



Guide to Reopening

August 2020



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CESJDS Guide to Reopening

August 2020

I. INTRODUCTION

The COVID-19 pandemic confronted the CESJDS community with unprecedented challenges and reconfirmed its incredible strength and resilience. In June, we shared with you the School's [Return to Campus Roadmap](#) that guided our preparation for continued excellence in education in a protective, supportive environment this fall. The plan, developed by our outstanding educators, balances rigorous academics with social emotional and spiritual learning in a flexible manner that can adapt to changing conditions that may arise. These inclusive learning plans also accommodate those who chose to remain in distance learning throughout the school year. We examined health and safety recommendations from many sources to develop mitigation measures for our school that will support the welfare of our students, faculty, and staff. We also considered the unique features, benefits, and limitations of our two campuses to achieve the safest and best configuration for our community. As the school year begins, please remember that everyone helps protect the community's welfare by practicing preventive behaviors, whether on campus or at home. We value your partnership as part of the CESJDS family, and welcome your questions and concerns as you learn about our Guide to Reopening.

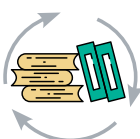
II. GUIDING PRINCIPLES



HEALTH AND
SAFETY



EXCELLENCE
IN EDUCATION



CONTINUITY
OF LEARNING



COMMUNITY

Torah Lishmah / תורה לשמה / *Love of Learning*

Lifelong learning inspired by a strong, comprehensive academic program of general and Judaic Studies that prioritizes critical, independent, and creative thought and expression.

K'hilah / קהילה / *Community*

A vibrant, caring, moral community based on the concepts of *ahra-yut* and *a-reivut* (individual and collective responsibility).

V'ahavta L'rei-a-kha / ואהבת לרעך / *Love Your Neighbor*

A deep commitment to B'tzelem Elokim (each individual is created in the image of God), and Derekh Eretz (ethical decency).



The health and safety of our students and our entire school community is our top priority. We are closely monitoring guidance and directives from government and public health agencies at the federal, state, and local levels. These agencies will continue to guide us as to when local virus transmission rates are at levels conducive to on-campus instruction.

Over the summer, our planning team considered guidance from the CDC, American Academy of Pediatrics, Maryland State Departments of Health and Education, our medical advisory team, and many school associations and industry professionals. Our Return to Campus Plan includes educational plans responsive to community conditions, allowing for full distance learning should public health agencies indicate a need, hybrid learning when local transmission rates are sufficiently low, and a full return to campus as the pandemic resolves. Local public health agencies and our Covid-19 Medical Advisory Committee will assist us in determining when to move between these levels as conditions change in our catchment area.

III. EDUCATIONAL PLANS

Introduction

Our plans for both distance and hybrid learning are based on the foundation of the [CESJDS Mission, Vision, Core Values](#) and the [Portrait of a CESJDS Graduate](#). These documents represent the philosophy, values and outcomes that inform every aspect of our school's educational program and have guided our development of your children's educational experience for the coming school year. All of our classes and experiences will continue to emphasize critical, creative and independent thinking, engage students in an exceptional and inspiring general and Jewish education, instill Jewish values, be characterized by our commitment to pluralism and balance a rigorous academic program with social, emotional and spiritual learning. Our warm and dynamic community is an essential component and will bring joy to our students and support to all of us during this challenging time.

Distance and hybrid learning are necessarily different than the on-campus experience that usually characterizes our school. Using parent, student and faculty feedback as well as knowledge from experts in the fields of both general and Jewish education, we have crafted an innovative and significantly enhanced distance learning program that will be highly organized, consistent, provide live instruction



balanced with an emphasis on student wellness, meet the needs of all our students and be easy to access. Our exceptional faculty has spent significant time over the summer engaged in professional development around best practices in distance learning and instructional strategies to support students' social and emotional needs. All of our distance learning plans address our students' need and desire for peer connections. Last, you will notice an emphasis on individual and small groups that will support both academic and social-emotional learning.

Lower School

At the Lower School, our distance learning program will take advantage of our outstanding faculty's deep content knowledge and experience with integrating technology into their pedagogy both as part of general practice and our experience with distance learning from the past school year.

- Every student will receive daily instruction in all academic and co-curricular disciplines over the course of the week with their general (GS) and Judaic studies (JS) teachers and specialists.
- Mornings will be divided evenly between GS and JS learning and work time with distance learning live lessons in GS and JS incorporating a balance of direct instruction in whole groups, small group learning, and supervised independent work.
- The block immediately after lunch will generally be dedicated to math.
- Science/STEM will continue to be emphasized as a core academic subject, with once or twice weekly lessons in Gurim-4th grade and four lessons per week in 5th grade taught in the early afternoon.
- Co-curricular specials of PE, art, and music will also generally take place twice per week in 30 minute sessions following math/science blocks.
- The end of the school day will be dedicated to GS and JS teachers offering additional small group sessions in 15-30 minute blocks of time.

While delivering a comprehensive educational experience, break time away from screens and universal lunchtime have been carefully built into the program to support our students' physical and mental health and well-being.

Our distance learning program will be marked by "Special Fridays." While Friday is always a special day at the Lower School with the community dressing in blue and white and taking time either as a whole school or class



to welcome in Shabbat, distance learning on Friday will have a unique flavor. Following either Whole School Kabbalat Shabbat, Whole School Morning Meeting or our school-wide daily *Shaharit* Morning Service, mornings will be dedicated almost exclusively to small group live sessions with GS and JS teachers in order to maximize the amount of individualized attention each and every student receives. The remainder of the school day will be dedicated to lessons in math, science, art, and music.



As a school that emphasizes educating the “whole child” in academic, social emotional, spiritual, and physical domains, all of these areas are being carefully considered and incorporated into our distance learning plans.

- Guidance counselors will lead regular guidance activities and lessons with all students, provide small group socialization opportunities, and be available to both students and families for private consultations.
- Communal gatherings for *t'filah*/prayer and other special events on the Jewish and secular calendar will ensure that our students are growing and being nurtured spiritually and that we maintain the strength of our *k'hillah*/community, a core value of our school.
- In addition to physical education being focused on activities that get students actively moving both outdoors and indoors, teachers will remind students of the importance of staying active, using break times to set aside “screens,” and other healthy lifestyle practices.

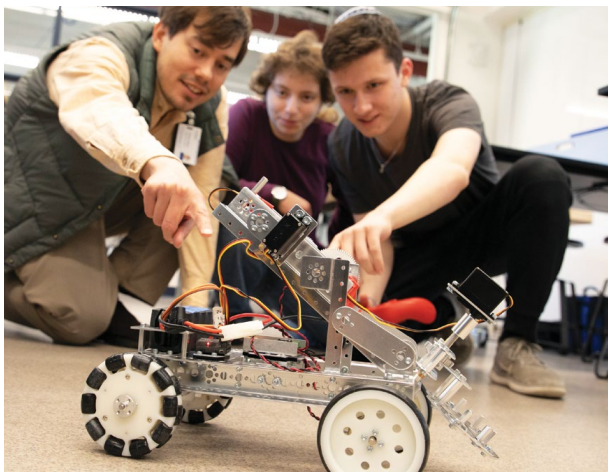
Students who receive ESS services will have access to the support and accommodations that they need to thrive in their learning. Learning specialists will be supporting students by meeting with their teachers to discuss implementation of student education plans and will be providing opportunities for learning support sessions throughout the week.

When health and safety conditions allow us to transition into hybrid mode with a gradual reintroduction to the Lower School building, our distance learning plan will have prepared our students for a smooth academic and social emotional transition.

For additional information, please see the following:

[Lower School Distance Learning Schedule](#)

[Lower School Effective Partnership Document](#)



Middle School

Middle School faculty have spent this summer engaging in professional development and planning for a robust program whether in distance or hybrid learning. Our work has focused on social-emotional learning (SEL), integrating technology, and strengthening our distance learning instruction. Modifications for this year focused on the health and safety of our students, our commitment to staying true to our core values, fostering strong learning and peer communities, maintaining the integrity of our educational program, creating consistency in a student's educational

experience, and fostering our students' social-emotional, intellectual, physical, and spiritual well-being. These changes will allow us to transition easily between the distance and hybrid learning programs without shifting the curriculum for this year as well as ensure that our students finish the year ready for their next grade level.



We know peer relationships are crucial in middle school and especially during this time. School counselors have expanded our Rikuz programming to include meeting the unique needs of early adolescents during a time when peer relationships are paramount to their social-emotional development and the learning process. Student-Counselor check-ins will be mandatory at least once at the beginning of the year, and School Counselors will provide small group socialization opportunities, and be available to both students and families for private consultations.

- Middle School students will be divided into cohorts within each grade. These cohorts will ensure small class sizes during distance learning and a healthy and safe way to return to campus when a hybrid model is possible. Cohorts range in size from 12-16 students.
- Students will have a complete day of learning five days a week in both distance and hybrid learning.
- To maintain the integrity of our educational program, cohorts have been designed according to math and Hebrew placements. This means that each student will be a member of only two cohorts.
- The schedule and cohorts allow for a smooth and safe transition between the different learning models as necessary throughout the year.
- Students will receive instruction three days a week in each of their core classes. math and Hebrew will receive an additional day of asynchronous learning.
- Attendance in all classes, including Zman Kodesh, Kabbalat Shabbat, Rikuz, Humanities Experience (7th and 8th Grades only), and Jewish Journeys is mandatory.
- Elective classes, including STEM, visual and performing arts, athletics, and Spanish will meet two days a week using a distance learning platform.
- Students registered in elective courses that use materials provided by the School and cannot be found easily at home, will receive these materials from the School for the semester. The School will organize and communicate about the distribution process closer to the start of school.
- Each day will begin with Zman Kodesh and Morning Check-in to help students transition into their day and orient themselves to that day's schedule and remind them of items that are on their to do list.
- Students will have Middle School Clubs and the opportunity to visit virtual departmental labs, modeled after our Math and Writing Centers, throughout the week and without other conflicts.
- Students who receive ESS or ESOL services will have access to the support and accommodations that they need to thrive in their learning. Learning specialists and the ESOL teacher will support their students by meeting with their students' teachers to discuss implementation of student education plans and providing opportunities for learning support sessions throughout the week.

DISTANCE LEARNING FEATURES

- The distance learning schedule provides a consistent learning schedule and experience for all students.
- The times for live sessions are set at the same time every day. To make this possible, the content or activity during the live sessions will rotate within these set times during the week.
- The daily schedule will provide 40 minute classes with five minute passing times between classes, at least one 15 minute break in the morning, one 25 minute break in the afternoon, and a 45 minute lunch break.



- Students will receive instruction three days a week in all of their core classes. Two of these days will be live sessions. The third day will be held asynchronously, except for math and Hebrew which will have two synchronous days and two asynchronous days per week.
- To limit the amount of screen time and Zoom fatigue for our students and to provide them time to complete work at the end of the day, the last two periods of the day are asynchronous. Teachers will be available for office hours during one of these blocks at least twice a week.

For additional information, please see the following:

[Middle School Distance Learning Schedule](#)

[Middle School Effective Partnership Document](#)



High School

The High School is committed to continuing to provide a robust, engaging learning experience, combined with a rich social program for our students in the 2020-2021 school year. Our distance learning program is designed to:

- Maintain the integrity of our educational program, continuing the excellent learning that is the hallmark of CESJDS through a focus on skills development;
- Prepare students to transition smoothly between distance learning and hybrid learning models;
- Provide consistency through use of a non-rotating five day schedule;
- Facilitate rich faculty-to-student and student-to-student engagement through increased synchronous work, including opportunities for small group learning;
- Offer students the opportunity to work directly with their teachers during weekly office hours;
- Support students socially and emotionally as they navigate during distance learning and when we return to school;
- Strengthen students' Jewish identities as they explore their spirituality and our people's history through expanded holiday programming, daily Zman Kodesh, Kabbalat Shabbat, and more.

While delivering a comprehensive educational experience, we have carefully built in breaks away from the screen, including snack and lunch time, throughout the day to support our students' physical and mental health and well-being. In order to maximize learning and prevent loss of credit, attendance at all synchronous learning sessions is required. The [High School Schedule](#) also includes:

- Zman Kodesh at the start of each day;
- 55 minute class sessions three times weekly per course;
- Synchronous learning time for a minimum of 100 minutes per course per week;
- Weekly advisory sessions in small groups;
- Office hours for students to meet individually or in small groups with their teachers;



- Clubs to offer students the opportunity to engage with one another outside of the classroom and to build leadership skills;
- Optional science labs, conducted in small groups, on Sundays periodically throughout the year.

As a school that emphasizes educating the “whole child” in academic, social emotional, spiritual, and physical domains, all of these areas are incorporated into our distance learning plans:

- Grade-wide and school-wide programs will focus on social and emotional learning and offer students guidance and support in navigating their growth and dealing with challenges of the current climate;
- Guidance counselors will meet with students and work with ESS specialists and parents to ensure that all students are engaged in their learning, staying healthy physically and emotionally, connecting with family and friends, and finding balance in their lives;
- Students in our ESS and ESOL programs will have access to the support and accommodations that they need to thrive in their learning. Learning specialists and the ESOL teacher will support students both in groups and in individual meetings.

The High School faculty, counselors and administration are excited to welcome students for the new school year. We remain available to students and families to offer support and work through any challenges that may arise.

For additional information, please see the following:

[High School Distance Learning Schedule](#)

[High School Effective Partnership Document](#)



IV. INSTRUCTIONAL TECHNOLOGY

Our distance learning plan continues to rely on and foster the technology-rich environment we create at every level of our students’ educational experience. We provide our students across the School with the tools that make 21st century learning possible, from age-appropriate educational software and services to the devices that fuel learning. For the first time, our school will be a 1-1 environment at every level, as we will provide a school-owned iPad for each of our youngest learners in Gurim and Kindergarten, a school-owned Chromebook for each student in grades 1-8, and continued HelpDesk and software support for our High School Bring Your Own Device (BYOD) program, which allows families to choose the device that best suits our oldest students’ needs.

Among the challenges of distance learning is ensuring that students and their families are easily able to view and complete work as it is assigned, in ways that allow students to be as independent as possible while also enabling both students and their families to see this information in a single location. We will be expanding our ability to do this school-wide this year by implementing the Schoology learning management platform (now part of PowerSchool’s Unified Classroom) in place of Google Classroom when school begins in August. In addition to our desire to give students and families a single location for all classroom information, we’ve chosen Schoology because of its complete integration with the gSuite



for Education platform and with PowerSchool, as well as with a wide variety of other tools we already use. We will be communicating with families nearer the start of school with setup and login instructions and numerous opportunities to become familiar with this powerful new tool for school-to-family academic communication.

We will also continue to work toward creating a digitally safe and wise learning community. We have taken steps to supplement our campus filtering solution with an expansion of GoGuardian that allows our internet filtering to extend beyond the walls of the School and be in effect anywhere a student is logged in using their school credentials. Our Instructional Technology department will continue to coordinate digital citizenship lessons throughout the School to help our students continue to use the tools at their disposal wisely and well, and our Media Centers on both campuses will continue to work with students to foster both a love of reading and information literacy. Contact-free book circulation will continue at each campus, and both Media Centers have expanded eBook holdings and access substantially.

Both Instructional Technology and the Information Technology departments will continue to provide easily accessible HelpDesk support for students and families, both for technical issues and for tutorial and user-support questions across all the tools and devices we use. We will be offering a wide variety of tutorial options to help families and students make the most of the new Schoology platform, as well as offering training and support to help students use the many 21st century tools crucial to distance learning and to help them be successful as distance learners.

V. ON CAMPUS OPPORTUNITIES AND RESTRICTIONS



Our faculty, staff, and administrators are eagerly awaiting the day when a warm welcome can be extended in-person to all students and their families. As we wait for conditions to afford that opportunity, we would like to share information about what to expect when students return to campus, and the many changes being implemented for the health and safety of our community. We are closely monitoring directives and guidance from all advisory bodies to determine levels of campus activity that are appropriate based on changing conditions in our catchment area.



Given recent changes in local public health directives, we are looking at care solutions for the children of essential workers, those who need care in order to work, and those whose children need closer support on a daily basis. The nature of the available programming will be dependent on public health guidelines and directives related to permissible activity levels on campus. We will do our best to partner with families to optimize educational outcomes for all learners. We will follow up when more information about these options is available.

Learning Spaces

Many building modifications will be in place to help ensure the health and safety of our faculty and students. Buildings will be marked with physical distancing reminders and for traffic control. Hallways will be directionally marked for traffic, and doors will be marked for ingress and egress. Signage throughout the buildings will remind us of safety and hygiene practices. Classrooms on the Lower and Upper School campuses will be reconfigured to allow for six feet of physical distancing of students, with a reduced



number of students per classroom. In certain rooms or spaces, plexiglass separators will provide protection where six feet of physical distancing may not be possible. Tents and large shade tarps will shelter outdoor learning areas.

Upper School Athletics

All PVAC league contests are postponed until January, 2021, however, we are excited to be offering in-person as well as virtual fitness and athletic offerings for the Fall season (September-November). We are planning on having two days a week of in-person activities for Middle School and two days a week of in-person activities for High School. Additionally, we will have Zoom offerings Monday-Thursday for families who are not planning on coming in-person. All in-person activities will take place outdoors while following all CDC and health department guidelines. The majority of activities will be skill-based focusing on individual skill acquisition and fitness.

Program Changes

Ahead of the first day of school, distribution of textbooks, technology, and other materials needed for classes will be provided in a centralized touch-free manner with assigned pickup times. When we return to campus, no large in-person gatherings will be held in the buildings. These will occur in virtual formats, along with musicals and other performances and both vocal and instrumental music classes. Parent programming (Back-to-School Nights, Admission and Development events, meetings, and conferences) will also be delivered virtually, as no visitors will be allowed on campus in order to limit potential exposure. Field trips and Shabbatonim will be suspended unless virtual participation is possible. Our faculty and staff will not be traveling for conferences or professional development.

Lunch Service

When opening school in distance learning mode, a very limited number of students may be able to come on campus for specific programming. On these days, students will need to bring their lunch each day. When hybrid learning is in place, our cafeterias will not be able to open in their usual manner for food service or for students to eat in the cafeteria. Students will need to bring lunch or pre-order boxed lunches. Lunch will be in their classrooms, outdoors, or in designated areas. When eating indoors, sanitizing will occur after lunch, before classes resume.

Transportation and Carpool

Sidewalks along carpool lanes will be marked for physical distancing and traffic flow will be controlled. Parents are encouraged to avoid carpooling and to drive their children to and from school to limit cross-contact.



When in hybrid learning mode, Upper School students who arrive on campus without having completed daily health screening will be directed to a dedicated area to be screened ahead of proceeding to class.

When buses are in service, ridership will be prioritized for those who have no alternative transportation for their children. Capacity will be adapted to limit riders to one per seat, with siblings sitting together on the same seat. Students and drivers will be required to wear face coverings on buses, and drivers will complete daily health screenings prior to beginning their route. Windows will be open to permit outside airflow, and daily cleaning and sanitizing of buses will support a safe and healthy transportation environment.

Facilities

BUILDING MODIFICATIONS

Touch-free faucets have been installed in all restrooms. Water fountains will not be in use, but additional touch-free water bottle fillers have been added on each campus. Throughout the buildings, ample supplies of hand sanitizer will provide easy access for hand hygiene. Our HVAC system is undergoing a thorough inspection and will be repaired and upgraded to maximize ventilation and outside airflow. Isolation areas have been established in case symptomatic individuals need to be segregated from the School population.

CLEANING AND DISINFECTION

Our daytime janitorial team will be expanded to include dedicated crew members trained in high-touch surface (HTS) cleaning and disinfecting. Nightly janitorial services will also include HTS cleaning and disinfection. As an added measure, electrostatic disinfecting will provide an additional layer of protection. Between classes and as needed, sanitizing wipes will be used to disinfect high-touch surfaces in classrooms.

Visitors

In order to limit potential exposure and viral transmission, visits to campus will be restricted. Our dedicated team is always available to partner with you on your child's education, but for everyone's safety, parents and guardians will not be allowed to visit campus. Please plan on conducting meetings with teachers, administrators, or counselors virtually.

VI. YOUR ROLE IN SUPPORTING THE COMMUNITY

Partnership with Families

We are grateful for our partnership with families and we appreciate your support, flexibility and understanding during the uncertainty of the pandemic. Our faculty, administrators, and staff work hard each day to ensure a best in class educational experience for our students. Our faculty have spent the summer training and preparing to deliver an exemplary and inspiring general and Jewish education no matter from where our students are learning. They are committed to supporting the diverse learning needs of each and every student. Faculty and staff training on practices to mitigate the spread of COVID-19, including on-campus policies and protocols, is an integral part of the School's preparedness for a return to campus. Students will be trained on practices applicable when they are on campus as well.



Your partnership in keeping your children healthy and safe is crucial to our return to campus when it is possible. Families are responsible for reading, understanding, and abiding by the information in the divisional Handbooks, including COVID-19 related policies and protocols, and for reviewing Handbook updates and Addenda.

All families must update their demographic information in [PowerSchool](#) and [Magnus Health](#) prior to the first day of school. This contact information will be critical for readily reaching parents or guardians in case their child is symptomatic, or we need to initiate contact tracing.

In support of your children and our faculty and educators, please read and understand all of our respective roles in the Partnership Documents for each division:

[High School Effective Partnership Document](#)

[Middle School Effective Partnership Document](#)

[Lower School Effective Partnership Document](#)



Mitigating Community Transmission

Although CESJDS will begin the school year in remote learning, we are anticipating that at some point we will be back on campus. With that in mind, the School has implemented multiple strategies to help prevent the spread of COVID-19. As part of this community, your family's cooperation by observing public health agency recommendations at all times (even when we are not physically together) is critical toward suppressing

contagion. By taking measures to protect ourselves and others, whether we are on campus or students are learning remotely, we demonstrate our commitment to *K'hilah* as a core value of the School. We ask that when attending classes or activities on campus, please be sure to adhere to these mitigation measures:

- Please make sure all Health Forms are uploaded to Magnus prior to September 1, 2020
- Keep your child home when sick (fever of 100.4 or higher)
- Complete daily symptom screening on the Magnus app
- Support mask wearing and teach your children about our [Face Coverings Policy](#)
- Observe [public health recommendations](#) outside of school (mask wearing, physical distancing, hand hygiene, crowd avoidance, isolation or quarantine when sick or exposed)
- Ensure that your child brings a water bottle to school each day
- Ensure your Lower School child wears their fanny pack daily

When on-campus learning commences, students will be trained on protective measures and protocols applicable to their divisions. Adhering to public health recommendations, on and off campus, is an important part of controlling viral spread. Please support the School's efforts toward the health and safety of the community by talking with your child about the importance of these measures.



Travel Restrictions

Travelers to a high-risk country, state, or county are at increased risk of contracting COVID-19. In the interest of preserving a healthy school environment, we encourage those who have traveled out of state within the 14 days prior to the first day of school and throughout the school year to be extra diligent in monitoring for symptoms of COVID-19. Even though school will begin in distance learning mode, this is a critical part of helping our community suppress the virus and move toward conditions that will permit the campuses to open.

Families are expected to adhere to public health guidelines with respect to quarantine or testing after traveling to any high-risk country, state, or county. International travelers may refer to [CDC guidance](#). For Maryland guidance, Governor Hogan's [official website](#) contains up-to-date information on Maryland travel restrictions.

Health Screening, Health Assessment and Immunization Policy

While there is no guarantee against the spread of COVID-19, we have instituted multiple levels of protection to help mitigate risk including, face coverings, hand hygiene, physical distancing and frequent surface sanitization. These policies adhere to the CDC guidelines, the Maryland Department of Health and are based on the recommendations of our own CESJDS Medical Advisory Committee.

SCREENING

Families will need to have thermometers at home. In order to attend school in person on any given day, a student must have a temperature of less than 100.4 F (37.8 C) without the use of fever-reducing medications (acetaminophen/ibuprofen) in the preceding 24 hours, AND have no: sore throat, congestion or runny nose, cough, headache, stomach ache, nausea, vomiting, diarrhea, shortness of breath or difficulty breathing, muscle or body aches, fatigue, chills, loss of taste or smell. Prior to arriving on campus every day students will be required to complete a daily health questionnaire on the Magnus App. Information on how to [access the app](#) and instructions can be found [here](#). **Student's data must be entered by 7:30 AM for carpool riders and 7:00 AM for bus riders. Students will not be permitted to enter the classrooms until screening is completed in Magnus.**

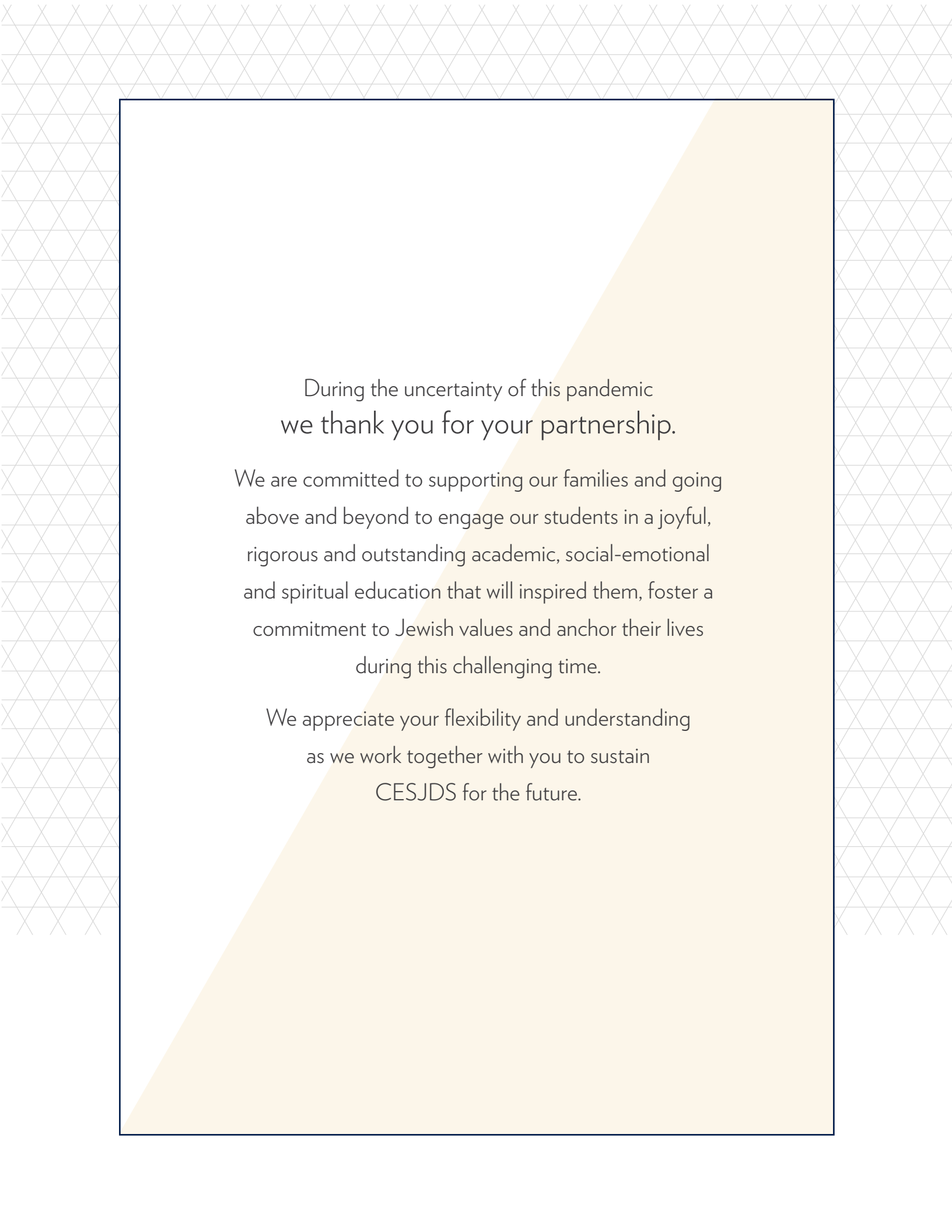
In addition, staff will be using a similar symptom screening system and any essential visitor to our campus will be required to fill out a symptoms check prior to entering the building.

Health Assessment

Health Assessments should be uploaded to Magnus by August 17, 2020 for new students, Gurim, Kindergarten and 6th graders.

Immunizations

Documentation of up to date immunizations should be uploaded to Magnus by August 17, 2020 for new students, Gurim, Kindergarten and 7th graders. In addition to mandated immunizations by the State of Maryland, we are requiring that all students get the annual influenza vaccine by *October 15th, 2020*.



During the uncertainty of this pandemic
we thank you for your partnership.

We are committed to supporting our families and going
above and beyond to engage our students in a joyful,
rigorous and outstanding academic, social-emotional
and spiritual education that will inspired them, foster a
commitment to Jewish values and anchor their lives
during this challenging time.

We appreciate your flexibility and understanding
as we work together with you to sustain
CESJDS for the future.



Where Tradition Meets Innovation.

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/cesjdsconnect