

Preparing for the Future: CESJDS's Return to Campus Roadmap

2020-2021




CESJDS
CHARLES E SMITH JEWISH DAY SCHOOL

בית מדרש צוריאל

Version I: June 10, 2020

Commitment to Our Community

As we adjust to operating during a pandemic, we reaffirm our commitment to supporting and sustaining CESJDS's mission to engage students in an exemplary and inspiring general and Jewish education, to ensure a vibrant Jewish future in order to foster the growth of confident and compassionate thinkers who engage the world through Jewish values. We also reaffirm our commitment to providing a welcoming, respectful, equitable and inclusive environment for all members of the CESJDS community. Our educational program will continue to balance rigorous academics with social, emotional and spiritual learning. Throughout the 2020-21 school year we will maintain continuous learning with a preference for on-campus activities when safe and healthy to do so.

COVID-19 has impacted members of the CESJDS community in different ways and created unforeseen challenges, (e.g. personally, academically, professionally, as well as physically, mentally and socially). We understand that this health and economic crisis calls for a thoughtful approach as we proceed. We expect to update this roadmap as we learn more and as we make more decisions for how classes and activities will take place during the 2020-21 school year. We will seek to communicate frequently and transparently with our community as we navigate this crisis in partnership with students, families and our community. We will continue to embrace our CESJDS core values of *Torah Lishmah* (Love of Learning), *Ahavat Torah* (Love of Torah), *K'dushah* (Holiness), *Ahavat Yisra-el* (Love of Israel), *Tikkun Olam* (Repairing the World), *Pluralism*, *V'ahavta L'rei-a-kha* (Love Your Neighbor) and *K'hillah* (Community).



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The Path to Reopening

What We Need to Determine or Establish in Order to Reopen

At CESJDS, the health and safety of our students and our entire school community is our top priority. Accordingly, our decision to reopen our school buildings will come only after a three-tiered process has been completed. The three tiers, adopted largely from the Centers for Disease Control's (CDC) guidance for schools regarding reopening, amount to a series of questions to be answered. Reopening of our school buildings will occur when we have answered "yes" to all questions in Tiers 1, 2 and 3.

TIER 1

Is the opening of schools endorsed by the CDC, the State of Maryland, and Montgomery County? ☐ Yes

Are we prepared to take precautions to protect all students and employees, including those who are at higher risk for severe illness? ☐ Yes

Are we able to screen students and employees, upon arrival, for symptoms? ☐ Yes

When we can answer yes to all questions in Tier 1, we will move to Tier 2.

TIER 2

Will we promote healthy hygiene practices for students and employees, including wearing a cloth face covering? ☐ Yes

Will we intensify cleaning and disinfection, and maximize ventilation? ☐ Yes

Will we encourage physical distancing in and around our school buildings? ☐ Yes

Will we train all employees on health and safety protocols? ☐ Yes

When we can answer yes to all questions in Tier 2, we will move to Tier 3.

TIER 3

Will we encourage anyone who is sick to stay home? ☐ Yes

Do we have a plan for students or employees who get sick? ☐ Yes

Will we monitor student and employee absences and have plans for those who need to be at home? ☐ Yes

Will we regularly communicate about progress with local authorities if required, and families? ☐ Yes

Do we have points of contact and are we ready to consult with local health authorities if there are cases in our buildings or an increase in cases in our area? ☐ Yes

What Comes Next?

Based on the criteria from page 2 ...



Building Reentry Models

Continued from page 3.

All Students Return to Building Concurrently

In addition to the health and safety actions and monitoring mentioned on page 3, it would certainly be with some restrictions.

Hybrid Models

The health and safety of all community members will be paramount with any model implemented. We are in the process of determining which hybrid model(s) would be best for the CESJDS community. It's possible that Upper School and Lower School approaches might differ. In the Upper School building, Middle School and High School approaches would, naturally, be designed for synergy. We are keeping in mind that some families have students in two or all three divisions. Regardless of the hybrid model used, student schedules for learning in the building and distance learning will be given strong consideration and revised/created for maximum student learning.

Possible Hybrid Models

Alternating Days

Alternating A and B days are plotted out on the calendar. On A days, some CESJDS students are in the school building learning, while other CESJDS students are at home, in distance learning mode. Then, on B days, they switch, with those who were in the school building on A days now at home in distance learning mode, and those who were in distance learning mode on A days now in the school building for their learning.

Alternating Weeks

Alternating A and B weeks are plotted out on the calendar. During A weeks, some CESJDS students are in the school building learning, while other CESJDS students are at home, in distance learning mode. Then, during B weeks, they switch, with those who are in the school building during A weeks now at home in distance learning mode, and those who were in distance learning mode during A weeks now in the school building for their learning. We are keeping in mind that some families have students in two or all three divisions.

Phase in by Grade

Buildings reopen and students in younger grades learn in the buildings (at both the Lower School and the Upper School) while students in older grades learn from home, via distance learning. Gradually, students in older grades begin to come to the buildings for learning, following guidance from the CDC, the State of Maryland and Montgomery County.



After-Hours Activities

After-Hours Considerations

We all know that, pre-COVID-19, our school buildings were active beyond the end of the regular school day. Extracurricular activities and athletics led to student, parent and visitor presence in our school buildings beyond the school day and often into the evening. These are additional considerations that we will plan for, in conjunction with the particular model for school-day operation we select.

Bus transportation, related to athletics and otherwise, is another factor that we will consider and plan for in the best way possible for our community.

Guidance from the CDC, the State of Maryland and Montgomery County will be strongly considered regarding implementation of all aspects of our operations, including our athletic, extracurricular and transportation programs.



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