANER	RB	777-132
LYSOL BRAND POWER TOILET BOWL CLEANER	RB	777-81
LYSOL BRAND LIME & RUST TOILET BOWL CLEANER		
LYSOL® DISINFECTANT MAX COVER MIST	RB	777-127
LYSOL® DISINFECTANT SPRAY	RB	777-99
PROFESSIONAL LYSOL® DISINFECTANT SPRAY		
MAPS- 1 RTU	SynBionic Evolution, LLC.	6836-289-92677
Maxim GSC Germicidal Spray Cleaner	Midlab	1839-83-45745
Maxim No Acid Non-Acid Bowl & Restroom Disinfectant Cleaner RB 352 Brite	Midlab	1839-83-45745
Medline Micro-Kill R2	Medline Industries, Inc	1839-220-37549
Micro-Kill Bleach Germicidal Bleach Solution	Medline Industries, Inc	37549-2
Micro-Kill Bleach Germicidal Bleach Wipes	Medline Industries, Inc	37549-1
Miracle Disinfectant Spray and Wipe Cleaner	Swish Maintenance Limited	1839-83-67205
Neutron Power Tabs	Neutron Industries	71847-6-42666
Non-Acid Bathroom Cleaner Victoria Bay	Victoria Bay	1839-83-68168
One-Step Disinfectant Cleaner	Schultz Supply Company	6836-152-46493
Oracle 1	Share Corporation	88494-3-11547
OXIVIR 1	Diversey, Inc.	70627-74
OXIVIR Tb	Diversey, Inc.	70627-56
PERIMO RTU SURFACE DISINFECT	CERTUS MEDICAL INC	1839-83-88205
PEROXIDE DISINFECTANT AND GLASS CLEANER RTU	Ecolab Inc/Kay Chemical Co.	1677-251
PEROXIDE MULTI SURFACE CLEANER AND DISINFECTANT RTU	Ecolab Inc/Kay Chemical Co.	1677-251
Peroxigard Ready to Use One-Step Disinfectant Cleaner and Deodorizer for Use in Life Sciences	Virox Technologies, Inc.	74559-9
POWER-CIDAL R-T-U		
PREempt RTU	MID-AMERICAN RESEARCH CHEMICAL CORP.	1839-83-12204
Protection that Lives on Microban 24 Hour Keeps Killing 99.9% of Bacteria for Up to 24 Hours Multipurpose Cleaner" (Microban 24 Hour Multi-Purpose Cleaner)	Virox Technologies, Inc.	74559-1
"Protection that Lives on Microban 24 Hour Keeps Killing 99.9% of Bacteria for Up to 24 Hours Bathroom Cleaner" (Microban 24 hour Bathroom Cleaner)	The Procter & Gamble Company	4091-21-3573
PURACLEEN DISINFECTANT SPRAY		
PURELL Food Processing Surface Sanitizer	The Procter & Gamble Company	4091-22-3573
PURELL Foodservice Surface Sanitizer		
PURELL Healthcare Surface Disinfectant	QBIAS SOLUTIONS, INC.	1839-83-83894
PURELL Multi Surface Disinfectant	GOJO Industries, Inc.	84368-1-84150
PURELL Professional Surface Disinfectant	GOJO Industries, Inc.	84368-1-84150
Quat Plus TB	GOJO Industries, Inc.	84368-1-84150
QT-TB Hillyard	GOJO Industries, Inc.	84368-1-84150
Quatricide TB	GOJO Industries, Inc.	84368-1-84150
Quick Defense Disinfectant Tabs	GOJO Industries, Inc.	84368-1-84150
Rejuvenate Ready to Use One Step Disinfectant Cleaner For Use in Spas, Salons & Clinics	Rochester Midland Corporation	1839-83-527
REScue Ready to Use One Step Disinfectant Cleaner & Deodorizer	Hillyard Inc./Central Sanitary Supply	1839-83-1658
RestorOx	Pharmaceutical Research Labs., Inc.	1839-83-8714
RTU Disinfectant Cleaner	State Industrial Products	71847-6-70799
Sani-24 Germicidal Spray	Virox Technologies, Inc.	74559-1
Sanicare TBX		
Sani-HyPerCide Germicidal Spray	Virox Technologies, Inc.	74559-9
Sani-Prime Germicidal Spray	Virox Technologies, Inc.	74559-9
Sani-Spritz Spray	U S Chemical	70627-2-7546
SaniZide Pro 1 Spray	Professional Disposables International, Inc.	42182-9-9480
SaniZide Pro 1 Wipes	Buckeye International, Inc.	1839-83-559
SC-RTU DISINFECTANT CLEANER	Professional Disposables International, Inc.	9480-14
SC-RTU-360 DISINFECTANT	Professional Disposables International, Inc.	9480-10
SELECT ACID FREE	Nyco Products Company	6836-152-8370
	Safetec of America, Inc.	88494-3-67161
	Safetec of America, Inc.	88494-4-67161
	Stepan Company	1839-220
	Spectral Chemical Co Inc	1839-220-33466
	BROOKMEADE HARDWARE & SUPPLY COMPANY	1839-83-58336
Simple Green Clean Finish		
SPRITZ	Sunshine Makers, Inc	1839-220-56782
	CARE LABS, INC	1839-83-56669

SUPER Q
 SURFACE KLEEN TB
 SUV Ultra 5 Disinfectant & Cleaner
 TB-Cide Quat®
 T.B. QUAT
 TB DISINFECTANT CLEANER READY-TO-USE
 TB Quat
 TB QUAT
 TB Quat Disinfectant
 Triple Quick Fresh and Clean Disinfecting Cleaner
 Triple Quick Lavender Meadow Disinfecting Cleaner
 VIRASEPT
 Viro-Stat RTU
 Wet & Forget Indoor Mold+Mildew Disinfectant Cleaner
 Xpress Detergent Disinfectant
 X-Ray Apron Cleaner Disinfectant
 Zep Antibacterial Disinfectant & Cleaner
 Zep Quick Clean Disinfectant
 Zep Spirit II

SELECT SPECIALTY PRODUCTS	1839-83-50735
GENERAL PRODUCTS & SUPPLY INC.	1839-83-41316
OSHA Review, Inc.	6836-366-70809
Spartan Chemical Company, Inc.	1839-83-5741
PRO CHEM, INC.	1839-83-11861
Ecolab Inc/Kay Chemical Co.	1839-83-1677
Gordon Food Service	70627-2-45133
AERO CHEMICAL CO	1839-83-13103
Warsaw Chemical Holdings LLC	1839-83-2230
State Industrial Products	1839-83-70799
State Industrial Products	1839-83-70799
Ecolab Inc	1677-226
Share Corporation	6836-152-11547
Wet & Forget USA	6836-152-85342
Auto-Chlor System	1839-83-6243
BioXco LLC / MediRedi LLC	6836-289-93240
Zep	1839-83-40849
Zep	1839-220-40849
Zep	1839-83-1270

Dilutable Products		
Commercially Available Product Name	Company/Distributor	EPA REG No.
128 Disinfectant	Dalco Enterprises, Inc	6836-365-87580
128 E-Fecticide	Multi-Clean Inc.	6836-365-5449
14 PLUS ANTIBACTERIAL ALL PURPOSE CLEANER	Ecolab Inc	6836-349-1677
20 NEUTRAL DISINFECTANT CLEANER	Ecolab Inc	47371-129-1677
256 Century Q	Multi-Clean Inc.	47371-129-5449
3M™ Disinfectant Cleaner RCT Concentrate	3M	6836-349-10350
3M™ MBS Disinfectant Cleaner Concentrate	3M	6836-361-10350
3M™ MBS Disinfectant Cleaner Fresh Scent Concentrate	3M	6836-361-10350
3M™ Neutral Quat Disinfectant Cleaner Concentrate	3M	47371-129-10350
3M™ Quat Disinfectant Cleaner Concentrate	3M	6836-78-10350
A-456 II DISINFECTANT CLEANER	Ecolab Inc	6836-78-1677
Accel Concentrate	Virox Technologies, Inc.	74559-4
ACS Tornado 1 - One Step Disinfectant	American Chemical Systems	6836-75-86408
AQ+ Ultra Disinfectant Sanitizer and Deodorizer	Franklin Cleaning Technology	6836-70-1124
Array Non-Acid Restroom Cleaner & Disinfectant P	Gordon Food Service	6836-75-45133
Avert Sporidical Disinfectant Cleaner	Diversey, Inc.	70627-72
BNC-15	Spartan Chemical Company	6836-348-5741
BOOST 3200	Ecolab Inc	63761-8-1677
BOOST 3200 CIP	Ecolab Inc	63761-8-1677
BOOST SURFACE TREATMENT	Ecolab Inc	63761-10-1677
Brighton Professional Hepastat 256	Staples Contract & Commercial LLC	6836-78-86226
Broad-Cide Plus	OSCEOLA SUPPLY, INC.	6836-365-62865
Buckeye Sanicare Mint Quat	Buckeye International, Inc.	47371-131-559
Buckeye Eco Neutral Disinfectant	Buckeye International, Inc.	47371-129-559
Buckeye Eco One-Step Disinfectant-Deodorizer-Cleaner	Buckeye International, Inc.	6836-78-559
Buckeye Sanicare Lemon Quat	Buckeye International, Inc.	47371-131-559
Buckeye Sanicare Pine Quat	Buckeye International, Inc.	47371-131-559
Buckeye Sanicare Quat 128	Buckeye International, Inc.	47371-130-559
Buckeye Sanicare Quat 256	Buckeye International, Inc.	47371-129-559
Buckeye Sani-Q ²	Buckeye International, Inc.	6836-266-559
Buckeye Terminator	Buckeye International, Inc.	6836-75-559
Cdiff DISINFECTANT TABLETS	Total Solutions	71847-6-68562
CEN-KLEEN IV	ARJO HUNTLEIGH, INC. D/B/A ARJOHUNTLEIGH	6836-75-45556
Centraz San Sol 10	Centraz Industries, Inc.	6836-266-9194
Cents-Able Disinfectant-Cleaner-Fungicide-Virucide	Archer Manufacturing	6836-77-69886
Classic Whirlpool Disinfectant and Cleaner	Central Solutions, Inc.	6836-75-211
Clean Quick Broad Range Quaternary Sanitizer	The Procter & Gamble Company	6836-278-3573
CLICKSAN DISINFECTANT/SANITIZER	Ecolab Inc/Kay Chemical Co.	6836-305-5389
Clorox Disinfecting Bleach2	The Clorox Company	5813-111
Clorox Germicidal Bleach3	The Clorox Company	5813-114
Clorox Performance Bleach1	The Clorox Company	5813-114
CloroxPro™ Clorox® Germicidal Bleach	Clorox Professional Products Company	67619-32
Coastwide Professional Hepastat 256	Staples Contract & Commercial LLC	6836-78-86226
CONFIDENCE PLUS 2	WALTER G LEGGE CO/MINE SAFETY APPLIANCES COMPANY	47371-130-4204
COSA OXONIA ACTIVE	Ecolab Inc	1677-129
Dakil S	Davis Manufacturing and Packaging, Inc.	47371-129-50591
Enviro Care Neutral Disinfectant	Rochester Midland Corporation	47371-131-527
ES364 Neutral Disinfectant	Charlotte Products Ltd.	6836-366-64900
Extra Spearmint Germicidal Detergent and Deodorant	U S Chemical	47371-131-7546
FOOD CONTACT QUAT SANITIZER	Ecolab Inc	6836-70-541
Formula 17750 Wintermint	Chemsafe International	47371-131-55731
Formula 17822 Deo-Clean Multi	Chemsafe International	47371-131-55731
G-5 Sanitizer	Diversey, Inc.	6836-266-70627
GASCO Quaternary Sanitizer	GASCO INDUSTRIAL Corp.	6836-266-81974
Germ-A-Cide 64	Detco Industries, Inc.	47371-131-58111
Germicidal Cleaner and Disinfectant	Gordon Food Service	47371-131-45133
INTERvention Farm Animal Care Disinfectant Cleaner & Deodorizer	Virox Technologies, Inc.	74559-4
KAY SURFACE SANITIZER	Ecolab Inc/Kay Chemical Co.	6836-70-5389
KAYQUAT II	Ecolab Inc/Kay Chemical Co.	6836-266-5389
Lemon All 1	American Formula	47371-131-72114
Lemon Cleaner	U S Chemical	47371-131-7546
LYSOL BRAND CLEAN & FRESH MULTI-SURFACE CLEANER	RB	777-89
Medline Micro-Kill NQS	Medline Industries, Inc	6836-364-37549
Micronex	Zep	47371-129-1270
Mint Disinfectant Plus	Gurtler Industries, Inc.	6836-75-47567

MixMate Germicidal Cleaner	U S Chemical	47371-131-7546
MixMate Microtech Non-Acid Restroom Cleaner & Disinfectant	U S Chemical	6836-75-7546
MixMate Non-Acid Restroom Cleaner & Disinfectant	U S Chemical	6836-75-7546
MULTI-PURPOSE NEUTRAL PH GERMICIDAL DETERGENT	Ecolab Inc	47371-131-1677
multi-quat mega-1	Intercon Chemical Company	6836-77-48211
NEUTRAL DISINFECTANT CLEANER	Ecolab Inc	47371-129-1677
Neutral Disinfectant Cleaner	Gordon Food Service	47371-131-45133
Neutra-Tec 64	Surtec, Inc.	47371-131-40714
OASIS 499 HBV DISINFECTANT	Ecolab Inc	6836-78-1677
OPI SpaComplete	OPI Products, Inc.	6836-77-70397
OXONIA ACTIVE	Ecolab Inc	1677-129
OXYCIDE DAILY DISINFECTANT CLEANER	Ecolab Inc	1677-237
OXY-TEAM™ DISINFECTANT CLEANER	Diversey, Inc.	70627-58
PC-30F M-KYL 128 FOAMER	Pioneer Chemical Co.	6836-136-151
Performex	Brullin & Co., Inc.	6836-364-106
PEROXIDE MULTI SURFACE CLEANER AND DISINFECTANT	Ecolab Inc/Kay Chemical Co.	1677-238
Peroxigard Concentrate One-Step Disinfectant Cleaner and Deodorizer for Use in Life Sciences	Virox Technologies, Inc.	74559-4
pH7Q	Betco Corporation	47371-131-4170
Pillage Disinfectant Tablets	Share Corporation	71847-6-11547
Pine Cleaner Disinfectant	U S Chemical	47371-131-7546
Pine Quat	Betco Corporation	47371-192-4170
PREempt Concentrate	Virox Technologies, Inc.	74559-4
PROFESSIONAL LYSOL® HEAVY DUTY BATHROOM CLEANER CONCENTRATE	RB	675-54
PUR:ONE	EarthSafe Chemical Alternatives, LLC	71847-7-91524
PUR TABS	EarthSafe Chemical Alternatives, LLC	71847-6-91524
Q.T. 3	Hillyard Industries, Inc	6836-349-1658
QT-3 Hillyard	Hillyard Inc./Central Sanitary Supply	6836-349-1658
Q.T.Plus	Hillyard Industries, Inc	6836-77-1658
QT-Plus Hillyard	Hillyard Inc./Central Sanitary Supply	6836-77-1658
Q-128® One-Step Germicidal Detergent And Deodorant	Franklin Cleaning Technology	47371-130-1124
Quat Stat 5	Betco Corporation	6836-361-4170
QUATERNARY DISINFECTANT CLEANER	Ecolab Inc	6836-78-1677
Quaternary Disinfectant Cleaner	SC Johnson Professional	6836-78-89900
Quato 78 Plus Germicidal Detergent & Deodorant	Swish Maintenance Limited	47371-130-67205
Rejuvenate Concentrate One Step Disinfectant Cleaner For Use in Spas, Salons & Clinics	Virox Technologies, Inc.	74559-4
REScue Concentrate One Step Disinfectant Cleaner & Deodorizer	Virox Technologies, Inc.	74559-4
SANI QUAD FOOD SERVICE SANITIZER	Ecolab Inc/Kay Chemical Co.	6836-70-1677
Sanifect Plus 1	U S Chemical	47371-131-7546
Sanifect Plus 2 Fresh N Clean	U S Chemical	47371-131-7546
SANITIZER / COMMERCIAL SANITIZER	Ecolab Inc	6836-302-1677
Simple Green d Pro 5	Sunshine Makers, Inc.	6836-140-56782
Stepan Spray Disinfectant Concentrate	Stepan Company	1839-248
SUPER 60 PYM 64 FOAMER	Pioneer Chemical Co.	47371-131-151
SUPER SAN FOOD SERVICE SANITIZER	Ecolab Inc/Kay Chemical Co.	6836-305-1677
Symplicity Sanibet Multi-Range Sanitizer	Betco Corporation	6836-266-4170
Synergex	Ecolab Inc	1677-250
TEC-QUAT 128	Getinge USA Sales, LLC	6836-77-10648
Triforce	Betco Corporation	6836-349-4170
TRIPLE PLAY	Ecolab Inc/Kay Chemical Co.	47371-131-541
Triple Two	Health Technology Professional Products, Inc	6836-75-69146
Triton	Zeo	6836-78-1270
Trumix® DC2 Q-128® One-Step Germicidal Detergent And Deodorant	Franklin Cleaning Technology	47371-130-1124
Trumix® DC2 Q-256® One-Step Germicidal Detergent And Deodorant	Franklin Cleaning Technology	47371-129-1124
TruShot Disinfectant Cleaner For Hospitals	SC Johnson Professional	6836-348-89900
TruShot Disinfectant Cleaner Restroom Cleaner & Disinfectant	SC Johnson Professional	6836-348-89900
United 255 DISINFECT PLUS	UNITED LABORATORIES INC	47371-131-9250
Vanquish	Total Solutions	6836-140-68562
Virex Plus	Diversey, Inc.	6836-349-70627
VIREX™ II / 256	Diversey, Inc.	70627-24
Viro-Stat	Share Corporation	6836-140-11547
Whizzer	Mueller Sports Medicine	6836-77-10118
Wide Range II Non-Acid Disinfectant Washroom Cleaner Concentrate	Diversey, Inc.	6836-75-70627

Wipe products		
Commercially Available Product Name	Company/Distributor	EPA REG No.
Accel Tb Wipes	Virax Technologies, Inc.	74559-3
BROAD SPECTRUM GERMICIDAL DISINFECTANT HEALTH CARE WIPES	Kandel & Son Inc	6836-340-40976
Buckeye Sanicare Disinfecting Wipes	Buckeye International, Inc.	6836-313-559
CaviWipes Bleach	Metrex	46781-14
CaviWipes1	Metrex	46781-13
CLAIRE BROAD SPECTRUM GERMICIDAL & DISINFECTANT WIPE	Claire Manufacturing Company	6836-340-706
Clorox Commercial Solutions® Clorox® Disinfecting Wipes	Clorox Professional Products Company	67619-31
Clorox Commercial Solutions® Hydrogen Peroxide Cleaner Disinfectant Wipes	Clorox Professional Products Company	67619-25
Clorox Disinfecting Wipes	The Clorox Company	5813-79
Clorox Healthcare® Bleach Germicidal Wipes	Clorox Professional Products Company	67619-12
Clorox Healthcare® Hydrogen Peroxide Cleaner Disinfectant Wipes	Clorox Professional Products Company	67619-25
Clorox Healthcare® VersaSure® Wipes	Clorox Professional Products Company	67619-37
Dispatch	Clorox Healthcare	56392-8
Fabuloso Complete Disinfecting Wipes	Colgate-Palmolive Company	6836-336-4582
Handyclean™ Steridol Wipes	Diamond Wipes International, Inc.	6836-340-74058
I7 DISINFECTANT WIPES	Ecolab Inc/Kay Chemical Co.	6836-340-1677
INTERvention Farm Animal Care Disinfectant Cleaner & Deodorizer Ready to Use Wipes	Virax Technologies, Inc.	74559-10
LCP BROAD SPECTRUM GERMICIDAL & DISINFECTANT WIPES	LOR Cleaner Products	6836-340-88324
Monk Disinfectant Wipes	Dreumex USA, Inc.	6836-313-91910
MULTI PURPOSE DISINFECTING WIPES	Ecolab Inc	6836-340-1677
NASSCO PRO SERIES 88 BROAD SPECTRUM GERMICIDAL & DISINFECTANT WIPES	NASSCO Inc	6836-340-18166
NCLwipes Disinfectant Wipes Lemon Fresh	National Chemical Laboratories, Inc.	6836-340-2296
NCLwipes Disinfectant Wipes Waterfall Fresh	National Chemical Laboratories, Inc.	6836-340-2296
Oxivir 1 Wipes	Diversey, Inc.	70627-77
OXIVIR™ WIPES	Diversey, Inc.	70627-60
Pathos II Disinfectant Wipes	Share Corporation	6836-340-11547
Peroxigard Wipes One-Step Disinfectant Cleaner and Deodorizer for Use in Life Sciences	Virax Technologies, Inc.	74559-10
PREempt Wipes	Virax Technologies, Inc.	74559-3
PURELL Foodservice Surface Sanitizing Wipes	GOJO Industries, Inc.	84150-1
PURELL Professional Surface Disinfectant Wipes	GOJO Industries, Inc.	85150-1
Rejuvenate Ready To Use Wipes One Step Disinfectant Cleaner for Use in Spas, Salons & Clinics	Virax Technologies, Inc.	74559-3
REScue Wipes One Step Disinfectant Cleaner & Deodorizer	Virax Technologies, Inc.	74559-10
Sani-Cloth Prime Germicidal Disposable Wipe	Professional Disposables International, Inc.	9480-12
SCRUBS® MEDAPHENE® Plus Disinfecting Wipes	ITW Pro Brands	6836-340-11694
SONO Disinfecting Wipes	Advanced Ultrasound Solutions, Inc.	6836-340-89018
SONO Ultrasound Wipes	Advanced Ultrasound Solutions, Inc.	6836-340-89018
Spec4 Disinfectant Wipes	Total Solutions	6836-340-68562
SSS TRIPLE S DISINFECTANT WIPES	Triple S	6836-340-12120
Touch Point Plus Disinfectant Wipes	Innocore Sales & Marketing	6836-340-92977
Wipes Plus Disinfecting Wipes 1	Progressive Products, LLC.	6836-340-75399

As a public service, CBC is maintaining this list of antimicrobials that have proven to be effective against stronger pathogens, such as norovirus or ebola. By publishing and maintaining this open list, CBC relieves federal, state, and local health officials' resources in order to focus on other aspects of the important effort to limit spread of this new disease. Listing is voluntary and compliance with EPA's "emerging viral pathogen" guidance for antimicrobial products is verified by CBC. CBC will be working with federal and state officials to disseminate the list and make it accessible to all those who need to be in the know.

ⁱ To include a product on CBC's list of Coronavirus-Fighting Products, registrants of the products should please contact Ms. Komal K. Jain at komal_jain@americanchemistry.com. Please also refer to CBC's Frequently Asked Questions guidance at <https://biocides.americanchemistry.com/CBCs-List-of-COVID-19-Fighting-Products-FAQs.html>

Updated 3/12/2020

