IT IS MY PLEASURE TO PRESENT THE EXECUTIVE REPORT FOR 2018.
THE CONSORTIUM OF JEWISH DAY SCHOOLS (CoJDS)
HAS TAKEN MAJOR STEPS THIS PAST YEAR TO BENEFIT
JEWISH DAY SCHOOLS IN A MYRIAD OF WAYS.

It is gratifying to have a highly professional staff at CoJDS that is always available to communicate with school leaders and provide expert guidance and resources.

CoJDS hosted a very successful Summer Principal Think Tank, where a variety of topics and accomplishments were discussed. Among them was the extremely well received Judaic Studies Achievement Test (JSAT). In the past year, the JSAT 5 was administered to over 2400 students. The principals agreed that the JSAT has taken the leap from the theoretical to being a very practical tool and that it is critical to a successful day school experience. The Grade 8 JSAT, which will be introduced in the coming year, will be replacing the Yeshiva High School Placement Exam (the BJE’s) created by the Jewish Education Project. This exam will allow for a seamless transition from elementary schools to high schools.

We are very pleased to present the first issue of the Journal of Jewish Day School Leadership. The journal is a professional vehicle for school leaders to learn from each other and from experts in the Jewish education field. The first issue has received wide positive acclaim from all segments of the Jewish day school community.

During the Fall of 2018, the Distance Learning project piloted in Hyman Brand Hebrew Academy in Kansas City, with other schools slated to join this cutting edge program. Experienced instructors are teaching in real-time via livestream and are bringing the classroom to extraordinary heights in Limudei Kodesh.

We are pleased to offer specialized training for teachers in Jewish day schools, as well as staffing, professional curriculum webinars for teachers and administrators, and marketing and recruitment workshops. These have all been ongoing this past year and will be further developed over the coming months.

CoJDS has continued to work with small communities to increase Jewish day school enrollment. To that end, the Jewish Day School Transition Initiative of CoJDS, now in its third year, welcomed 49 new students from public schools to day schools. We look forward to working with more schools, administrators, parents, and educational "WE LOOK FORWARD TO WORKING WITH MORE SCHOOLS, ADMINISTRATORS, PARENTS, AND EDUCATIONAL FOUNDATIONS DURING THE CURRENT SCHOOL YEAR TO ENCOURAGE MORE JEWISH FAMILIES TO JOIN THE DAY SCHOOL MOVEMENT."
CONSORTIUM OF JEWISH DAY SCHOOLS

foundations during the current school year to encourage more Jewish families to join the day school movement.

A new effort to help communities was initiated this past fall, in conjunction with foundations and Jewish federations. Entire school systems in specific communities were evaluated in areas such as Information Technology and Teacher Professional Development. Consultations were conducted and recommendations for improvement were written up and submitted to each school.

The Maurice Ralph Julis Principal Training Institute (PTI) has a record number of participants in the current 2018-19 cohort. School leaders are receiving training and CoJDS is preparing these future day school leaders to serve Jewish day schools and meet the needs of the next generation.

CoJDS is dedicated to creating a strong Judaic studies standardized curriculum for Jewish day schools. The popularity of our L’havin U’lehaskil skill-based Chumash and Navi curriculum, currently being used by over 175 schools across North America, and in England, Chile, Australia and Panama, has prompted us to continue developing the program for additional grades.

We are pleased to introduce the new Shmos workbook, the revised Hachana L’Chumash introductory workbook and Sefer Yehoshua workbooks.

A major focus of our organization is to establish deep and meaningful relationships with day schools and their leaders in order to better understand and serve the individual needs of these diverse educational institutions. To that end, regional workshops for school personnel were held in Rochester, Las Vegas, Orlando and Toronto.

We are pleased that during this past year a number of Jewish communal agencies and foundations have partnered with CoJDS. We welcome your involvement to help the Jewish day schools in North America.

You are encouraged to peruse this entire Executive Report for details on all of our programs.

WE INVITE YOU TO JOIN IN OUR EFFORTS TO HELP JEWISH DAY SCHOOLS. PLEASE SHARE YOUR FEEDBACK WITH ME AT HGLASS@COJDS.ORG.

ON BEHALF OF COJDS, I WISH YOU CONTINUED SUCCESS IN YOUR EFFORTS TO CREATE, MAINTAIN, AND IMPROVE OUR JEWISH DAY SCHOOLS.

Rabbi Heshy Glass, Ed. D
CoJDS National Chairman
WHAT DEFINES CoJDS?
INCLUSIVITY

CoJDS has established itself as a central address for the Jewish day school world. A broad spectrum of educators consistently join us working towards a unified goal. CoJDS is available to service all Jewish day schools to advance a quality Jewish education.

EXPERIENCE

CoJDS staff has extensive experience in the very positions held by the people we are helping in large metropolitan areas and smaller communities across North America. Our staff has seen what works and what does not and is able to provide guidance and support because we have lived the day school experience.

RESULTS

CoJDS produces professionally trained school leaders and educators and provides placement and on the job support. Our educational programs and curricula are raising the standards of meaningful Jewish education. Our mission is to increase enrollment in Jewish day schools, thereby making Jewish education more accessible to the broader community. This is done in an altruistic and impactful manner simply to help the Jewish people and ensure its continuity.

RELATIONSHIPS

CoJDS staff has decades of investment in the development of personal relationships with school leaders, educators and Jewish communal organizations. These relationships, combined with our signature personal service, enable us to keep our pulse on the schools.

VISION

CoJDS has an understanding of and access to resources across the spectrum of Jewish organizations and affiliations around the world. Our ongoing involvement with national Jewish organizations, educational professionals and every segment of the Jewish community, provides us with a deep understanding of the needs of the North American Jewish society. This panoramic perception enables us to bring together strengths from across the Jewish community and the broader world of education to raise the level of excellence in day schools.
GOALS

· to provide a collaborative forum of schools throughout North America with an open exchange of practical ideas

· to provide professional development opportunities for schools without adding a financial burden

· to provide educators access to a diverse network of colleagues

· to receive feedback from school leaders in order to continue providing the best resources and services available

Over 250 school leaders, administrators, and teachers convened in Cedarhurst, NY, on July 16-18, to learn, to discuss and to grow. The energy was palpable and the diversity unprecedented. Converging from 33 states and provinces across the U.S., Canada and Mexico, leaders representing schools of various sizes and affiliations had an opportunity to learn from each other, as well as from top quality presenters. From Tulsa to Toronto, Birmingham to Boston, many schools grapple with similar issues. By utilizing collective wisdom and professional expertise, participants left the conference with innovative ideas, strategies, and initiatives to advance the objectives of their schools.
Summer Think Tank V was kicked off Monday morning July 16 with a workshop given by Larry Thompson, nationally recognized expert on creating a positive school environment. His presentation on “Responsibility Centered Discipline” was met with rave reviews by the participants. CoJDS acknowledged that this unique workshop would have a maximum impact if brought to a larger number of educators, including teaching staff. To that end, CoJDS facilitated workshop presentations by Mr. Thompson in Jewish day schools in Memphis, TN; Baltimore, MD; and Norfolk, VA; with two more scheduled in early 2019 in Vancouver, BC; and South Florida. See page 70 for more information on Mr. Thompson’s workshop.

HaRav Sholom Kamenetsky, Rosh Yeshiva of the Talmudical Yeshiva of Philadelphia, addressed the assembly on the topic of leadership. As the spiritual mentor for CoJDS, Rav Kamenetsky brought lessons from the Torah on the Jewish perspective of leadership and how to apply these lessons in the role of a school principal. Dr. David Pelcovitz, Straus Chair in Psychology and Jewish Education of the Azrieli Graduate School of Jewish Education and Administration at Yeshiva University, discussed what school leaders can do to avoid crisis and scandal in their schools and how to respond when difficult issues arise.

Rabbi Glenn Black, CEO of NCSY Canada, gave the crowd food for thought in proposing questions such as “can you write a sentence that defines your school?”, followed by “can someone else say that too?” Rabbi Avrohom S. Moller, Superintendent, Associated Talmud Torahs of Chicago, shared with school leaders a systemic measure of supervision and evaluation. He helped principals develop customized supervision programs that align with best practices which will help administrators effectively achieve their goals in a more sustainable way.

CoJDS is grateful that Dvir Kahana, Director General of the Ministry of Diaspora Affairs, traveled from Jerusalem to inspire conference participants with words of encouragement and provide a listening ear to the needs of schools in small communities. The ministry has set its sights on bolstering formal day school education in North America and recognizes the heroic efforts of educators battling the tide of assimilation. Mr. Kahana participated in the Wednesday Think Tank session to hear the most pressing needs of the schools directly from the 40 principals who traveled from small communities. Mr. Kahana expressed his feeling that “an educator working with children in small-town America is serving a greater role in fighting for the Jewish people than a general in the IDF.”
Gilles Gade, President and CEO of Cross River Bank, shared with the participants his experiences in the business world and the parallels that can be learned to benefit day schools. In only 10 years, Mr. Gade, who oversees over 180 employees, has grown the bank into the third largest same day ACH originator in the US. The same efficiencies that are used for success in the for profit world of finance, can and should be utilized by schools to thrive. Although the goals of day schools differ greatly from those of corporate financial institutions, the reality is that unless adjustments are made to make day schools more cost efficient and fiscally responsible, growth cannot be maintained.

Continuing on the business track section of the conference, sessions addressed guidance to fundraising in both theory and practice. Alan J. Steinberg, a real-estate owner and investor who has raised tens of millions of dollars for Jewish day school education, shared with conference participants his experiences and expertise.

Presenters at Think Tank V included: HaRav Sholom Kamenetsky, Dr. David Pelcovitz, Rabbi Glenn Black, Rabbi Avrohom Moller, Lynn Raviv, Tracie Glazer, Dr. Jeffrey Lichtman, Alan Steinberg, Miriam Gettinger, Lev Stark, Gilles Gade, Dvir Kahana, Becky Udman and Elana Fertig.

“THANK YOU TO THE CONSORTIUM FOR INTRODUCING OUR SCHOOL TO LARRY THOMPSON!
MARGOLIN HEBREW ACADEMY ADOPTED RESPONSIBILITY CENTERED DISCIPLINE IN AUGUST AFTER LARRY’S FIRST VISIT. WE ARE STEADILY MAKING PROGRESS IN IMPLEMENTING RCD. TODAY, WE HOSTED LARRY FOR A SECOND VISIT (THIS TIME PAID FOR BY THE LOCAL SCHOOL DISTRICT!) FOR OUR WINTER PROFESSIONAL DEVELOPMENT DAY. HE CONDUCTED SESSIONS WITH EACH OF OUR DIVISIONS AND WITH THE ENTIRE FACULTY. WE LOVE WORKING WITH HIM.”

RABBI BENJY OWEN, HEAD OF SCHOOL
MARGOLIN HEBREW ACADEMY-FEINSTONE YESHIVA OF THE SOUTH
“I learned a lot from the other small schools present as well as from the larger schools who maybe did not know the struggle of the smaller community day schools.”

“There were some exceptional speakers! I very much enjoyed the conferences given by Larry Thompson, HaRav Kamenetsky, Dr. Pelcovitz, Miriam Gettinger, Rabbi Moeller, and Becky Udman.

Everything these speakers discussed were practical and applicable to many areas in the school environment. Thank you for organizing such a wonderful event with great networking opportunities.”

“The friendliness of the staff was astounding. The presentation was so real and down to earth. Rabbi Glass makes you feel so important and always wants to help in any way possible. Keep up the great work.”

“Thank you for organizing an inspiring, informative and well thought out conference! I am looking forward to attending the next one!”

“Can I give a 6th star??”

“It was great seeing the common ground across the country.”
Principal Think Tank V
July 16-18, 2018 | 395 Pearsall Ave., Cedarhurst, NY

MONDAY, JULY 16

7:30AM
Shacharis available

BETH SHOLOM
390 BROADWAY
LAWRENCE, NY

8:30AM
Arrivals - Registration

BETH SHOLOM
390 BROADWAY
LAWRENCE, NY

9:00AM-3:30PM
Responsibility-Centered Discipline Certificate Program

Larry Thompson, M.Ed., Supportive Discipline Innovator,
Creator of “Responsibility-Centered Discipline”

Create a Culture of Calm in Your School
Learn to guide your faculty to respond to disruptive and spiraling situations and inculcate a sense of behavioral responsibility amongst your student body.

The RCD method will:
• Enhance school climate
• Improve classroom management
• Reduce disruptive behaviors
• Increase core competencies

Rabbi Hillel Adler
Small Community Schools Special Session

Temima Feldman
Principal Training Institute (PTI)
General Studies Principal Council

Dr. Eli Shapiro
Professional Development
Speakers Bureau
Regional Conferences

8:00am-7:00pm
HaRav Shalom Kamensky, Rosh Yeshiva, Talmudical Yeshiva of Philadelphia

KEYNOTE ADDRESS: Dr. David Pelcovitz, Straus Chair in Psychology and Education, Azrieli Graduate School of Jewish Education and Administration

Avoiding and Responding to Crisis and Scandal

7:00pm
Dinner

7:00pm
Networking and COJDS Helpdesk

COJDS
395 PEARSALL AVE.
CEDARHURST, NY

Meet with COJDS Team Members

Rabbi Hillel Adler
Small Community Schools Special Session

Temima Feldman
Principal Training Institute (PTI)
General Studies Principal Council

Dr. Eli Shapiro
Professional Development
Speakers Bureau
Regional Conferences

Rabbi Tzvi Daum
Judaic Studies Standardized Achievement Test (JSAT)

Tamar Nusbaum
L’havin U’lehaskil

Hadassah Svei
Morah’s Place

Chana Noa Gelbfish and Suri Ganz
Foundations

MONDAY, JULY 16

10:00AM-2:00PM
Special L’havin U’lehaskil Training

Mrs. Rachel Schuh,
L’havin Morah and Trainer

Mrs. Tamar Nusbaum,
CoJDS Lamdeini Curriculum Coordinator

- FORMAT OF WORKBOOKS
- PROGRAM OVERVIEW
- METHODOLOGY AND PHILOSOPHY
- SCOPE AND SEQUENCE
- REVIEW OF BASIC SKILLS AND HOW THEY ARE FOUNDATIONS FOR L’SHON HAKODESH

- HANDS ON
- PACE: Plan and map out your year.
  (Must bring your school calendar)
  Plan your lesson - incorporate all elements of L’havin program in your daily lesson

SHARE TECHNIQUES AND STRATEGIES FOR:
– reinforcing and building skills
– developing critical thinking skills
– understanding Rashi
– building and empowering children to learn Chumash independently

COJDS
395 PEARSALL AVE.
CEDARHURST, NY
We all agree that effective supervision and evaluation is a critical part of a school leader’s responsibility. It is also a very challenging task that requires a lot of time and administrative resources. This session will present a rubric on measuring the quality and the efficiency of a school’s supervision and evaluation and help school leaders focus on the strengths and weaknesses of their program. This presentation will help school leaders implement customized programs that align with best practices to achieve the goals of supervision and evaluation more effectively and in a more sustainable way.

This presentation will help school leaders focus on the strengths and weaknesses of their program. This session will present a rubric on measuring the quality and the efficiency of a school’s supervision and evaluation and help school leaders focus on the strengths and weaknesses of their program. This presentation will help school leaders implement customized programs that align with best practices to achieve the goals of supervision and evaluation more effectively and in a more sustainable way.

Inclusion: Effective Strategies for the Round Child in the Square Classroom

We can think similarly, “how do we empower every student whether the student is a round child in a square classroom or a square child in a round classroom?”

“How to identify and fulfill your community’s needs, differentiate yourself and create meaningful partnerships that speak to the soul of your school and create a general sense of community.”

“In March of 1988, a group of parents, educators and community leaders decided that there was a need for a school that would provide a modern and progressive Jewish education. The initial vision was to create a co-ed school that would include a Wheels Program with the goal of preparing students for inclusion into the general public school system.

Parent Stewardship

Is your school responsive? Inspiring? How would parents depict your school in one word or phrase? Session will examine the role of parent stewardship and present tools and tips on navigating the awesome responsibility placed upon administrators and mechanchim, from motivating and managing participation to partnering in curriculum and instructional initiatives to inviting parental feedback. Presenter will examine this complex dynamic in our schools culled from over 40 years of experience.

How we see ourselves as organizations and a general sense of community.

Effort to increase parent satisfaction, donor engagement and create meaningful partnerships that speak to the soul of your school and a general sense of community.

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Effort to increase parent satisfaction, donor engagement and create meaningful partnerships that speak to the soul of your school and a general sense of community.
WEDNESDAY, JULY 18

**Arrivals - Registration**
9:15AM - 12:30PM

**TRACK 1: EARLY CHILDHOOD**

**CLASSROOM A**

**Becky Udman,**
Pre-School Director, Torah Day School of Dallas

**Impact your School Culture!**
Connecting with each student is the prerequisite to all learning. The tools of Love and Logic and Conscious Discipline give a step by step to connection, self-regulation, and independence. Connecting with each staff member brings out the best in them and leads to a more productive and growth oriented staff.

**Lunch and Panel Discussion led by:**

**Batya Jacob:** Director of The National Association of Jewish Schools Serving Special Children (a division of Yachad), will share her insights on children with particular disabilities and needs.

**Randi Goldfarb, LCSW:** A licensed clinical social worker and preschool teacher, will share her expertise on challenging behaviors.

**Chanie Wilschanski, MS, Ed:** Owner of DiscoverED Consulting, will share tips on organizing yourself and your school.

**Special informational session on Morah’s Place with Mrs. Hadassah Svei**

**Lunch**

12:30PM - 2:00PM

**TRACK 2: SMALL COMMUNITY**

**CLASSROOM A AND CONFERENCE ROOM A**

**Small Community Think Tank**

This session will be joined by:

**Dvir Kahana,** Director General of the Ministry of Diaspora Affairs of the State of Israel

**Rabbi Yechiel Benari,** Tefillah Curriculum

**Richard Hagler,** Executive Director, HALB

**Rachel Schuh,** L’havin Morah and Trainer

The group will collaborate to brainstorm cooperative solutions for the list of common dilemmas formed in the Tuesday session. Armed with the developed solutions, the group will then form committees, assign tasks and set schedules and goals for the 2018-19 school year.

2:00PM - 4:00PM

**TRACK 1: EARLY CHILDHOOD**

**CLASSROOM A**

**Elana Fertig,** Early Childhood Director, Yeshiva of South Shore

**Infusing Preschool Directors with Ruach (And Super Powers)**
How to Keep Your School, Your Staff, and Yourself Energized, Excited and Inspired

Tools and tips to help you juggle your role as Early childhood Director, while taking care of everyone and keeping yourself inspired too. Ideas for organizing, delegating, public relations, creating change, and easy, inexpensive ideas to keep your school fun!
51% of survey respondents reported that their expectations were exceeded at the 2018 CoJDS National Conference

51% of survey respondents reported that their expectations were exceeded at the 2018 CoJDS National Conference

250+ day school educators and administrators

participation from 33 states and provinces across the US and Canada

97% would recommend a CoJDS conference to a colleague

98% of survey respondents reported that the conference met or exceeded their expectations
“An educator working with children in small-town America is serving a greater role in fighting for the Jewish people than a general in the IDF.”

DVIR KAHANA
DIRECTOR GENERAL
OF THE MINISTRY OF DIASPORA AFFAIRS

“It was an amazing chizuk being with so many people in similar situations. I thought the idea of breaking into groups to try and brainstorm ideas to address certain issues was amazing.”
“The same concepts and strategies that are used for success in the for-profit world of finance, can and should be utilized by schools to thrive.”

GILLES GADE
PRESIDENT AND CEO
CROSS RIVER BANK

“If you don’t ask, you don’t get”

ALAN J. STEINBERG
PRESIDENT, PARK ROW EQUITY PARTNERS
“The atmosphere was so warm and welcoming! This set the stage for learning, sharing, and camaraderie. Workshop presenters were top of the line, experts in subject matter and presentation skills. All in all, we felt valued and celebrated as educators!”

“...schools in small cities around our nation would be the extinction of opportunity for Jewish learning and growth for the Jewish children, adults, and leadership potential of tomorrow.”

TRACIE GLAZER
HEAD OF SCHOOL
HILLEL COMMUNITY DAY SCHOOL, ROCHESTER, NY
“What is one sentence that defines your school that no one else can say?”

RABBI GLENN BLACK
CEO, NCSY, CANADA

“Necessity often makes one innovative and fosters thinking outside of the box. Perhaps that is the power of small schools. You are forced to collaborate and make decisions that one might not normally make. Creativity grows naturally from this process and wonderful learning opportunities and experiences are often the result.”

DR. MELANIE WAYNIK
HEAD OF SCHOOL
EZRA ACADEMY
WOODRIDGE, CT
2018 has been a banner year for the Consortium of Jewish Day Schools Regional Conferences Initiative. Hundreds of teachers and administrators from schools across North America have benefitted from the opportunity to connect, collaborate and contribute at these regional events.

January

The winter conference was hosted by the Orlando Jewish Day School. Participants from over 25 schools from South Florida and the across the United States joined sessions presented by leaders in their respective areas of education. Presenters included Dr. Jeffrey Lichtman, Amy Goldman, Batsheva Frankel, and Rabbi Baruch Noy. A special session for small community school leaders was facilitated by Miriam Gettinger of Hasten Hebrew Academy of Indianapolis, IN. A meeting of the general studies principals was facilitated by Temima Feldman of the Torah Academy for Girls in Far Rockaway, NY, and Director of the CoJDS Principal Training Institute (PTI).
Regional conference participants reported at an astounding rate of **97%** that CoJDS conferences met or exceeded their expectations.

CoJDS is committed to meeting the professional and educational needs of communities across the globe.
**March**

In an ongoing effort to connect Jewish educators with valuable professional development resources and with each other, CoJDS co-hosted a Jewish Day School meetup at the National Association of Independent Schools (NAIS) annual conference in Atlanta, GA. Participants had the opportunity to discuss best practices and learn from each other in a relaxed social environment.

*Dr. Eli Shapiro (r) at the National Association of Independent Schools Conference, Atlanta, GA 03.08.18*

**April**

This year’s Annual West Coast Conference took place in Las Vegas, NV, and was titled “360 Degrees - Rethinking The Classroom From Every Angle”. Dr. Norman Goldwasser from Miami Beach, FL, led the keynote session with a discussion on using positive psychology to create a safe learning environment. This was followed by sessions from Shelly Kalb, Leah Kitainik, Rabbi Ahron Rosenthal, Brittney Friedman and Dr. Leslie Murdock. A special session for early childhood educators was run by nationally renowned “Love and Logic” speaker Becky Udman.
“THANK YOU SO MUCH FOR THE OPPORTUNITY TO JOIN THE CONFERENCE IN LAS VEGAS. IT WAS A GREAT OPPORTUNITY TO NETWORK AND LEARN FROM PROFESSIONALS IN THE FIELD. I REALLY GAINED FROM THE SESSIONS IN A PRACTICAL WAY AND LOOK FORWARD TO IMPLEMENTING SOME IDEAS IN MY CLASSROOM.”

MIRIAM KALTER
MAAYAN TORAH DAY SCHOOL, PORTLAND, OR
**October**

The new school year brought renewed energy and collaboration in Rochester, NY. Participants from schools in Rochester and Buffalo, NY, as well as from Pennsylvania, Connecticut and Indiana, learned from Batsheva Frankel, Britteny Friedman, Rabbi Ahron Rosenthal and Lev Stark. The Rochester conference reinforced the important role that CoJDS plays in energizing and improving Jewish education in small but thriving communities.

**November**

CoJDS partnered with the Orthodox Union’s Yachad program to support Professional Development in Toronto, Canada. Taking place at Eitz Chaim’s Patricia Campus, the “Strategies for Success” conference featured Dr. Ross Greene and CoJDS speakers Rabbi Yehudah Fogel, Ashley Charnoff and Becky Udman. Topics included: Collaborative and Proactive Solutions: Understanding and Helping Students with Social, Emotional, and Behavioral Challenges; How to Develop Your Student’s Executive Functioning Skills; Differentiated Instruction in Action and more.
The presentation on staffing and team building was highly relevant, and the presenter was extremely knowledgeable. My favorite part was the opportunity to meet with General Studies directors from around the country, and even from Canada. Being able to share our experiences and swap ideas was invaluable.

Miriam Swann, Principal
Arie Crown Hebrew Academy, Chicago, IL

I really had a wonderful time at the (Orlando) conference. I learned and grew in a variety of areas and feel that I am and will be a better Principal from the experience. Thanks so much for putting it together and keep up the great work!

Rabbi Yosef Deutscher, Principal
Yeshiva Tiferes Moshe, Kew Gardens, NY

I want to once again thank you on behalf of myself and the members of my staff who joined me yesterday in Las Vegas. We were able to reflect on the conference during our trip back to Phoenix, and it is clear that each of us not only learned clear strategies for use in better chinuch, but were inspired as well.

Rabbi Yisroel Weiner, Principal
Phoenix Hebrew Academy

The CoJDS Upstate New York Regional Conference was an enriching experience for our entire staff! As an administrator of an out-of-town day school, it is very important for me to be able to interact with and communicate with our parent body and the community at large. Lev Stark’s presentation about communication, PR, and events was very all-encompassing, and left me with several relevant ideas to help strengthen the relationship between our school and our community. I would definitely recommend that other schools and regions take advantage of the expertise the Consortium is able to provide. I wish them only continued success in raising the bar of Jewish education.

Rabbi Dov Chastain, Assistant Principal
Derech HaTorah, Rochester, NY

Hillel School was fortunate to host a Consortium of Jewish Day Schools Upstate New York Regional Conference, in Rochester, NY on October 8, 2018. The conference served as deep and embedded professional development for the over 50 educators, administrators and staff who attended. Those who attended found it informative, educational, and inspiring.

As a Head of School, it was encouraging to watch and participate alongside representatives from different schools from small communities. We were blessed to take part in a function that the COJDS team formulated to offer individualized support system education, that was tailored to each of our institution’s distinctive characteristics and learning environments.

.... I also offer my thanks to the staff of CoJDS for showing a deep commitment to Jewish children and schools in smaller communities. Your commitment was definitely evident in the way that you planned, prepared, and facilitated such an amazing event for our entire community of Jewish education professionals.

Sincerely,

Tracie Glazer, Head of School
Hillel Community Day School, Rochester, NY
**SPECIALIZED SCHOOL NETWORKS**

**GOALS**

- to connect educators facing similar challenges
- to bring together teachers and students from smaller communities
- to create a united front for fundraising and business costs
- to provide educational resources specific to the needs of small communities
- to support the unique role of the general studies principals in day schools and improve the quality of general studies programs in day schools

For more information about the JDS Council for Smaller Communities please contact hadler@CoJDS.org.

For more information about the General Studies Principals Council please contact: tfeldman@cojds.org.

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**Small Communities Council**

_The day school movement proliferated 70 years ago based on the firm conviction of dedicated individuals that the future of Jewish life in America will only be perpetuated if it is based on solid Jewish education. History has proven this to be true and it is most obvious in smaller communities. Day schools are the lifeblood of a community, even more so than the synagogue, the JCC, the kosher supermarket, restaurant or community programs._

_CoJDS has taken a special interest in the perpetuation of Jewish life in smaller communities through support of the local day schools. For too long individual schools in these communities have been operating as if on lone islands separated from each other. Our goal is to unite the efforts of the schools as a unified force which will be much stronger than the sum of its parts._

**HOW WE DO IT:**

**SMALL COMMUNITIES CONFERENCES:** CoJDS gathered 40 school leaders in Orlando in January and 50 school leaders in Cedarhurst in July to collaborate and brainstorm about the ways that communities can work together. School leaders shared programs and discussed solutions to common challenges.

- Small Community Think Tanks
- Establishment of E-mail Collaboration Group for Small Communities
- Enlistment of Human Resource Director in Israel for Placement of Judaic Teachers in the Diaspora

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E-MAIL GROUP COLLABORATION: An outcome of the July conference of small communities was the creation of a discussion group for similar schools to discuss issues such as tuition assistance policy and procedures, report card systems and fundraising. Keeping the discussion within similar sized schools avoids the static created when larger schools participate in the conversation.

SMALL COMMUNITY ADVOCACY: The needs of schools in small communities are often neglected due to limited access to philanthropic support. CoJDS will serve as the unifying force to develop proposals which will serve multiple communities. Instead of each school representing 50-100 students, a consolidated voice will advocate for 50-100 schools, representing several thousand students.

CITIES PARTICIPATING IN COJDS SMALL COMMUNITIES CONFERENCES IN 2018

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<td>Huntington Beach, CA</td>
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“THE FUTURE OF THE JEWS IN THE DIASPORA WILL BE DETERMINED ON HOW WE ACT IN THE NEXT FEW YEARS. WE DO NOT HAVE ANOTHER 10-20 YEARS. WE NEED TO ACT NOW.”
DVIR KAHANA, DIRECTOR GENERAL OF THE MINISTRY OF DIASPORA AFFAIRS OF THE STATE OF ISRAEL
ADDRESSING THE COJDS SUMMER CONFERENCE, JULY 2018

“There were many reasons I felt this think tank was excellent, but what stood out most for me was the superlative small communities’ focus groups and discussion. The ideas exchanged among the outstandingly talented heads of school were thought-provoking, inspiring, and most important -- practical.”

POST-CONFERENCE SURVEY FEEDBACK
Small Communities Council meeting at Summer Think Tank 07.18.18

Small Communities Council participants at Summer Think Tank 07.17.18

l-r: seated: Mariashi Groner of Charlotte, NC, Susan Siegel and Carolyn Hawks of Greensboro, NC, Lillian Hellman of Tulsa, OK
standing: Dr. Melanie Waynik of Woodbridge, CT, Beth Cohen of Omaha, NE, Lynn Raviv of Birmingham, AL
Rabbi Glass visits the N.E. Miles Jewish Day School in Birmingham, AL 04.09.18 Pictured are Lynn Raviv and Rabbi H. Glass

Small Communities Council strategy meetings 07.17.18
**Judaic Teachers Initiative**

One of the most resounding needs we have heard from countless communities is for quality Judaic teachers who are knowledgeable and trained in pedagogy. In 2018, CoJDS took the first step in tackling this issue by enlisting a human resource director in Israel to oversee the flow of recruits graduating from the existing teacher training programs who are looking for positions in the diaspora. Rabbi Kalmen Rosenbaum comes with over four decades of experience as a principal, including leading schools in Richmond, VA; Hartford, CT; and Atlanta, GA. Rabbi Rosenbaum is one of only six private school principals from across the country and the third Yeshiva principal ever to receive the National Distinguished Principal award from the National Association of Elementary Principals (NAESP). Rabbi Rosenbaum will draw from extensive experience as a principal and his intimate understanding of the needs of small communities to assist CoJDS in directing teachers to positions in which they can be most effective.

**LOOKING AHEAD TO 2019**

- **Judaic Staffing:** A survey released by the Pincus Fund for Jewish Education in July 2018, revealed that the most pressing need of schools in the diaspora is qualified, trained Judaic teachers. CoJDS is working to develop a centralized Judaic teacher training course as well as a unified placement service with a focus on providing Judaic staff to communities that have the most difficulty attracting teachers.

- **Distance Learning:** CoJDS will provide video conferencing lessons on an array of subjects. The use of technology will offer a level of expertise and experience not easily accessible in smaller communities. Distance learning offers several advantages such as the ability to connect smaller classes with each other, lower costs and the ability to engage “technology native” students in a format in which they are more comfortable.

- **Joined Curricula and Trips:** CoJDS plans to expand the current alliance of eight schools that are currently working together on shared curricula and middle school trips. We also plan to organize shared 8th-grade trips to Israel.

- **Shared Back Office:** Expected in 2019 is a model for a centralized business office to handle routine tasks such as bookkeeping, tuition billing, payments, insurance, and financial reports. The objective will be to copy systems currently in place in the business world and significantly cut expenses for schools with budgets that are strained enough. Schools will be better able to focus resources on their primary mission of education.
Dear Rabbi Adler,
I wanted to send my thanks to you and CoJDS for recognizing the needs of small schools and making the commitment to help us achieve the best in our communities. We know we cannot do it alone, and we – collectively – are deeply appreciative for the leadership of CoJDS in this important initiative.

Beth Cohen, Head of School
Friedel Jewish Academy, Omaha, NE

I must take a moment to sincerely thank each of you for the inspiration and professional nature of the Think Tank. Kudos for the positivity, pervasive innovation and dedication to the cause of Jewish education across the North American landscape. The small schools initiative in both its medium of collaboration and outreach and message of strategic planning as well as each of the sessions including the out of the box evening talks Tuesday evening depict the dedication and vision of the organization to make Torah great and bring it honor.

Miriam Gettinger, Principal
Hasten Hebrew Academy, Indianapolis, IN

Dear Rabbi Glass,
You are truly remarkable and revolutionary in your mission, dedication and drive...I know that together we can build a network of strong thriving schools across our network and nation. You are making possible what has felt insurmountable. Thank you for the opportunity and pathways. I only hope that my peers and I can work together to make you proud. The significance of Jewish Day Schools does not [only] lie in their being conducive to the survival of our own people but in being sources of spiritual wealth, a source of meaning relevant to all peoples and an inspiration for all generations. Thank you.
Warmly,

Tracie Glazer, Head of School
Hillel Community Day School, Rochester, NY

Dear Rabbi Glass and Rabbi Adler,
Deep and sincere gratitude for allowing me to be part of the amazing work that CoJDS is doing. You definitely have brought Southern hospitality to Cedarhurst. Everyone in the CoJDS organization could not have been more engaging, caring, concerned about our welfare...it all starts at the top, Rabbi Glass! And Rabbi Adler, you went above and beyond to ensure that we were not lacking comforts, rides, etc. Many thanks to you both and to the entire CoJDS staff.

I, personally, understand what it takes to convene such a meeting as you did. It does not matter if it is for 10 or 500, it is an endeavor that takes thought, energy, etc. I am truly grateful. I believe we are all on a journey in many ways and for sure, the work of strengthening Jewish education is a work in progress. It is not necessarily a linear journey either.....and we learn as we go along, agreeing and disagreeing. If there had not been such a gathering, I would not have had a chance to continue to learn more about the state of Jewish education today.

I know that the sharing of stories and experiences with each other and informal conversations went a long way in bringing the group together. And I am sure all the participants took away many gifts from the sessions and presenters. Impressive was the number of people who came. The three days were valuable in many ways.

Our afternoon sessions did gain traction. These were more productive sessions with worthwhile ideas and tangible take-a-ways generated.

Again, I look forward to other reflections on the past three days, and to build on what we learned for hopefully future meetings. I remain very optimistic. It is a privilege and responsibility that we have, as Jewish educators, to continually improve our practice—the lifeblood of the Jewish future is in our hands.

Again, it was a sincere privilege to share the three days with all of you and the other participants.

Lynn Raviv
Birmingham, AL
ENROLLMENT AND SCHOOL MARKETING

GOALS

• to increase enrollment in day schools by attracting students who are currently receiving no Jewish education

• to remove financial barriers preventing parents from enrolling children in day schools

• to create a central low cost resource for schools to receive marketing tools and coaching

• to advocate on behalf of day schools toward increased funding from local resources

• to unify communal efforts to enlist more children in day schools

For more information about the Enrollment and Marketing Division please contact Rabbi Hillel Adler at hadler@cojds.org

Question: Is the day school movement stronger today than it was 20 years ago? 40 Years ago? 60 years ago?

Answer: Yes and no.

Yes. In absolute numbers we can point to a total number of students which is nearing 300,000 in the US alone. New schools open every year and many have difficulty finding enough space for the hundreds of applicants they receive.

No. Many of the schools that were opened 50-70 years ago at the beginning of the day school movement struggle to maintain the critical mass needed to survive. These schools service communities representing hundreds of thousands of Jews in which the day school serves as the primary source of formal Jewish education. These anchor schools look at enrollment numbers as their vital signs of survival. The children are out there. The struggle is against growing assimilation and apathy.

The CoJDS Marketing and Enrollment Division exists for the purpose of supporting enrollment growth in these communities outside the larger Jewish metropolitan centers.

How do we do it? We use a multi-level approach to maximize impact.

TUITION BRIDGE: Utilizing a unique targeted system, we provide schools leverage in completing registration for families at risk of withdrawing registration due to concerns about their tuition agreement. Through providing scholarships in these select cases we are also increasing the revenue of the school in what would otherwise be an empty seat in the class. During the 2017-18 school year, our investment has yielded a return of investment of $240,000 in tuition revenue. CoJDS follows the progress of each individual student to ensure the requisite care is given to incorporate the beneficiary families within both

• 48% Increase in Student Scholarships for Enrollment Initiative
• Social Media and Digital Marketing Workshops and Consultations Provided to Schools for Minimal or No Cost
• Grant Writing Assistance Designed for Recruitment

WHAT’S NEW • • •
the school and broader community. A CoJDS representative negotiates each case with the school in order to maximize buy-in from both the school’s scholarship committee and to increase investment from parents.

**Parent Marketers:** A CoJDS representative meets with parents and school admission directors to formulate a strategic plan of how to best market the school based on the demographics of the area. Parents are trained in word of mouth marketing and successful methods in reaching out to prospective parents based on a peer-to-peer relationship. The parent volunteers significantly increase the reach of the school’s admissions efforts and provide a personal and authentic avenue for parents to learn about what the day school experience has to offer.

**School Staff Training:** CoJDS provides staff training in marketing the school and capitalizing on relationships as a key to improving the recruitment and retention trends of the school. A major aspect of marketing the school is to produce happy parents and children. Professional development workshops for school staff assists in improving the parent-staff relationship and the general school atmosphere.

**Marketing Consultation:** We provide schools with targeted marketing tools designed for maximum impact with millennial parents. CoJDS takes into account the limited budgets of schools and provides services at little or no cost. Services include custom-made brochures, school website assessment, parent surveys, social media marketing plans, and branding overhauls. Materials are shared from non-competing schools as a national collaborative group effort amongst all day schools. Recognizing the limited resources of most schools, we eliminate the need for each school to create its own brochures and marketing plan from scratch.

**Community Partners:** CoJDS is currently the day school organization with the most extensive and diverse reach in regards to strong relationships with community leaders on the ground. We apply the “it takes a village” approach to enroll more children in day schools. As such, we partner with national and local outreach organizations, Chabad shluchim, Jewish camps, outreach community kollelim, youth group organizations, and community rabbis to join forces and create a community-wide system for gathering data and leads on potential future day school parents. We also develop collaboration between rabbis and parent ambassadors for maximum impact. We create an effective system whereby a lead generated by the initial engagement with an outreach organization or rabbi is then given to a parent ambassador of the school who can work with fellow parents on a personal level.

**Grant Consultation:** CoJDS assists schools in conducting feasibility studies to determine the projected effect of various tuition assistance programs to increase enrollment. The results of these studies are used to develop proposals to local and national foundations and federations interested in promoting Jewish continuity through Jewish education.

### Communities Benefiting from Marketing Workshops and/or Tuition Bridge Scholarships

| Las Vegas, NV | Highland Park, NJ | Margate, FL |
| San Diego, CA | Vancouver, BC | Charlotte, NC |
| Indianapolis, IN | Portland, OR | Columbus, OH |
| Phoenix, AZ | Seattle, WA | Morganville, NJ |
| Tamarac, FL | Atlanta, GA | Rochester, NY |
| Irvine, CA | New Orleans, LA | Longmeadow, MA |
| Sharon, MA | Commack, NY | Orlando, FL |
| Harrisburg, PA | Allentown, PA | Calgary, AB |
| Huntington Beach, CA | Hamilton, ON |  |
### YEAR 1: 2016-2017

<table>
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<th>30 students</th>
<th>Scholarship sent $27,750</th>
<th>Total Revenue to the Schools $185,957</th>
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### YEAR 2: 2017-2018

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<th>35 students</th>
<th>Scholarship sent $27,179</th>
<th>Total Revenue to the Schools $181,104</th>
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### YEAR 3: 2018-2019

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<th>52 students</th>
<th>Scholarship cost $42,770</th>
<th>Total Revenue to the Schools* $240,000</th>
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<td>14 Schools</td>
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*projected

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Yasher Koach on procuring the large donation to send more kids to Jewish day school! What a zechus. It is both these moms’ dreams to send their kids to Jewish school and the kids are so looking forward to it.

Thank you helping us make it a reality.

Aviel Brodkin, Principal, Maayan Torah Day School Portland, OR

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Dear Rabbi Adler and CoJDS,

With a full heart, I offer thanks for getting the results that I could not do alone. Here is a picture of the family (you helped) on their first day of school.

I will gladly share updates about each child growth this year!

Rivkie Gottlieb, Lower School Judaic Studies Principal, Robert M. Beren Hebrew Academy, Houston, TX

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Good Morning, Rabbi,

I spoke with the family and they have accepted the tuition agreement with this $1,000 and what we were able to offer for aid at the school level! I am so appreciative of your help with this as this is a student that will truly thrive in our school and could become a lost number in the public system/large classes.

Thank you!

Erin Kivel, Director of Community Engagement & Admissions, Hillel Community Day School, Rochester, NY

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Dear Rabbi Adler,

Thank you very much for this very positive update! We are so appreciative for the work that you are doing to help with these scholarships.

I love the story you shared!

Susan Siegel, Head of School, Bnai Shalom Day School, Greensboro, NC
Hillel,
Here is the info for the three families that we are currently working with. We are also trying to work with private donors to help us fill the gap. All three have severe financial hardships, and can easily end up in a public school. Thank you so much for all your help. BH, all three student are in CTA and doing well. Thank you for everything you are doing.
Rabbi Avrohom Drandoff, Head of School, Columbus Torah Academy, Columbus, OH

Dear Rabbi Adler,
Shanah Tovah and many thanks for your continued support. Your efforts to help ensure that the gift of Jewish education is accessible to all continues to propel our communities forward. We are very grateful for all that you are doing. We would love to host you and any donors. We have a delicious kosher hot meal plan, so join us for lunch anytime!
Warmly,
Amy Golding, Head of School, Jewish Day School of the Lehigh Valley, Allentown, PA

Dearest Rabbi Adler,
I wanted to send you a huge thank you for everything you've done for our school and community in the past few days from the PTO meeting, the regional meeting as well as your meeting with Farash. It sometimes feels like we're alone out here as a small day school but growing closer with the CoJDS helps to feel like we have someone truly fighting for us and understands our unique needs...
Warmly,
Clair Schroeder, Director of Institutional Advancement, Hillel Community Day School, Rochester, NY

Rabbi Adler,
Thank you very much for this valuable material.
Your talk to the Parent Ambassador group was great. Thank you so much for staying late for us, it was greatly appreciated.
The CoJDS conference was very impressive, and we all appreciate your mission to assist us and Jewish day schools throughout the country in the most important task of educating our youth.
Thank you,
Rabbi Yosef Konikov, Chabad of South Orlando

The session with Lev Stark was both educational and enlightening. I felt that our time with Lev truly helped us learn how to market our school and engage our school's target market of potential families and community supporters.
Mrs. Eva Weissman, PTO President and Board Treasurer, Hillel Community Day School, Rochester, NY
JSAT LEVEL 5: 2017-2018 was a year of tremendous growth for our JSAT Level 5 standardized achievement test. More than 1,370 students in 34 schools across the United States and Canada took the JSAT Level 5 exam this year. The exam, which primarily targets students leaving Grade 5, was developed by CoJDS in collaboration with 17 day schools across the country. It assesses 30 different Chumash skills, as well as Parsha Knowledge and Dinim / Yediot Klaliot. To date, over 2,300 students have taken the exam.

ENABLING DATA-DRIVEN INSTRUCTION: Schools have been using the data generated from JSAT Level 5 to guide curriculum instruction and to help with student placement. For example, one school revamped their entire Dinim curriculum after getting their JSAT results, while another school reported developing a more finely tuned Parsha curriculum. Schools with tracked classes used the exam to help place students as they found the exam to be a reliable indicator of student achievement. With its sophisticated reporting, JSAT data enables educators to get a more accurate picture of where their students are holding and enables educators to see how their students are doing compared to other day school children across the country.

JSAT LEVEL 8 – HIGH SCHOOL PLACEMENT EXAM: In our 2017 Executive Report we noted the start of work on JSAT Level 8. Our initial intention was to develop an exam that would be administered when students leave grade 8 so that schools would better understand what their students know when leaving their schools. Over the course of the year, we conducted surveys among 48 schools across the United States and Canada. As we neared completion of our data gathering, the Jewish Education Project (formerly the B.J.E. of Greater New York) met with us and requested that we take over their local high school placement exam. A meeting was held at their offices in New York City in which the local schools agreed to adopt JSAT Level 8 as their new placement exam. However, due to the fact that the BJE exam is given at the start of grade 8, some school members voiced concern that the standards might need to adjusted to reflect this earlier time of the year. To that end, we conducted further surveys and received input from 34 local schools to confirm that all of our standards were appropriate for the end of grade 7 or the start of grade 8. All together 63 schools lent their input during the process. As part of the development process of JSAT 8, we also met with numerous high school principals in the NY/NJ area to make sure this exam meets their needs as well. Currently, the JSAT Level 8 High School Placement Exam is set to replace the BJE High School Placement Exam for the next school year (2019-2020). Furthermore, as a national organization, CoJDS intends to make this exam available to schools all around the country, not just those in the local New York metropolitan area.

### HIGH SCHOOLS THAT PARTICIPATED IN THE DEVELOPMENT OF JSAT LEVEL 8

<table>
<thead>
<tr>
<th>Bruriah High School for Girls</th>
<th>Shulamith High School for Girls</th>
<th>Yeshiva Derech Hatorah</th>
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<td>Elizabeth, NJ</td>
<td>Cedarhurst, NY</td>
<td>Brooklyn, NY</td>
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<tr>
<td>Davis Renov Stahler Yeshiva High School for Boys (DRS/HALB)</td>
<td>Shulamith of Brooklyn School for Girls</td>
<td>Yeshiva of Flatbush Joel Braverman High School</td>
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<td>(SKA/HALB) Hewlett, NY</td>
<td>New York, NY</td>
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<td>Hebrew Academy of the Five Towns and Rockaway (HAFT)</td>
<td>The Frisch School</td>
<td>Yeshiva University High School for Girls (Central)</td>
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<td>Beth Tfiloh</td>
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<td>Yeshivat Noam</td>
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<tr>
<td>Yeshivat Yavneh</td>
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</table>
Sara Seligson, Managing Director of the Jewish Education Project (BJE), New York, introduces the transition of the Jewish day school 8th grade standardized test from the BJE exam (1974-2018) to the CoJDS JSAT-8.

### Grade Results - Overview

<table>
<thead>
<tr>
<th>Overall Grade</th>
<th>Population Average</th>
<th>Overall Grade</th>
<th>Population Average</th>
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<tbody>
<tr>
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#### Quiz Results

- **JSAT - Level Five Demands Skills**: 71
- **JSAT - Level Five Overall Knowledge**: 70
- **JSAT - Level Five Focus - Textual Knowledge**: 62

#### Student Grade Distribution

- **A**: 8
- **B**: 13
- **C**: 16
- **D**: 3
- **F**: 3

### Sample JSAT Scoring

#### Grade Results - by Standards

### Class Results

<table>
<thead>
<tr>
<th>Group</th>
<th>Standard</th>
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<tbody>
<tr>
<td></td>
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</table>
Rabbi Heshy Glass meeting at Yeshivat Noam, Paramus, NJ, with leaders of BJE and local high schools to discuss JSAT 8.
In attendance were Sara Seligson, Jewish Education Project (BJE), NY, Dr. Moshe Sokolow, Azrieli Graduate School of Jewish Education and Administration, New York, NY; Rabbi Josh Wald, The Frisch School, Paramus, NJ; Rabbi Kenny Schiowitz, The Ramaz School, New York, NY; Rabbi Jonathan Skolnick, SAR High School, Bronx, NY; Mrs. Sherry Krupka, Bruriah High School for Girls, Elizabeth, NJ 11.07.18

Rabbi Heshy Glass meeting at CoJDS Cedarhurst Office with leaders of BJE and local high schools to discuss JSAT 8.
In attendance were Shelley Hill, representing Jewish Education Project (BJE), NY; Rabbi Gary Menchel, representing Jewish Education Project, (BJE), NY; Rabbi Elly Storch, Davis Renov Stahler Yeshiva High School for Boys (DRS/HALB), Cedarhurst, NY; Rabbi Ira Wallach, Hebrew Academy of the Five Towns and Rockaway (HAFTTR), Lawrence, NY; Rabbi Dr. Shmuel Klammer, Shulamith of Brooklyn School for Girls, Brooklyn, NY; Rabbi Elimelech Chanales, Yeshiva Derech HaTorah, Brooklyn, NY; Mrs. Esther Hidary, Yeshiva of Flatbush Joel Braverman High School, Brooklyn, NY; Mrs. Esther Eisenman, Midreshet Shalhevet, North Woodmere, NY 10.24.18
LEADERSHIP: JULIS PRINCIPAL TRAINING INSTITUTE (PTI)

GOALS

· to train the next generation of school leaders in a comprehensive program led by experienced school administrators

· to provide ongoing coaching and mentoring to graduates of the Principal Training Institute during their initial years on the job

· to provide placement services to schools, including head of school searches and follow-through after placement

2018 PTI BY THE NUMBERS

PTI MEMBERS COMPRIZE
25 SCHOOL LEADERS
FROM AROUND THE COUNTRY:

Chaviva High School, Cleveland, OH
Mazel Day School, Brooklyn, NY
Cincinnati Hebrew Day School, Cincinnati, OH
Torah Academy, Brookline, MA
Vancouver Hebrew Academy, Vancouver, BC
Beren Academy, Houston, TX
Las Vegas Jewish High, Las Vegas, NV
Maayan Torah Day School, Portland, OR
Ganeinu Learning Center, Fresh Meadows, NY
Jewish Institute of Queens, Elmhurst, NY
Mesivta Yam HaTorah, Far Rockaway, NY
Yeshiva Shaarei Zion, Forest Hills, NY
Torah Academy for Girls, Far Rockaway, NY
Hebrew Academy of Huntington Beach, Huntington Beach, CA
Yeshiva of Central Queens, Flushing, NY
Esformes Hebrew Academy, Ormond Beach, FL
Lubavitch Educational Center, Miami, FL
United Lubavitch Yeshivoth, Brooklyn, NY
Cheder Chabad of Long Island, Lynnbrook, NY
Maimonides Jewish Day School, Portland, OR
Bnot Yaakov Kol Yaakov Schools, Great Neck, NY
Torah Prep School of St. Louis, St. Louis, MO

2,500+

students represented
Pre-School – High School

The Julis PTI began its fourth cohort July 2018 with 25 school leaders from around the US and Canada

WHAT’S NEW
PTI has been an incredible support for me. Lessons, thoughts and direction given through monthly webinars provide practical tips that can be implemented the very next day on the job!

**Tzivi Schurder, Lubavitch Educational Center, Miami, FL**

The PTI Program has been a supporting guide for me through the first few months transitioning into this new role. Addressing issues and topics before they even arise at school helps with being able to appropriately and professionally work through them.

**Rivka Gottlieb, Principal, Robert M. Beren Academy, Houston, TX**

I appreciate the wisdom and experience I am finding in both the presenters and fellow leaders. Having the experience of veteran school leaders available to me is a tremendous resource. Being part of a network of committed educators, who are all at similar junctures in their professional career is invaluable to me at this time.

**Rochie Berkowitz, Principal, Chaviva High School, Cleveland, OH**

Being part of PTI made me feel like I have an entire team of principals on my side, able and willing to help and guide. I don’t feel lost at sea; I’m on a boat with veteran captains guiding the way.

**Chaya Unsdorfer, Cheder Chabad of Long Island, Lynnbrook NY**

The Principal Training Institute provides valuable training and networking for all aspiring and current principals, regardless of experience. The ability to receive advice and guidance from numerous professionals in similar situations is priceless.

**Batya Engel, Mazel Day School, Brooklyn, NY**

PTI is an incredible opportunity for administrators to enhance their skill-set and empower themselves. The ideas presented in the webinars are incredibly useful along with the associated video clips and reading materials. Mrs. Feldman is somehow always available when you need her. I also really enjoy the networking piece. Being part of a cohort that I can tap when I need advice on issues is very helpful.

**Moshe Frolich, Assistant Principal, Torah Academy, Boston, MA**
**PTI 2.0 MENTORSHIP PROGRAM:**
A school principal plays no less of a vital role in society than a doctor or pilot. The intricacies of the job are also no less complicated or demanding. It therefore would seem illogical to place an educator in a principal position and expect sudden expertise even after a rigorous training program. The CoJDS mentor program matches principals with 0-7 years experience together with a principal in a similar school with decades of experience. July 2018 marked the completion of the first year of this program with 12 partnerships having completed the experience.

---

*Fortunate to have mentored principals with varying experience and from diverse backgrounds and geographic locations, I feel privileged to have fulfilled each of the coach, colleague and student relationship roles with my mentees. CoJDS is ensuring the success of next generation of chinuch leaders and in doing so touching the future of Jewish education on the national day school landscape for years to come.*

**Miriam Gettinger, Principal, Hasten Hebrew Academy, Indianapolis, IN**

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*The CoJDS mentoring program was a meaningful experience for me. My principal mentor was excellent, and the process as a whole was fulfilling. I would highly recommend.*

**Rabbi Aharon Assaraf, Assistant Principal, RASG Hebrew Academy High School, Miami, FL**

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*To me, the CoJDS Mentoring Program was the perfect follow up for those of us who had gone through the Consortium’s rigorous PTI program the year before. It allowed us to put what we had learned into practice under the watchful eye of a seasoned administrator upon whom we could rely to guide us. Thank you to Rabbi Glass, Mrs. Feldman and the CoJDS team!*  

**Rabbi Yisroel Weiner, Principal, Phoenix Hebrew Academy, Phoenix, AZ**

---

*I was so thrilled to have the opportunity to be mentored by Mrs. Lidsky! She was a outstanding resource for me, with her extensive experience in education, her broad and deep knowledge of school systems, administrative collaboration, and pretty much anything I brought her way. I look forward to continuing to learn from her. Thank you to the Consortium for making it happen!*  

**Penina Teitelbaum, Principal, Atara High School, Cincinatti, OH**

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*The best element of the mentoring program was the school visits. For me personally, going to see another school in action, meeting the teachers and administrators, and interacting with the students provided valuable insights regarding my own practice and being able to move the mentee forward.*  

**Rabbi David Saltzman, Principal, Maimonides School, Boston, MA**
LEADERSHIP: Maximizing Your Staff, Productivity and School Morale
Learn to identify different styles of leadership, self reflect on your own individual preferred approach and identify how that impacts your school culture. Master the art of switching between leadership approaches to achieve the results you want.

Temima Feldman currently serves as the Principal for grades 1-5 at the Torah Academy for Girls in Far Rockaway, N.Y. as well as the Associate Director of The Digital Citizenship Project. She has over two decades of educational and administrative experience and consults and lectures on numerous areas of school leadership.

LEADERSHIP: Having the Difficult Conversations
Mastering Meetings with Parents, Students and Staff
Rabbi Isaac Entin is the Menahel of the Caskey Torah Academy of Greater Philadelphia. Rabbi Entin served as the founding Principal of Torah Day School of Virginia and as Principal of Phoenix Hebrew Academy for nine years. As an administrator, Rabbi Entin pioneered innovative programs on a variety of topics from Derech Eretz to Inquiry-Based Science, producing students who are both well-rounded and high academic achievers. He has also lobbied for special needs services on both the local and state level as part of his commitment to see every Jewish child succeed in a Day School.

CURRICULUM: SEL=AL  Understanding the Role of Social Emotional Learning in Academic Instruction
Participants will explore various social emotional curricula harnessing the power of intrinsic motivation and student passion in instructional engagement including PBIS and the Responsive Classroom. The role of risk taking in a safe classroom culture and the building of a class community will be discussed in depth with pragmatic examples for its integration into both kodesh and chayil instruction. Special attention will be focused on streamlining new teacher training in responsibility based classroom management as well as to the unique power of instructional language.

Mrs. Miriam Gettinger has been a principal for the past 30 years, currently at the Hasten Hebrew Academy of Indianapolis and previously at the South Bend Hebrew Day School, as well as the helm of Bais Yaakov High School of Indiana. A graduate of Beth Jacob Teachers Institute of Jerusalem as well as Tuves College, she has taught Limudei Kodesh to all ages from elementary to adults, for over 40 years. In addition, she has written for the Marcus Teacher Training Journal “Classnotes” and Torah Umesorah’s “Hamechanech” magazine and edited their reprinting of “How to Teach and Enjoy the Primary Grades” by Mr. Avi Shulman. She is the daughter of Rabbi Berel Wein and a noted educational consultant and national speaker.

All sessions will take place at CoJDS Cedarhurst Office | 395 Pearsall Avenue
Dinner 6:30pm | Workshop 7:00pm-9:00pm
CURRICULUM Through the Lens of An Administrator

Debbie Finkelstein is currently the principal of the lower and middle school at the Joseph Kushner Hebrew Academy in Livingston, NJ. She has over 25 years of experience working with students from early childhood through grade 12, in both general and Judaic studies. Ms. Finkelstein has created a warm school environment and has a commitment to academic excellence. She has mentored many teachers and principals and enjoys providing them with professional development. She has a Masters Degree in Special Education, Educational Leadership and Administration.

Looking at Curriculum Critically

Mrs. Ashley Charnoff has worked in the field of Jewish education for nearly two decades serving in various capacities from classroom teacher to school administrator. She currently serves as the curriculum coordinator for general studies at the Torah Academy for Girls Elementary School in Far Rockaway, NY, and as a math consultant for the early childhood division at the Shulamith School for Girls of Long Island. Her training as a Jewish New Teacher Project (JNTP) mentor has enabled her to found and facilitate a new faculty induction program. She has a diverse educational background, having earned a BA from Columbia University, a JD from NYU School of Law, and a Masters Degree in Early Childhood and Special Education from Touro College. Additionally, she was a participant in the ELAI program in educational leadership from Bar Ilan University. Ashley has given workshops on Differentiated Instruction, Integrating Curriculum for Maximum Impact, Having Daily Math Conversations, and various other topics.

Come Join Us at Our Annual Winter Retreat in Florida

Rick Lavoie   Monday, February 11, 2019    8am-4pm
I'm Not Telling You It's Going to be Easy; I'm Telling You It’s Going to Be Worth It
Strategies to Ensure the Success of ALL Students with keynote speaker Rick Lavoie

Rick Lavoie has forty years of experience in all aspects of special education. After a thirty year career as a teacher and school administrator, he became a sought after keynote speaker and consultant. His books and video presentations are widely distributed worldwide and he has addressed audiences in all 50 states, Australia, Canada, Hong Kong and New Zealand.

In recent years, Rick has worked extensively with several Jewish communities and organizations throughout North America. His philosophy and approach is extraordinarily compatible with the Jewish education heritage.
GOALS

· to create standardized programs in which schools can progressively build on skills from one grade level to the next

· to provide data to teachers and administrators on the growth of their students with an efficient and accurate assessment system

· to develop students into independent learners with a special focus on skills

· to facilitate preparation of lesson plans with standardized objectives for Judaic faculty

· to create high-quality educational materials for Judaic studies

· to facilitate regular contact between CoJDS and each school for feedback to ensure schools are maximizing the curriculum to its fullest

For more information regarding the scope and sequence of the L’havin U’lehaskil curriculum, please contact Mrs. Tamar Nusbaum at tnusbaum@cojds.org.

For more information about professional development for the L’havin U’lehaskil curriculum, please contact Mrs. Rachel Schuh at rschuh@cojds.org.

Currently in use in over 175 schools, the L’havin U’lehaskil curriculum broke new ground in the teaching of Tanach in day schools throughout the world. What makes this curriculum unique and has driven its success?

SKILL BUILDING: The curriculum is designed to develop students into independent learners of Tanach. The foundations set in grades 2-4 empower students with the skills necessary to read and translate the original Biblical Hebrew into English or modern Ivrit. Many principals and teachers testify that graduates who have been educated with the curriculum can easily translate verses they are reading for the first time anywhere in Chumash.

DATA DRIVEN INSTRUCTION: Formative and summative assessments are built into the system. They are designed to assist the teacher in evaluating each student’s knowledge, level and progress, and in monitoring the effectiveness of his or her own teaching methods in a non-pressured, user-friendly environment. Upon completion of the summative assessments, a report is generated by L’havin U’lehaskil, which records the average of the class and/or students, and helps specify strengths and weaknesses.

CONTINUITY AND PROGRESSION: One of the often heard complaints regarding Jewish education is the lack of flow from one grade to the next, where each teacher is left on their own to devise curricula which may or
LOOKING AHEAD FOR 2019

• Shmos curriculum – includes exercises that apply skill and words/shorashim knowledge to pesukim not yet learned

• Workshops, teacher training sessions and webinars presented by the creator of L’havin U’Lehaskil, Mrs. Tamar Nusbaum, and individualized curriculum support with Mrs. Rachel Schuh

• New and revised Hachana L’Chumash Workbooks 1A and 1B student and teacher edition. Now available in Ivrit/English, Ivrit/Ivrit, English/English. Updated Song CD and Digital Versions for 1A – 1B

• Revised Hachana L’Chumash workbooks include updated skill charts, new, improved and user-friendly exercises with clear and concise charts listing rules and concepts for L’shon HaKodesh. Also includes color-coded prefixes, suffixes and root words

• Mrs. Rachel Schuh is available for on-site teacher training and professional development

L’havin U’Lehaskil is an exemplar curriculum that places independent reading of Hebrew Bible, in the original language, as its primary priority. L’havin U’Lehaskil understands that fluency in Biblical Hebrew is the means through which students will feel connected to the Biblical text and they’ve created a rigorous, comprehensive program for helping young students master fluency and comprehension.

Ziva R. Hassenfeld, Ph.D., Post-Doctoral Fellow
Mandel Center for Studies in Jewish Education, Brandeis University
DevTech Research Group, Tufts University
Menahalim representing Yeshiva Ketana of Long Island, Yeshiva Ketana of Queens, Talmudical Academy of Baltimore, Yeshiva Torah Vodaas, and Yeshiva Sharei Torah discussing Curriculum Initiatives with CoJD5, 01.11.18

**REVISED AND UPDATED!**

**HACHANA L’CHUMASH**
JUDAIC STUDIES DISTANCE LEARNING INITIATIVE

There is a new initiative at CoJDS called distance learning, which is an opportunity for smaller schools to learn from our trained staff, even from thousands of miles away.

GOALS

• to provide schools a level of expertise and experience in teaching not easily accessible in smaller communities

• to connect students in small classes with students from other communities

• to engage “technology native” students in a format in which they are more comfortable

• to reduce staffing expenses

• to provide top quality educational materials at a reduced or nominal cost

• to enable schools to market themselves as cutting edge by using technology to partake in a global classroom

For more information please contact Mrs. Rachel Schuh at rschuh@cojds.org

Morah Tzippy Staum has piloted this program by teaching Chumash virtually to the fifth-grade class at the Hyman Brand Hebrew Academy in Overland Park, Kansas. The class is using the L’havin U’lehaskil Chumash program in their interactive virtual classes. The students have been so excited to learn with Morah Tzippy, who is so close yet so far away. They love using the modern technology to access the lessons and teachings of the Chumash. As this learning initiative becomes more and more successful, CoJDS hopes to offer similar learning opportunities to schools around the country on a virtual platform.

We are grateful to Rabbi Glass and CoJDS for piloting a new distance learning initiative. Twice a week, an experienced, top-notch teacher joins our fifth-grade class via an online platform. The online learning is blended into the regular classroom instruction, and our local teacher collaborates and implements along with our online partner. This enables our school to tap into the experience of a teacher who has been using the L’havin U’lehaskil curriculum for many years in a way that challenges the students and enables our teacher to reinforce and further the students' learning. The students enjoy the technological interface and it keeps them engaged. They still, however, benefit from the presence of in-person support of our teacher to troubleshoot and support their learning. Thank you for working with us to pilot this exciting new initiative that can bring the best of chinuch to the Matmidim program at the Hyman Brand Hebrew Academy. We hope it is a model that can be replicated in other schools and communities, and we will be glad to share the lessons we have learned for how to make this a great success.

Rabbi Daniel Rockoff, Dean of Matmidim
Hyman Brand Hebrew Academy, Overland Park, KS
Developed by Mrs. Tamar Nusbaum, Curriculum Coordinator

- discerning questions and answers
- problem solving
- analyzing phrases/words
- decoding
- critical thinking skills

NEW! הכננה Section
> Independent Learning
> Reinforce knowledge
  · skill
  · vocabulary
> Assess children’s ability to learn independently

Rails:
- short
- concise
- skill-based
- context-based
- reinforcement of high-frequency words/שרשים

Let’s Review:
systematically reinforces all skills learned in L’havin U’lehaskil workbooks

Reference Charts:
compilation of all charts previously used in L’havin U’lehaskil curriculum

- practical application
- מפרשים
- how, what, when, why, where

To place your order, please visit www.cojds.org

New York Office
810 Seventh Avenue, 28th floor
New York, NY 10019
212.259.0372

Cedarhurst Office
395 Pearsall Avenue
Cedarhurst, NY 11516
516.368.3333
www.cojds.org

For more information, please contact Rabbi Tzvi Daum at 516.368.3333 or tdaum@cojds.org.
### List of Participating Schools

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<th>State</th>
<th>Schools</th>
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<td>Cheder Lubavitch, Phoenix</td>
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<td>Phoenix Hebrew Academy, Phoenix</td>
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<td>Chabad Cheder of Long Island, Lake Grove</td>
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<td>Beth Rivka, Montreal, QC</td>
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<td>Joe Dwek Ohr HaEmet Sephardic School, Toronto, ON</td>
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THE TEFILLAH CURRICULUM

3 TIMES A DAY: COJDS HELPING CHILDREN DO IT RIGHT! The Tefillah Curriculum is now in its 4th year of development and is spreading throughout the US and the world. Schools in Rochester, NY; Omaha, NE; Las Vegas, NV; Columbus, OH; Houston, TX; Melbourne, Australia; Vancouver, BC; and Buffalo Grove, IL; have seen a transformation in their younger grades in tefillah thanks to this CoJDS program. Our curriculum development team utilizes the feedback of all schools to make it as meaningful and adaptable to as wide an audience as possible.

The curriculum is designed to be a 5-minute daily lesson before tefillah. The goal is to develop within students the foundation for a lifetime of meaningful prayer. Tefillah is meant to be a relevant and soulful experience as opposed to a dry ritual of going through the motions. The first year of the curriculum helps the children recognize and internalize that tefillah is talking to Hashem. By examining the words of the siddur, teachers are able to bring tefillah to a personal level for every single student.

The second year, currently under development, is to be designed for students in grades 3-5. Building on the concepts in the first year of a realization to Whom students are speaking and a basic understanding of tefillah, students will identify and focus on the goal of each individual tefillah. Students will understand the difference between the different “PARTS” of tefillah, i.e: Praising, Asking, Recognizing, Thanking and Subjecting oneself to Hashem. Once students visualize to Whom they are speaking and understand what they are saying, they are empowered to utilize both public and private prayer as a vehicle with which to establish a meaningful lifetime relationship and conversation with their Creator.

We are excited to continue its development in many more schools.

GOAL

· to plant the seeds in every student for a lifetime of meaningful prayer

For more information about the Tefillah Curriculum please contact rabbibenari@gmail.com

· A number of new schools have implemented the curriculum in the following cities: Omaha, NE; Houston, TX; Buffalo Grove, IL; Vancouver, BC; and Great Neck, NY.

· Conference calls for participating schools to collaborate on innovative ideas to expound on the curriculum’s content

WHAT’S NEW

· The lessons for the second year of the curriculum are under development in consultation with Judaic teachers, principals, psychologists, social workers, siddur developers and leading Rabbis. It is expected to be piloted in classrooms at the end of 2019.
The content is wonderful. The children ate it up. They all wanted a chance to share their thoughts about their appointment with Hashem with the entire group.....They made so many connections with their own lives: the birds, trees and so many other things surrounding them in their lives.

From a tefillah conference call

Pauline Rosenberg, Ivrit Teacher, Judaics Coordinator
Hillel Community Day School, Rochester, NY

The children were taught to look for Hashem in their every day. They all pointed out moments in their day when they “saw Hashem.” Kids always love to tell stories but now it’s with a new twist that they’re looking for Hashem in the story..... I love the bottom quote because some get so involved in the activity that they forget what the goal of the day was. I will be passing on the rest of the curriculum to the next year teacher to continue the great work that this curriculum accomplishes.

From a tefillah conference call

Miriam Kalter
Maayan Day School, Portland, Oregon

For me, the magic is understanding the basic fundamentals of faith. That’s where the kids became alive, were intrigued, and felt touched.

From a tefillah conference call

Elana Katz
Columbus Torah Academy, Columbus, OH

Students in the Yeshiva of Central Queens, NY, using the CoJDS Tefillah curriculum
CONSORTIUM OF JEWISH DAY SCHOOLS

Physicians, lawyers and accountants are all required to take continuing education courses in order to promote expertise and prevent stagnation in their work. CoJDS is fulfilling this need for educators in Jewish day schools with a specific focus on their unique mission and environment. Recognizing that many Jewish day schools have limited budgets for professional development, CoJDS provides this support to schools at little or no cost.

Our staff understands what it takes to produce great day school principals and teachers because they have served in those positions for many years. Our wisdom is a result of living the the Jewish day school reality from the inside.

PROFESSIONAL DEVELOPMENT FOR PRINCIPALS: From its inception, CoJDS has invested in improving Jewish education by developing excellence in school leadership. But growth cannot remain a focus for just the first few years on the job. Every stage of a principal’s career comes with its unique challenges. Through collaboration and continued learning every principal can “up their game” in order to better serve the children they are nurturing.

PROFESSIONAL DEVELOPMENT FOR TEACHERS: The tasks of the modern teacher are endless: manage, inspire, coach, consult, mediate, discipline, prepare lessons, evaluate, mentor, educate, etc. CoJDS values the vital role of our day school teachers and provides the support they need to become the best they can be. Most teachers do not have the resources or time to travel to national conferences in order to develop and maintain their professional edge. That is why we work on bringing the workshops to them. Cognizant of the fact that most Jewish day schools are limited in funds in regard to providing excellent professional development, we work hard at providing these services to schools at the lowest costs possible.

GOALS

· to provide low-cost professional development programs for school leaders and teachers
· to improve the quality of education in day schools
· to provide individualized professional development programs for every school
· to provide seasoned expertise in education to local federations and foundations assigned the task of raising the bar of professionalism in their local communities
· to disseminate a journal with contributions from experts in the field of education

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PARTNERSHIPS WITH NATIONAL AND LOCAL ORGANIZATIONS: The Jewish community is blessed with many organizations looking out for its welfare which includes services in the area of Jewish education. It is illogical and inefficient for each organization to work with a silo mentality in regard to one another. Many communities are fortunate to have a local federation which hires full time staff with the express task of assisting Jewish education in their region. CoJDS has joined forces with organizations such as the BJE of New York and the Yachad division of the Orthodox Union and is partnering with local organizations to work together to coordinate efforts and pool talent. There is no need for each organization to “reinvent the wheel” and then organize a program to sell that wheel to its customers. CoJDS knows the business of education and is happy to share that expertise with everyone who can benefit. Any foundation or federation looking to outsource its PD can find a valuable resource by tapping into our experiences and workshops that have been most successful in various cities.

JEWISH EDUCATION JOURNAL: In November 2018 CoJDS released the first issue of the Journal of Jewish Day School Leadership. While maintaining a specific focus on the issues related to Jewish day school education, the journal features luminaries from the secular world of education: Kim Marshall, Malachi Pancoast and Andy Johnsen as well as leaders in the world of Jewish education. It also features articles on education from leading Jewish thinkers such as the late Rabbi Aharon Lichtenstein, zt”l.
Dr. Richard Cuenca shares with colleagues from other Florida schools the secrets of success that turned the Posnack Jewish Day School into a model from which to learn, 01.15.18
Teacher Refresher Course by Etti Siegel 08.26.18

Yachad/CoJDS Conference in Toronto, 11.19.18
**TECHNOLOGY FOR JEWISH DAY SCHOOLS**

**GOALS**

- to support schools without full-time EdTech and IT staff with the resources necessary to maintain an edge in today's ever changing technology-focused world.
- to train teachers to maximize the use of technology in the classroom
- to administer guidance on the use of cost-effective hardware to schools with tight technology budgets
- to upgrade the STEM programs for schools in smaller communities in order to maintain an edge over the competing public and private schools
- to provide grant writing assistance for schools to access untapped resources in technology

**ED TECH ENHANCEMENT:** The most advanced technology in schools is useless without the knowledge of how to harness that power. The edtech market is booming with a plethora of tools available online for free. Schools no longer need a sophisticated infrastructure or iPads for every student to run an edtech program. A CoJDS representative is available to discuss school needs and infrastructure and can recommend tools and programs to implement in your school.

**TEACHER TRAINING:** A CoJDS representative is available to train both Judaic and general studies teachers in the use of technology in the classroom. Our staff is educated in the most up-to-date technological tools available for classroom use. Instead of each individual school maintaining EdTech and IT personnel, we feel it is better to "teach a man to fish" by educating the current educational staff in the skills and knowledge necessary to utilize the resources they already have.

**STEM UPGRADE:** In order for Jewish day schools to properly prepare its graduates to succeed in an ever-changing world and to maintain an edge over the competing secular schools, a high-quality STEM program is a necessity. CoJDS provides free or low-cost consultation to schools on the development and maintenance of STEM programs from experts familiar with the unique needs and challenges of Jewish day schools.

**TECHNOLOGY HARDWARE GUIDANCE:** What devices and connectivity are necessary in order to set up a distance learning classroom? What equipment will give a school the best "bang for the buck"? Is there a less expensive and better alternative than smartboards in every classroom? Our staff can answer the questions schools have in order to help maximize their use of technology and keep costs low.

**GRANT WRITING ASSISTANCE:** Many regional foundations and federations prefer to allocate funds directed to enhance a school's STEM or technology program. CoJDS works with schools from the preparation of the writing of the grant request to its implementation.
As an out-of-town school, it is reassuring to know that a short call is all it takes to set in motion CoJDS’ vast array of resources and expertise. Most recently CoJDS played a pivotal role in helping us secure a technology grant from a local foundation. They were with us every step of the way from proposal to execution.

Rabbi Eliezer Lehrer, Headmaster
Ora Academy, Rochester, NY

DIGITAL CITIZENSHIP FOR STUDENTS: Educators today are challenged by their students’ technology habits and often don’t know where to turn for research-based strategies. Digital Citizenship teaches the norms of appropriate, responsible, and healthy behavior with regard to technology use. CoJDS is affiliated with a program designed to educate school faculty, students, and parents on how to promote and engage in good digital citizenship.
EARLY CHILDHOOD EDUCATOR PROFESSIONAL DEVELOPMENT: As a school’s entry point for the majority of its students, a solid and vibrant early childhood program is essential for the health of its enrollment. CoJDS continues to invest in promoting excellence in early childhood education to ensure that more Jewish children benefit from a Jewish education.

Participants at the CoJDS regional conferences in Las Vegas, Toronto and New Orleans benefited from sessions focused on early childhood. At our July 2018 Early Childhood Think Tank, over 30 early childhood directors from across the United States and Canada joined together for a day of learning and inspiration. Becky Udman shared how to implement “Conscious Discipline” into our schools, while encouraging and inspiring teachers to follow through. Many hands on and doable ideas were shared and everyone discussed how they can implement these ideas right away.
Dear Elana,

I just want you to know a bit about the ripple effect your CoJDS workshops for aspiring preschool directors has begun to inspire— I saw firsthand what a difference the connection and support makes for directors and began reaching out and arranging some small monthly meetups.

Tonight we had 10 Chabad, mostly smaller, preschool directors participate (a few for the first time) and so many were saying how grateful they feel to be part of this “group”— it’s wonderful they felt so supported by something that happened only thanks to your inspiration. I’m so not an “arranger” type of person, yet once the first few meetings happened the directors keep asking about the “next time we’ll meet up” and talking about how much of a difference the support makes, I feel like it just needs to continue...

Thanks so much for inspiring connection and may the good vibes continue.

Deborah Leah Elishevitz
United Lubavitcher Yeshivoth, Brooklyn, NY

Dear Elana,

Thank you for all your help this past year. Starting a new job is always a little scary, but knowing that I had someone to talk to and run things by, made it less daunting. You always provided real ideas and feedback from your many years of personal experience. You have a real understanding of the ins and outs of running a preschool and shared those ideas with me. Now, a year later, as new situations come up, I think ‘how would Elana handle this’ and that usually gives me clarity to figure out how to handle any given situation.

Thanks for all your help and support over the past year,

AL
Queens, NY
EARLY CHILDHOOD CURRICULUM: Preschool curriculum is almost universal as preschool teachers teach the *chagim* and topics of Yahadut to young children. Finding developmentally appropriate material to reinforce those concepts has always been a challenge. Enter MorahsPlace. MorahsPlace.com is designed to be the go-to website for teachers of Jewish preschool children everywhere. With just a few clicks, teachers are treated to a plethora of interesting, hands-on, engaging learning experiences to offer their young students. A year since its launch, MorahsPlace has grown and developed from the single Chanukah curriculum it offered in November of 2017. The site now features materials for the High Holidays, Chanukah, Pesach and Shabbat curricular units, each with 48 learning activities in the six basic preschool centers: Math, Literacy, Science & Sensory, Dramatic Play, Art and Blocks. Each activity is clearly broken down to enable teachers to prepare and implement the ideas easily. Activities list supplies needed, set-up directions, PDF downloads, and how-to-play instructions. SMART games are featured for SMART board instruction to reinforce literacy and math skills. Teachers enjoy the newest features on the site, such as STEM stamped activities and can browse the activity pages for those specifically marked as STEM reinforcement. For a preschool teacher, Morahsplace.com is like letting her students loose in a candy store. Stay tuned for more upcoming enriching units!
Explore these new features:

MORAHSPLACE.COM forty eight skill-based activities in each unit
THE COMPREHENSIVE CURRICULAR SITE FOR THE CENTER-BASED PRESCHOOL CLASSROOM

YAMIM NORAIM

CHANUKAH

PESACH

SHABBAT

FOR MORE INFORMATION, PLEASE EMAIL INFO@MORAHSPLACE.COM
GOALS
· to connect day schools with quality programs and curricula to assist in the fulfillment of the school's educational goals
· to cut costs for schools by sharing professional development opportunities by region
· to host groups and organizations that provide a significant benefit to day schools

The Jewish world is blessed with many generous hard-working individuals and organizations that are providing a wealth of resources to Jewish education. CoJDS acts as the hub connecting these resources to day schools in North America. We do more than act as a matchmaker and rent out vendor tables at conferences. CoJDS shares free of charge its offices, personnel, storage facilities and shipping facilities for a host of programs that benefit schools.

OUR SIX MILLION CANDLE PROJECT: In 2017, 846,000 students throughout Israel lit personalized candles, each bearing the name and details of a Holocaust victim. The program was run by an Israeli based organization, Our Six Million (also known as Shem Vener) which distributed candles each bearing the name of an individual killed in the Holocaust. Each candle has printed on it a QR code linking to more detailed information about the person. The program also provides extensive lesson plans for various age levels in order to provide a deeper meaning to memorial ceremonies conducted by schools. In 2018, CoJDS was proud to partner with Our Six Million in bringing the project to North American schools. Candles were distributed free of charge to schools with lesson plans available for free from the our6million.org website. 100% of those surveyed said they would distribute the candles again next year. CoJDS distributed 11,000 candles to 70 schools and organizations in the pilot year of the North American campaign.

For more information about the candle project please visit www.oursixmillion.org or contact hadler@cojds.org

Dear Naomi,
The professional way this whole thing has been done [by CoJDS] is heartwarming. The boxes arrived promptly and beautifully wrapped; each candle is in perfect condition. I am very pleased with the concept; as a Holocaust educator, I have seen many terrible and many kitchy attempts to memorialize the kedoshim; your project, though, is in perfect taste, appropriate for students and adults alike, simple, and very meaningful. I was touched and moved by the very first candle I took out of the box. I used my phone to scan the barcode to learn more about this individual and was pleased to see that it comes from the Yad Vashem website.

Karen Shawn, Ph.D., Associate Professor of Jewish Education, AGS
Founding Editor, PRISM: An Interdisciplinary Journal for Holocaust Educators

Dear Rabbi Adler,
Thank you again for reaching out to me with this opportunity for our school. It was a wonderful addition to our Yom HaShoah commemoration, making a deep connection for our students. And, we had a “small world” moment when we saw a Facebook post from a family in Israel (dad grew up in Omaha and attended our school) with pictures of the candles the children received in their school. It was an unexpected and powerful testament to the strength and connections of the Jewish world. Looking forward to being part of this important project in the future!

Beth Cohen, Head of School Friedel Jewish Academy, Omaha, NE
TORAH EDUCATORS NETWORK (TEN): The Torah Educators Network, founded by Rabbi Perry Tirschwell, brings day school Executive Directors, CFOs, COOs, Directors of Facilities, Operations, Development and other non-educational leaders together at conferences and through a Google Group to share innovative ideas about similar challenges that each school faces.

On July 18, CoJDS hosted three dozen day school executive directors to compare best practices of day school business offices throughout the country on issues such as financial aid, faculty handbooks, sick days, harassment, cell phone use, and personal social media policies for faculty. Topics discussed at the organization’s conference in Florida on November 12-13 included preparing budgets for boards, teacher pay scales, work-life balance, educational administration and budgeting, transitioning to a paperless world, private school legal issues, administration and non-academic staff division of labor, maintaining staff morale, and internal and external communications. By comparing and contrasting systems used in day schools throughout North America, schools need not “go it alone” and are better equipped to present to parents and faculty procedures that have become standard in the field.

To learn more about the Torah Educators Network, visit www.TorahEducators.net

This was a great opportunity to collaborate and learn from other executive directors in the field of Jewish education. Each school had a unique perspective and experience to share.

Rabbi Dr. Jeffrey Rothman, Executive Director
Yeshivah of Flatbush, Brooklyn, NY
RESPONSIBILITY-CENTERED DISCIPLINE: A google search of “is student behavior getting worse?” will yield over 52 million results. Most educators who have been teaching for decades agree that it is. Unfortunately, many educators have not explored new methods on how to best handle these changes. Everyone agrees that if there is no discipline in a classroom, no learning will go on.

On July 16, as part of the CoJDS National Summer Conference, Larry Thompson, creator of the “Responsibility-Centered Discipline” method, presented his proven philosophy to over 100 school administrators. He uses a “Give ‘em Five” guided conversation to train educators to incorporate five themes into their corrective conversations. In recognition of the rave reviews we received in the post-conference survey, we decided to make an effort to bring the RCD workshop directly to the teachers in a regional format. CoJDs will play the unifying force that will pool resources and bring this valuable method to several schools at once.

If you are interested in bringing Mr. Thompson to your region please contact Dr. Eli Shapiro at eshapiro@cojds.org

ERETZ CHEMDA: One common denominator of Jewish day schools of any affiliation is a recognition of the central role the land of Israel plays in Judaism. The objective of the Eretz Chemda project is to teach students through interactive lessons about the land of Israel and the commandments related to it. Developed under the leadership of Rav Moshe Efrati of the Beit Midrash for Halachah in Agriculture in Israel, the curriculum includes live lessons from Israel, videos, and worksheets. The program provides students with practical skills when visiting Israel and also includes lessons on the beauty of the land of Israel, the sacrifices of the early settlers of the new Yishuv, the holiness of the land, its history and importance to the Jewish people throughout the ages.

For more information about Eretz Chemda visit www.eretzchemda.org or call 646.810.3842

Our students learned key concepts and gained so much from the amazing, innovative and engaging Eretz Chemda program. You’ve imparted to our students a love of Eretz Yisroel and desire to keep its mitzvot.

Mrs. Weinman, Vice Principal
Sao Paolo, Brazil
GOALS
· to cultivate integrity and personal honesty when approaching spiritual development
· to increase investment in Judaism
· to foster personal development based on Torah values
· to increase their potential as ambassadors for Judaism
· to develop into adults who will be active in their respective communities

WHAT’S NEW

FOUNDATIONS:

Foundations was developed to bring students to desire investment in a vibrant Yiddishkeit. The curriculum guides high school students toward the awareness that spiritual investment will enrich their lives and deepen their sense of self-worth thereby addressing the lack of connection that many of our young people feel toward Judaism. Through developing a personal identity rooted in Torah, each of our children can come to recognize his or her own inherent value and the unique role that each of them has been given by G-d.

Students engage in a discovery process through:
· Applying their learning to real life contexts so that Torah ideals become relevant now
· Interactive learning activities to clarify concepts and personalize the learning experience
· Stimulating discussions to promote critical thinking

For more information please email foundations613@gmail.com.
The outlook is refreshing and allows students to glimpse their own potential for greatness while internalizing core values. They see that their visions are attainable. The discussions generated from the material are frank and honest as the girls feel so comfortable sharing their struggles in a world that confuses us all.

Mrs. Penina Siegal, Atara Girls High School
Cincinnati, OH

In a culture saturated with materialism, consumerism, and focus on conformity, Foundations – taught by the right teacher—challenges the Jewish student to understand her uniqueness amongst the nations of the world and to embrace her individuality while channeling it to achieve her greatest potential.

Mrs. Gitti Horowitz, Bais Yaakov of Baltimore
Baltimore, MD

The Foundations Program was crafted with the true understanding of the needs of today’s youth. It has reaffirmed for me what my true focus should be, and I look forward to the life-changing experience it will be for both my students and myself.

Mrs. Malky Brown, Tichon Meir Moshe
Far Rockaway, NY

Participating Educator Testimonials from the Summer 2018 Training Seminar:

This course has filled my mind and my neshama in a deeply satisfying way. I am eager and I am mispallel to be able to inspire others in the community with the information I have gained though this course. I am so grateful to have been in the company of such wonderful women who are in this group. DG

Foundations is an amazing program. If girls and women are exposed to these important ideas and values, it will definitely change the face of Yiddishkeit. It is a hands-on curriculum that brings the girls to the buy-in of our rich heritage. SB

This program was superb. The material, both content and visual-aids, were clear and easily understood. The presenters were passionate and very well thought out. I believe that our generation will benefit from this program as women and girls will be able to connect with their inner core, having a deeper connection towards their Yiddishkeit. CS
Summer 2018 featured a week-long training program that brought together a vibrant and motivated group of women, ready to invest and set themselves up for teaching Foundations. The participating educators formed a unique cohort. They collaborated and challenged each other as they helped one another master the core values of Foundations.

**FOUNDATIONS SCHOOLS**

| Bais Yaakov of Los Angeles  | Bais Yaakov D’Khal Adas Yereim  | Bais Yaakov of Minneapolis  |
| Los Angeles, CA             | Brooklyn, NY                     | Minneapolis, MN             |
| Bnos Esther of Los Angeles  | Bais Yaakov Boro Park             | Shulamith HS                 |
| Los Angeles, CA             | Brooklyn, NY                     | Cedarhurst, NY               |
| Bais Yaakov of Baltimore    | Atara High School                 | Valley Torah HS              |
| Baltimore, MD               | Cincinnati, OH                   | Los Angeles, CA             |
| Torah Academy for Girls     | Hannah Saks Bais Yaakov HS       |                             |
| Far Rockaway NY             | Chicago, IL                      |                             |
| Temima High School          | Tichon Meir Moshe                |                             |
| Atlanta, GA                 | Far Rockaway, NY                 |                             |

**WOMEN’S GROUPS**

| Dallas, TX                  | Montreal, Canada                 | Cleveland, OH               |
| Flatbush, NY                | Far Rockaway, NY                 | Queens, NY                  |
In order fully understand the needs of a school there is no replacement to seeing it firsthand and meeting all the people that make it work. Factors that contribute to the uniqueness of each school are the children, teachers, administrators, lay leaders, community, local clergy, community politics and school politics, competing schools, relationships with the federation etc. CoJDS makes an effort to obtain that “on the ground” understanding of as many schools as possible and to deepen relationships with its stakeholders. This intimate understanding of the North American day school landscape gives us the ability to share ideas that work, avoid those that don’t and provide guidance based on experiences that cannot be obtained by sitting in an office in New York.
Rabbi Hillel Adler visitation to Syracuse Hebrew Day School, HOS Lori Tenenbaum, 10.09.18

Dr. Eli Shapiro visitation to Magen David, Panama

Rabbi Hillel Adler visitation to the Milton Gottesman Jewish Day School of the Nation’s capital, Washington, D.C. 02.05.18

Dr. Eli Shapiro visitation to Yavneh Academy, Dallas, TX 12.19.18

Rabbi Hillel Adler visitation to Yeshiva Toras Chaim, Norfolk, VA, 02.05.18

Rabbi Hillel Adler visitation to the Milton Gottesman Jewish Day School of the Nation’s capital, Washington, D.C. 02.05.18
CoJDS School Visitations Across North America 2018

- Albany, NY
- Baltimore, MD
- Birmingham, AL
- Dallas, TX
- Davie, FL
- Detroit, MI
- Greensboro, NC
- Houston, TX
- Huntington Beach, CA
- Las Vegas, NV
- Louisville, KY
- Memphis, TN
- Morganville, NJ
- Norfolk, VA
- Orlando, FL
- Ottawa, ON
- Phoenix, AZ
- Rochester, NY
- San Diego, CA
- Silver Spring, MD
- Syracuse, NY
- Toronto, ON

Rabbi Hillel Adler presenting at Yeshiva Day School of Las Vegas, 04.29.18
GOALS

· to provide high quality presenters for schools’ professional development of staff and board of directors meetings

· to provide those with visionary ideas a platform from which disseminate their plans of action and cultivate positive change in Jewish education

· to provide seasoned expertise in education to local federations and foundations assigned the task of raising the bar of professionalism in their local communities

For more information, please contact Dr. Eli Shapiro at eshapiro@cojds.org

Nearly every school has days set aside for professional development. Fundraising events can be enlivened with a fresh face and a dynamic speaker. New energy can be brought to board meetings by sharing ideas and visions of what works in other schools. Recognizing that schools do not have the time or resources to find and research this talent, CoJDS has done it for them. We connect your school with expertise from around the country that will provide maximum impact for minimal cost.

LEADERSHIP AND EDUCATION TRACK

RABBI HILLEL ADLER  TEMIMA FELDMAN  YOSSIE FRANKEL
ASHLEY CHARNOFF  RABBI YEHUDA FOGEL  BRITTNEY FRIEDMAN
RABBI ISAAC ENTIN  BATSHEVA FRANKEL  MIRIAM GETTINGER
Rabbi Gralla’s training was informative and inspirational. I walked away eager to implement his ideas of growth mindset in my classroom while at the same time seeing a shift in my own. Rabbi Gralla’s ideas were straightforward and engaging. I am grateful to have been a part of such a wonderful opportunity.

Mrs. Eva Barach, Middle School Science Teacher
Hebrew Academy of Phoenix, AZ

Thank you once again for an illuminating presentation yesterday. We are still talking about it today. Are you able to send the presentation to me so I can share it with my board? I’d like to present an affirming message to all of us who work so hard on behalf of the Jewish future here in San Diego. Your presentation about the landscape of Jewish day schools was much appreciated by all here.

Chaim Heller, Head of School
San Diego Jewish Academy, CA

I was a grateful participant in Rabbi Gralla’s workshop last week on the topic of cultivating a growth mindset in our school. I really appreciated the way Rabbi Gralla encouraged the staff to experience the differences between a fixed mindset and a growth mindset through interactive and team building activities. Through these activities we grew to feel many of the emotions our students either hide or express, teaching us how to empathize and implement more positive, growth oriented solutions.

Mrs. Chanie Honig, First and Second Grade Judaic Studies
Hebrew Academy of Phoenix, AZ
From the View of Our Speakers

My experience as a speaker for CoJDS has given me the unique opportunity to reach a wide variety of educators in my community and beyond. When I present, I see educators working collaboratively to learn and create new content to bring back to their home schools. Often, I will meet teachers who remind me that they were in my course before sharing something they are doing that they learned in my workshop. In particular, I noticed how the educators at the Principals Training Institute work together by sharing struggles, problem solving, and brainstorming solutions. This opportunity for focused learning and conversation is invaluable.

Ashley Charnoff, Curriculum Coordinator
Torah Academy for Girls, Far Rockaway, NY

CoJDS, which is on the forefront of Professional Development, has provided me with the opportunity to present both webinars and in-person sessions to various faculties across the country. Topics have included innovation in the classroom, specifically project based learning, utilizing the rotational model, blended learning and creating a student centered environment. As a consultant, I have also seen an increase in schools asking me to work with them on school culture. Schools appreciate that in addition to creative instruction, they must have a culture and attitude that focuses on the emotional health of their students. Schools desire both academic rigor and a culture where both faculty and students are reflective and collaborative. I have also had the opportunity to coach and mentor new administrators who are seeking to enhance their leadership skills providing measurable improvements in their ability to manage their faculties, have difficult conversations and be more successful in their own personal goals. This approach has allowed leaders to receive continued support and feedback in a safe and meaningful environment.

Rabbi Netanel Gralla, Head of School
Educational and Leadership Consultant
Jewish Foundation School of Staten Island, NY

I was privileged to be able to present at the CoJDS annual summer Think Tank as well as their Upstate NY Regional Conference in Rochester. My presentations revolve around connecting to one’s community in a digital world. As an Executive Director of a day school myself, and someone who spends his days focusing on connections, I have a unique perspective of these events. From the large schools to the small, the CoJDS team engaged the schools in such a positive and constructive way. CoJDS brings professional development to the forefront, thereby elevating all of our communities and giving our Yeshivot the power and knowledge to execute our roles of partnering with Jewish families in educating our youth and preparing them for the world. I also observed and participated as administrators and educators commingled and learned from one another, picking up best practices from each other and building the network so that, as administrators, we know we are not alone in dealing with the issues of running contemporary Jewish schools guided by Torah values.

Lev Stark, Executive Director
Yavneh Academy, Los Angeles, CA
Last September, I had the opportunity to present at the Rabbi Pesach Raymon Yeshiva as part of their faculty orientation through the CoJDS. I was asked to present on Planning Differentiated Instruction. While I got very positive feedback about how the Rebbeim and Morot were able to implement some of the ideas in our session, it was more inspiring when a Morah reached out about her navi curriculum.

After writing “I have been using many of your ideas”, she wrote, “I teach Shmuel Bet...we struggle with...” We were able to discuss the issue and share a curriculum with her. Her final email was, “Thank you so much. I will be using...and adapting it to my own class.”

As a result of presenting for CoJDS, I have been able to connect with many educators around the country. Rebbeim and Morot are able to reach out and ask questions on many different areas and it is my zchus to be able to help in any way that I can.

Rabbi Yehudah Fogel, Associate Principal
Hebrew Academy of Long Beach, NY

It’s been an amazing experience to work with the CoJDS over the past year. The goal of my presentations is to provide educators with a new perspective on 21st century learning. I love seeing educators embrace the potential of classroom environment as a catalyst for enrichment and success. Interactive and hands-on sessions open up horizons in modern pedagogy that wouldn’t be accessible through traditional professional development models. Educators really enjoy working together to explore practical take home methods that can be directly brought into the classroom. CoJDS continues to look for new opportunities for professional development from colleagues in day school communities across the world, creating an environment of learning that thrives on learning from peers.

Brittney Friedman, General Studies Principal
Yeshiva Day School of Las Vegas, NV

Over the course of the last eighteen months I have had many opportunities to speak at a variety of CoJDS trainings. The wide range of presenters and high caliber of educators have enhanced my presentations but equally allowed me to learn from so many others.

The organization of Dr. Eli Shapiro and care he takes to the small details has made traveling to different cities for brief periods of time easy and successful.

One of the big “take aways” from each event that I have been a part of is the networking opportunities. Through the CoJDS workshops I have made many connections with professionals in the field; these relationships have enhanced my work with educators and young children.

Becky Udman, Pre-School Director
Torah Day School Dallas, Dallas TX

CoJDS always has their finger on the pulse of day schools across the country and beyond, and seeks to provide these schools with the tools that they need to succeed and excel. It was no surprise to me that CoJDS asked me to serve as a helpdesk responder for schools looking to improve and upgrade in the areas of educational technology and STEM education at the annual Principals ThinkTank at CoJDS headquarters. As a follow-up, I was asked to present at the Regional Conference in Orlando, FL, about building and strengthening STEM education programs in smaller community schools. This has led to professional development opportunities and relationships with specific schools that would otherwise not have access to it. It is unique among organizations to find one that is helping schools stay current and get ahead in the areas of educational technology and STEM education, while bringing qualified presenters to the schools’ local communities to help them meet their needs. CoJDS is providing support and professional development in these areas like no other organization, and the schools are feeling that finally someone is listening.

Rabbi Baruch Noy, STEM Curriculum Coordinator, K-12
STEM Teacher, Lower School, EdTech and IT Coordinator, Lower School and High School
HAFTR, Cedarhurst, NY
Rabbi Hillel Adler presenting at San Diego Jewish Academy, 05.01.18

Alan Steinberg speaks on behalf of CoJDS at the Maayan Torah Day School Annual Dinner, Portland, OR, 02.21.18
### SCHOOLS THAT ATTENDED COJDS CONFERENCES IN 2018

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<td>Hebrew Academy of Huntington Beach, Huntington Beach, CA</td>
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<td>Yeshiva Day School of Las Vegas, Henderson, NV</td>
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<td>Yeshiva Rav Isaacsohn Torath Emeth Academy, Los Angeles, CA</td>
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NORTHEAST
Abrams Hebrew Academy, Yardley, PA
Bi-Cultural Day School, Stamford, CT
Caskey Torah Academy of Greater Philadelphia, Wynnewood, PA
Chabad Garden School, Fort Washington, PA
Cheder Chabad of Philadelphia, Bryn Mawr, PA
Derech HaTorah, Rochester, NY
Ezra Academy, Woodbridge, CT
Hillel Community Day School, Rochester, NY
Jewish Day School of the Lehigh Valley, Allentown, PA
Jewish High School of CT, Stamford, CT
Kadimah School, Buffalo, NY
Lubavitcher Yeshiva Academy, Longmeadow, MA
Maimonides Hebrew Day School, Albany, NY
Maimonides School, Brookline, MA
Ora Academy, Rochester, NY
Politz Hebrew Academy, Philadelphia, PA
Sigel Hebrew Academy of Greater Hartford, Bloomfield, CT
Silver Hebrew Academy, Harrisburg, PA
Talmudical Institute of Upstate NY, Rochester, NY
Torah Academy, Brookline, MA

NEW YORK
Associated Beth Rivkah Schools, Brooklyn, NY
ASHAR, Monsey, NY
Ateres Bais Yaakov, Spring Valley, NY
Bais Yaakov Ateres Miriam, Far Rockaway, NY
Bais Yaakov of Queens, Kew Gardens, NY
Beis Chaya Mushka, Brooklyn, NY
Bnot Yaakov, Great Neck, NY
CAHAL, Cedarhurst, NY
Cheder Chabad Girls of Long Island, Hempstead, NY
Cheder Chabad of Monsey, Monsey, NY
Downtown Jewish Preschool, New York, NY
Ganeinu, Fresh Meadows, NY
Hebrew Academy of Five Towns and Rockaway (HAFTR), Lawrence, NY
Hebrew Academy of Long Beach, Cedarhurst, NY
Hebrew Academy of Nassau County, Plainview, NY
Hebrew Academy of Nassau County, West Hempstead, NY
Jewish Foundation School, Staten Island, NY
Jewish Institute of Queens, Elmhurst, NY
Magen David Yeshivah, Brooklyn, NY
Mazel Day School, Brooklyn, NY
Mesivta Chaim Shlomo, Far Rockaway, NY
Mesivta Yam HaTorah, Far Rockaway, NY
Ramaz School, New York, NY
Shulamith School for Girls, Cedarhurst, NY
Silverstein Hebrew Academy, Great Neck, NY
Stella K. Abraham High School, Hewlett Bay Park, NY
Torah Academy for Girls, Far Rockaway, NY
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Yeshiva Ketana Ohr Reuven, Monsey, NY
Yeshiva of Central Queens, Flushing, NY
Yeshiva of South Shore, Hewlett, NY
Yeshiva Shaarei Zion, Brooklyn, NY
Yeshiva Tifereth Moshe, Kew Gardens, NY
Yeshiva Torah Vodaath, Brooklyn, NY
Yeshiva University High School for Boys, New York, NY
Yeshivot Darche Eres, Brooklyn, NY
Yeshivat Kol Yaakov, Great Neck, NY
Yeshivat Shaare Torah, Brooklyn, NY

NEW JERSEY
The Moriah School, Englewood, NJ
Hillel Yeshiva, Deal, NJ
Jewish Educational Center, Elizabeth, NJ
Joseph Kushner Hebrew Academy, Livingston, NJ
Politz Day School, Cherry Hill, NJ
Rabbi Pesach Raymon Yeshiva, Edison, NJ
Rosenbaum Yeshiva of North Jersey, River Edge, NJ
Yavneh Academy, Paramus, NJ
Yeshiva Ketana of Passaic, Passaic, NJ
Yeshiva Shaarei Zion, Highland Park, NJ
Yeshivat Noam, Paramus, NJ