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IT IS MY PLEASURE TO PRESENT THE EXECUTIVE REPORT FOR 2019.
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. In response to the multiple requests that we receive, CoJDS has added full time staff to provide professional expertise in Judaica curricula. Our staff has logged hundreds of hours in professional development to enable schools and teachers to fully individualize and maximize implementation of the curriculum.

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 in over 60 schools. 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 was introduced this year and replaced the Yeshiva High School Placement Exam (the BJE’s). This exam will allow for a seamless transition from elementary schools to high schools. To date, over 60 schools have administered the JSAT8 in their schools, and students from an additional 30 schools took the exam for high school placement.

We are very pleased to report that the first three issues of the Journal of Jewish Day School Leadership have already been published. Their themes were professional leadership, school culture and staff development, respectively. The journal is a professional vehicle for school leaders to learn from each other and from experts in the Jewish education field.

During the fall of 2019 the Distance Learning expanded to include Denver Academy of Torah. 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 fourth year, welcomed 60 new students from public schools to day schools. CoJDS established a unique partnership with the Portland Federation in Oregon to increase enrollment in all Jewish day schools in Portland. 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.

“OUR STAFF HAS LOGGED HUNDREDS OF HOURS IN PROFESSIONAL DEVELOPMENT TO ENABLE SCHOOLS AND TEACHERS TO FULLY INDIVIDUALIZE AND MAXIMIZE IMPLEMENTATION OF THE CURRICULUM.”
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 2019-20 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 200 schools across North America, and in England, Chile, Australia, Mexico and Panama, has prompted us to continue developing the program for additional grades. Work on new curricula for middle school is currently in progress. We were pleased to introduce the revised Lech Lecha workbooks this year. Future goals call for additional workbooks in halacha, navi and chumash. We are presently researching how to incorporate technology in the L’havin U’lehaskil curriculum.

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 Philadelphia, South Florida, Vancouver, Los Angeles, Dallas, St. Louis, Far Rockaway and the Five Towns.

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.
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

Hundreds of principals and administrators throughout North America participated in the 2019 Summer Think Tank. CoJDS takes their responsibility very seriously to make the best use of these busy educators’ time. The planning for this year’s Think Tank began almost as soon as last year’s event was completed. The organizers partnered with AccuTrain to book top tier speakers and did the research necessary to organize the panels. This year, nearly every speaker at the Think Tank was chosen purposefully in order to introduce attendees to relatively new concepts that can easily be replicated in any school. In this way, not only was each session valuable and informative for the participants, but it also provided them...
with something concrete that could be implemented throughout the upcoming school year. Moreover, the Think Tank presenters are available through the CoJDS Speakers’ Bureau for school professional development and ongoing consultation throughout the school year.

This year’s Think Tank reflected the shift in education over the last two decades from the cognizant domain to the affective domain. CoJDS partnered with Nefesh, the International Network of Orthodox Mental Health Professionals, and many of the presenters over the two-day conference focused on the social-emotional component of education today. A highlight of the day was a panel discussion moderated by Dr. Rona Novick that explored the challenges school administrators and mental health professionals face when working together on behalf of a student. Rabbi Mordechai Yaffe, Ph.D., Ms. Debbie Hamburg, Dr. Karyn Feinberg, and Dr. Clark Goldstein participated in the panel and each gave valuable input on best practices to be followed while stressing the need to keep the lines of communication open. At the conclusion of the session, it was clear that both sides of the spectrum had the best interests of students in mind and that only by working together can this unique interdisciplinary relationship work best.

Building on their past success with bringing top-tier speakers to the Jewish day school world, CoJDS opened the first day of the 2019 Think Tank by featuring Brad Chapin presenting his self-regulation training system which can be used with all students, particularly those with behavioral or emotional self-control issues. Chapin focused on evidence-based approaches used in cognitive behavior therapy and provided recommendations and strategies for dealing with individual students, small groups, classrooms, and the school as a whole. Equally informative was the next morning’s keynote session which was presented by Dr. Thomas Hoerr and focused on the need to develop students’ social-emotional intelligence. Dr. Hoerr demonstrated how a school’s culture can have a direct effect on the school’s social-emotional learning. Participants were introduced to the “Formative Five”, a concrete guide that can be used when dealing with students’ complex world.

The rest of the Think Tank’s line up reflected the ongoing themes of social-emotional learning and the ability to relate attendees’ learning experiences to their individual staffs. Rabbi Avi Bossewitch introduced participants...
to the art of difficult conversations, coaching conversations and team conversations via the Fierce framework based on the research of the acclaimed author Susan Scott. Ms. Naomi Lipman continued with the theme of effective communication and focused on particular challenges educators are facing today. Using their personal experiences, both Rabbi Yaakov Sadigh and Rabbi Mordechai Yaffe, Ph.D., focused on the role a leader can play in his or her school culture with an emphasis on cultivating loyalty while addressing the needs of all who have a stake in the success of a school. These sessions were scheduled in a manner that allowed for participants to have many opportunities to network and reflect on the day. As the participants headed home, it was clear that the themes running throughout the days were certainly ones that they were looking forward to bringing back to the benefit of their staff and students.

Dr. Novick, Dean of the Azrieli Graduate School leads a panel discussion on cooperation between school administrators and mental health professionals 08.06.19

Brad Chapin presents on the topic of “The Self-Regulating Training System” 08.05.19
"Kol Hakavod to the Consortium of Jewish Day Schools for this summer’s Think Tank. It was inspiring to see the dedication of Jewish educators and Jewish mental health professionals committed to students’ growth and health."

Rona Milch Novick, PhD, Dean
Azrieli Graduate School
of Jewish Education and Administration
Yeshiva University

"Having been to many THINK TANKS over the years - it was so wonderful to see the growth of this opportunity. Both in participants and quality of sessions."

Feedback from the post-conference survey
RAISE THE BAR
at CoJDS Summer Conference and Think Tank
at Congregation Beth Sholom | 390 Broadway | Lawrence, NY

BUILT UPON THE SUCCESSES OF PREVIOUS THINK TANKS, JOIN FELLOW SCHOOL LEADERS AT THIS 2-DAY CONFERENCE AND LEARN ABOUT THE MISSION OF THE CONSORTIUM OF JEWISH DAY SCHOOLS INCLUDING:

- National Conference
- Regional Conferences
- Specialized School Networks
- Enrollment and School Marketing
- Judaic Studies Achievement Test (JSAT)
- Leadership: Julius Principal Training Institute
- Curriculum
- Professional Development and Administrators and Teachers
- Technology for Jewish Day Schools
- Early Childhood
- Day School Projects Clearinghouse
- School Services: Visitations and Improvement
- Speakers Bureau

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Rabbi Mordechai Yaffe, Ph. D., presents to school leaders 08.06.19
### Monday, August 5

**9:00am-4:00pm  **  
**Brad Chapin, LCP, LMSLP  **  
**THE SELF REGULATION TRAINING SYSTEM  **  
**6 CERs  **  

The Tools to Teach the Behavioral Skills Necessary for Impulse Control and Academic Success  
Self-Regulation includes a set of insights and skills students need for academic success, emotional control and healthy social interaction. When a young person is lacking in his/her ability to self-regulate emotions and behavior, negative outcomes are easily observable. Helping young people improve their Self-Regulation skills can help them to better handle anger issues, anxieties, impulseness, academic challenges, classroom behavior issues, self-esteem struggles, social troubles and more. Helping young people improve their Self-Regulation skills will enable teachers, counselors, social workers, administrators and other educators to see observable and sustained positive changes in young people.  

In this one-day training, Brad Chapin will provide recommendations and strategies that you will be able to use with all students, and in particular with students who have behavioral and/or emotional self-control issues. Included will be practical insights, recommendations and learning activities that are based upon the evidence-based approaches used in cognitive-behavior psychology. The content of this training is consistent with the principles underlying the RTI/MTSS and Positive Behavior Supports movements. Brad will provide creative, fresh and engaging approaches for individual students, small groups, classrooms and the whole school.

**5:00pm-7:00pm  **  
**HaRay Shalom Kamenetsky, ROsh Yeshiva, Talmudical Yeshiva of Philadelphia  **  
**KEYNOTE ADDRESS  **  

**Rabbi David Meyer, Executive Director, Partnerships for Jewish Schools (PaJeS), UK  **  
Rabbi Meyer will introduce the work of PaJeS in the UK and consider the benefits of centralized support for schools. He will discuss the experiences of PaJeS in the Professional Pathways CPD program and curriculum development projects. He will also share the work they are doing in consolidation of financial service in order to create greater efficiencies for schools.

### Tuesday, August 6

**9:00am  **  
**Rabbi Heshy Glass, Ed.D., National Chairman, Consortium of Jewish Day Schools  **  
**OVERVIEW AND DIRECTION FOR THE 2019-2020 SCHOOL YEAR  **  

**Dr. Daniel Held, Executive Director, Koschitzky Centre for Jewish Education at UJA Federation of Greater Toronto  **  
**AN OVERVIEW OF BEST STRATEGIC PRACTICE FOR TUITION SUBSIDIES  **  

*The work of the Koschitzky Center of Jewish Education of the Toronto Jewish Federation*

**9:30am  **  
**Concurrent Sessions:  **

**Thomas Hoerr, Ph.D.  **  
**THE FORMATIVE FIVE AND SCHOOL CULTURE  **  
**3 CERs  **  

We should be preparing students to succeed in life, not simply to do well in school. Scholastic success is important, but it should be the floor, not the ceiling. It is imperative that we go beyond academics and develop students’ social-emotional learning (SEL) in order to prepare them for a world in which the only constant is change. We must develop our students’ Formative Five success skills: empathy, self-control, integrity, embracing diversity, and grit.

Dr. Hoerr will share how the components of an organization’s culture — values, practices, people, narrative, and place — can be used as a tool to implement SEL and teach the Formative Five. School leaders play a powerful role in framing culture, but a school’s culture belongs to administrators and teachers. In this session, ideas to develop SEL will be shared and created. These strategies can be done by administrators and teachers; we all own the culture.

**Temima Feldman  **  
**PTI INTRO SESSION: YOU’RE DOING EDUCATION WRONG IF...!  **  

Leadership at its core will be introduced in this inaugural session for the upcoming cohort of the Principal Training Institute. The Principal Training Institute (PTI) begins its yearlong leadership-training program by facilitating its members in hands-on shared learning experiences that empower individuals to be responsible leaders and strengthen their school communities. Joining us will be past participants of PTI, detailing how participants can grow and implement new ideas into their schools. The introductory session will address the standards and competencies necessary to maximize your success as a school leader.

**Lunch and Learn with:  **

**Rabbi David Meyer, Executive Director, Partnerships for Jewish Schools (PaJeS), UK  **  
Rabbi Meyer will expand the discussion on the work of PaJeS in the UK and consider the benefits of centralized support for schools. Q&A session.

**Dr. Jeffrey Lichtman, Director, Graduate Jewish Education, Touro College  **  
Learn about new, exciting opportunities for professional development for yourself, your colleagues, your school and ultimately your students. You will hear about Touro’s new individual and group training options in person and online, both for degree and certification credit as well as non-credit options.
1:45PM

CONCURRENT SESSIONS:

SCHOOL ADMINISTRATORS AND (SCHOOL AND COMMUNITY BASED) MENTAL HEALTH PROFESSIONALS: WHAT YOU NEED TO KNOW FROM EACH OTHER  
1.5 CEUs

This panel discussion will explore the challenges and opportunities that occur when mental health professionals and school leaders work together. Participants will learn from seasoned professionals about the best practices that make this unique interdisciplinary relationship work to help students and families succeed.

MODERATED BY: Dr. Rona Novick, Dean of the Azrieli Graduate School of Jewish Education and Administration at Yeshiva University

PANEL: Rabbi Mordechai Yaffe, Ph.D. • Debbie Hamburg • Dr. Karyn Feinberg • Dr. Clark Goldstein

Rabbi Avi Bossewitch, Dean of Academics and Innovation, Hebrew Academy (RASG)

TASTE OF FIERCE: TRANSFORM YOUR LEADERSHIP THROUGH FIERCE CONVERSATIONS

The session will introduce participants to the Fierce™ framework, based on the principles of Susan Scott’s bestseller Fierce Conversations: Achieving Success at Work & in Life, One Conversation at a Time. Participants will explore the costs of missed and unreal conversations, the obstacles that prevent authentic conversations, and how to conduct Fierce conversations in a variety of settings. Participants will be introduced to frameworks for having difficult conversations, coaching conversations, and team conversations. Participants will emerge with tools and strategies to help foster thriving relationships throughout their organization with fellow administrators, faculty, board members, and parents. Although the primary lens will be for Principals, the Fierce™ frameworks are applicable to every segment of any organization and to every relationship in one’s life.

Dr. Jeffrey Lichtman, Director, Graduate Jewish Education, Touro College

THE OPEN-FACED SANDWICH OR THE SECRET TO GETTING AND KEEPING STUDENTS AND THEIR FAMILIES

This session will explore how customer driven service can make you a household name or leave you behind, constantly looking for new customers. It will identify the specific elements that have brought success to schools and organizations.

3:30PM

CONCURRENT SESSIONS:

Naomi Lippman, Principal, HAFTR High School

EFFECTIVE COMMUNICATION IN THE ERA OF EMAIL AND ENTITLEMENT

How school leaders can guide and mentor teachers to be more effective, professional communicators. A conversation about practical strategies for successfully conveying important information about students, responding professionally to challenging communication from parents, and establishing protocols for teacher use of technology and social media in communication with the school community.

Rabbi Yaakov Sadigh, Head of School, HANC, West Hempstead Campuses

CREATING “MAGIC” IN YOUR SCHOOL

Learn how to craft a school culture based on the successful Disney Business Model: the art of effective communication, attention to detail, earning “buy in” from shareholders, and conveying your compelling story. Help your staff feel a sense of pride and a feeling of loyalty. Build a collaborative toolbox of resources to implement in your own professional practice. Cultivate a faculty of committed and passionate professionals who will work with you to create a community of lifelong learners.

Rabbi Mordechai Yaffe, Ph.D., Rosh Hayesheva, Mesivta Ateres Yaakov

FOLLOW THE LEADER: STRATEGIES TO GENERATE FACULTY “BUY IN” WITHOUT PLAYING GAMES

Participants will learn the important role that the school leader plays in shaping the school culture and actualizing its mission. Through research and case study, the principles of a wholistic approach that addresses the needs of the entire school population, as well as its individuals, will be examined. Learn the strategies that will elicit “buy in” from your faculty and how they will permeate through your entire school community.

SPECIAL NEFESH SESSION: HOW PSYCHO-EDUCATIONAL AND NEUROPSYCHOLOGICAL EVALUATIONS INFORM THERAPY 1.5 CEUs

Participants will gain an understanding of how the results of a thorough psycho educational and neuropsychological evaluation can enable a therapist to better understand and have better tools with which to work with students. Translating results into practical techniques in working with children and adolescents will be discussed.

FEATURING: Dr. Daniel Hollander • Dr. Malky Zacharowicz

5:00PM

National Needs Discussion Dinner
Dr. Novick, Dean of the Azrieli Graduate School, leads a panel discussion on cooperation between school administrators and mental health professionals, 08.06.19

Rabbi David Meyer, Executive Director of PAJES, U.K., leads a discussion with school leaders
REGIONAL CONFERENCES

GOALS

- to provide professional development and to collaborate with schools on a local level
- to provide schools with limited budgets a chance for all their educators join a conference
- to create a unified regional platform for local schools to work together and exchange ideas

For more information or to bring a CoJDS regional conference to your community please contact Dr. Eli Shapiro at eshapiro@cojds.org

CoJDS has covered the breadth of North America in 2019. In order to service the maximum number of educators, CoJDS leveraged strategic partnerships with national organizations such as project Yachad of the OU, local organizations such as the Associated Talmud Torah of Chicago and local federations such as the Jewish Federation of Greater Vancouver.
February

Florida

February 10-11: CoJDS partnered with Project Yachad to host South Florida schools including:

- Beth Emet Elementary School
- Donna Klein Jewish Academy
- Hebrew Academy Community School, Margate
- Hebrew Academy (RASG)
- Katz Hillel, Boca Raton
- Rohr Bais Chaya Academy
- South Florida Jewish Academy
- TA Boca Raton
- Weinbaum Yeshiva High School
- Yeshiva Toras Chaim Elementary

Rabbi Efrem Goldberg, Marah D’asrah, Boca Raton Synagogue, delivering opening remarks at the South Florida regional conference 02.11.19

Rabbi Yehuda Fogel presenting at the South Florida regional conference 02.11.19

Rick Lavoie presenting at the South Florida regional conference 02.11.19
CoJDS partnered with the Jewish Federation of Greater Vancouver to host the Pacific Northwest regional conference for regional schools including:

- Vancouver Talmud Torah
- Richmond Jewish Day School
- Vancouver Hebrew Academy
- King David High School
- Pacific Torah Institute
- Shalhevet Girls High School

“THIS PAST YEAR WE HAD THE PLEASURE OF WORKING WITH COJDS ON OUR BIENNIAL JEWISH DAY SCHOOLS PROFESSIONAL DEVELOPMENT DAY. COJDS TOOK THE TIME TO LISTEN TO OUR NEEDS AND HELPED US TO CREATE AN AMAZING PROFESSIONAL DEVELOPMENT DAY. THE FEEDBACK WE RECEIVED FROM OUR TEACHERS IS THAT OUR SPEAKERS AND PROGRAMMING THIS PAST YEAR WERE THE BEST THAT THEY HAVE EVER SEEN FROM US. I LOOK FORWARD TO THE POSSIBILITY OF WORKING WITH COJDS FOR FUTURE PROFESSIONAL DEVELOPMENT PROGRAMMING.”

LISSA WEINBERGER
MANAGER, JEWISH EDUCATION AND IDENTITY INITIATIVES, JEWISH FEDERATION OF GREATER VANCOUVER
Baltimore

Rabbi Glass meets with principals from Baltimore schools, Baltimore, MD 02.06.19

Chicago

CoJDS partnered with the Associated Talmud Torahs of Chicago for a professional day for Chicago Jewish day schools, 02.18.19

Mrs. Chaya Shapiro presenting at Chicago Regional Conference 02.18.19

Rabbi Heshy Glass, Ed.D, meets with principals at Chicago Regional Conference 02.18.19

Mrs. Etti Siegel presenting at Chicago Regional Conference 02.18.19
June

Los Angeles

June 17-CoJDS Leadership meeting with Gilles Gade CEO of Cross River Bank and Los Angeles schools including:

- Valley Torah High School
- Yeshivah - Beth Rivkah Colleges
- Cheder Menachem
- YULA Girls High School
- Harkham Hillel Hebrew Academy
- Touro College Los Angeles
- Emek Hebrew Academy
- Harkham-GAON Academy
- Yeshiva Rav Isaacsohn Toras Emes Academy Early Childhood
- Ohr Eliyahu Academy
- Gindi Maimonides Academy
- Valley Torah High School
- Yeshiva Ketana of Los Angeles
- Emek Hebrew Academy

November

Philadelphia

Philadelphia Conference Attendees:

- Beth Shalom Academy, Scranton, PA
- Caskey Torah Academy of Philadelphia
- Yeshiva Tiferes Yisroel, Brooklyn, NY
- Kohelet Yeshivah, Merion Station, PA
- Politz Day School of Cherry Hill, NJ
- Politz Hebrew Academy of Greater Philadelphia
- Providence Hebrew Day School
- Torah School of Greater Washington
- Melvin J. Berman Hebrew Academy
- Hillel Yeshiva, Deal, NJ
- Hillel Academy of Pittsburgh, PA
- Yeshiva Shaarei Tzion, Edison, NJ
- Yeshiva of South Shore, NY

Middle School PD taking Larry Thompson to the next level at Caskey Torah Academy of Greater Philadelphia. Teachers and administrator collaborate on strategies to implement “Responsibility Centered Discipline” on a school-wide basis.
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

WHAT WAS NEW IN 2019

CoJDS was instrumental in orchestrating the establishment of the Helen and Jerry Stern Grandchildren’s fund of the Oregon Jewish Community Foundation in Portland, OR. Modeled after the CoJDS tuition bridge initiative, this fund enabled 11 children to enroll in the three Portland Jewish day schools for the 2019-20 school year. Disbursements of the fund are managed by CoJDS.

This effort is recognized as a partnership between:

Family of Helen and Jerry Stern
Maayan Torah Day School
Portland Jewish Academy

CoJDS is proud to partner with the Kaylie family of New York in enabling 31 children to enroll in 7 day schools throughout North America for the 2019-20 school year. The sponsorship of these children generated a total of over $150,000 in tuition revenue for these schools. Harvey Kaylie, 77, and Gloria Kaylie’s dedication to promoting Jewish education is appreciated.”

Meeting at the Jewish Federation of Portland 02.20.19, (L to R) Rabbi Y. Kalter, Rabbi S. Wilhelm, Marc Blattner, CEO of Jewish Federation of Greater Portland, Rabbi H. Glass, Rabbi K. Brodkin, Saul Korin, Caron Rothstein
Dear Rabbi Adler,

Thank you for your support of this initiative. We are really pleased to have had these funds available to us, as they’ve allowed us to have students in our school who would not otherwise attend. As you know, the high cost of Jewish day school is one of the biggest obstacles for many families that would like ensure a Jewish day school education for their children, and that’s the reason why our biggest “competitor” is public schools. While we are proud of our school’s extensive investment in financial assistance, we aren’t always able to meet every family’s need, and the generosity of the Stern family has made a tangible difference in our enrollment. We are very grateful to the family for their strong commitment to Jewish day school education through their investment in individual students. Thank you for echoing our appreciation to the family.

Warm regards,

Steve Albert, Executive Director, Portland Jewish Academy, OR

I want to thank Rabbi Adler for his dedication and drive to keep up going. He is really a catalyst for us and an inspiration. Thanks, of course, also goes to Rabbi Glass whose passion for Jewish Education is not limited to any strand of Judaism; thus, he has been a force for keeping us going. COJDS has been extraordinarily generous to us and other day schools. The many publications, some visits, conferences, continuous communication in all forms from COJDS means so much. With all of the HOS interest in gathering and Melanie’s generosity and the work of Rabbi Adler and the COJDS support, we have the wonderful opportunity that we have wished for a long time. Grateful that you have found the means to bring your teachers. Rabbi Adler will moderate the discussions on Monday and has offered to help in any other way. It has been my good luck to have his mentoring and passion.

Warmly,

Lynn Raviv, Former president of RAVSAK and Head of School, N.E. Miles Jewish Day School Birmingham, AL

Dear Rabbi Adler,

We have 3 children from this family and, as Rabbi Chesney writes, they are all doing very well and the parents are very happy that their children are receiving a Jewish education.

In addition, they have become stronger in their Jewish home life as a result of their children being in our school. The mother thanks me all the time for having ‘that conversation’ with her that led to her enrolling the children in school. And we thank you for your part in helping that happen.

Chanie Nemes, Slater Torah Academy of New Orleans, LA

Dear Rabbi Adler and Rabbi Glass,

We are writing to thank you for all of COJDS’s generous support to our school and students. Your assistance this year allowed a Jewish child to enter our school and remain, versus moving to a public school setting. I know that you share our school’s passion for ensuring that each and every Jewish child learns, lives, and loves Torah; our history, and our peoplehood. I wanted to provide you an update on this child, and also provide some commentaries from her teachers. ….

With appreciation,

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

Dear Rabbi Glass & Rabbi Adler,

Thank you very much for awarding the $4,000 grant to our families in need. We were able to retain four children who might otherwise attend public school.

We are grateful to the family who provided this scholarship money. Please let them know their generosity has made an impact at B'nai Shalom.

With gratitude,

Susan Siegel, Head of School, Bnai Shalom Day School, Greensboro, NC
Dear Rabbi Adler,

I would like to thank you and Rabbi Glass for your continued support of students at the Lubavitch Yeshiva Academy (LYA) in Longmeadow, MA. Your generosity in past years has supported two families in our school and with your help now, these two families will have the ability to continue to have their children in our school. The following is an update of the families’ status....

Rabbi Noach Kosofsky, Principal, Lubavitch Yeshiva Academy, Longmeadow, MA

My name is M____. I am not from a religious family but I went to a Jewish elementary school and didn’t feel the desire to get closer to Hashem and be a part of the Jewish community. Therefore I chose to go to public school. This was my first year at a religious high school, and I can honestly say that I have made a great connection with Hashem and with many other students through this school. I’m thanking you profusely for this because, through your generosity, you have helped make this school year happen for me. I've learned so much and I know that Judaism will always be a part of my future and my present.

Thank you!

[Beneficiary student], Desert Torah Academy-High School, Las Vegas, NV

Hi Rabbi Adler,

The sponsored family have benefitted beyond my dreams through your kind sponsorship this year. ....I can tell you, that as last year, if we can not find funding the children will be registered at a public school in the area that their mother lives. She is currently living with her non-Jewish fiance, 30 minutes away from the Jewish community. I would very much like to help this family as much as possible because not only will they have a great and strong foundation in academics -just being in an environment that is Jewish is important for their continued growth.

Thanks in advance for your help.

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

Rabbi Adler:

The students that the Consortium are sponsoring this year continue to do well. The families are very appreciative of the tuition assistance from your organization. Thank you for helping these families receive the gift of a Jewish education.

Sara Schonbach, Director of Admissions, Jewish Day School of the Lehigh Valley, Allentown, PA

SMALL COMMUNITY ADVOCACY: The needs of schools in small communities are unique. It is common for educators and administrators in such communities to often feel neglected and isolated trying to “go it alone” against growing assimilation and apathy toward Judaism. CoJDS maintains regular contact with school leaders in these communities in an effort to share, collaborate and unify efforts toward a stronger whole. We view the day school as the primary force to maintain a vibrant Jewish communal life that spills over to bolster all connections with Judaism in a city.
All data has proven that Jewish day school education is the most effective form of Jewish engagement. Day school graduates are more committed to Jewish life in their communities than participants of any other form of Jewish engagement (summer camp, Israel travel, Hebrew school, etc.). CoJDS is actively working to provide this to as many children as possible.

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 2018-19 school year, our investment yielded a return of investment of $250,000 in tuition revenue for schools. CoJDS follows the progress of each individual student to ensure the requisite care is given to incorporate the beneficiary families within both 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.

Dear Rabbi Glass,

I just don’t have enough words to say how grateful we are for the support that your organization has given to us. It has come in many forms. Most importantly, you have shared Rabbi Adler with us, allowing him to take time to meet with us, to have conversations with us, to communicate by email, all the time sharing his wisdom with us. His involvement encourages all of us, and gives us extra energy to push on. I am sure he shared with you the kinds of progress that we made to go forward in ways that will enhance all of our programs. We also hope to start early and spreading the word about the conference for the summer so that heads of schools can put the date on their calendar early on and when preparing their budget give consideration to that expense.

Warm regards, Lynn Raviv, Former president of RAVSAK and Head of School, N.E. Miles Jewish Day School Birmingham, AL
Currently, CoJDS offers two standardized assessments, JSAT Level 5 and JSAT Level 8. The former is designed for students leaving Grade 5 and the latter is designed for students in grade 8. Both of these assessments have been devised in partnership with numerous day school across North America and assess what Jewish day school students can be expected to know at their respective grade levels. To date, over 4,000 students have taken JSAT Level 5 and 2,200 students have taken JSAT Level 8. We hope the data generated from these exams will be used to reevaluate educational practices and help improve student achievement.

2019 has been a breakout year for the JSAT exam. Over forty schools participated in JSAT level 5 including our latest school, Maimonides School in Chile, which took a Spanish version of the exam and expanded JSAT beyond North America! Like many other schools, they were curious to know how their school compares to other schools in North America, and even more importantly, wanted to use the data to improve their own educational programs.
<table>
<thead>
<tr>
<th>School Name</th>
<th>Location</th>
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<tbody>
<tr>
<td>Ahi Ezer Yeshiva</td>
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<td>Yeshivat Noam</td>
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</table>
In 2019 we launched JSAT 8 which serves as a high school placement exam. This exam officially replaced the BJE High School Placement Exam and has been completely revamped. Over sixty schools offered the exam to their students. In addition, out of network testing was done in NY, NJ, Chicago and Los Angeles, making this a true national exam.

### LOWER SCHOOLS ADMINISTERING THE JSAT 8

<table>
<thead>
<tr>
<th>Lower School</th>
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<tr>
<td>Academies at Gerrard Berman Day School</td>
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<td>Yeshivat Heatid</td>
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<td>Yeshivat Noam</td>
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2,200 students have taken the JSAT 8

“**YASHER KOACH! I SEE THIS TEST AS THE WAVE OF THE FUTURE.”**

RABBI NACHUM WACHTEL
PRINCIPAL, LOWER SCHOOL, RYNJ

56 schools administered the JSAT 8 in 2019

4,000 students have taken the JSAT 5
## Executive Report 2019

**School Name**

**Grade Level:** 8  
**Class Name:** N/A

**Overall Percentage Score:** 81  
**Overall Percentile Score:** 89  
**Final Letter Grade:** B

### Section Percentage Score:

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<th>NP</th>
<th>Percentage</th>
<th>AVG</th>
<th>AVG +/-</th>
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**NC = Number Correct, NP = Number Possible, AVG = Average**

**JSAT Level 8 Student Report**

Assessment Year: 2019-2020

School Name

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*Students taking JSAT 8, 12.19*
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

The Principal Training Institute, (PTI) a division of CoJDS, trains educators in Jewish day schools to become effective school leaders and principals. PTI is where newly appointed school leaders and aspiring leaders learn the art and science of school leadership.

Standards and best practices of both public and Jewish day schools are adapted to meet the unique challenges of Jewish day schools and are presented by expert guides in the field of education.

PTI develops talented Jewish educational leaders, building on existing positions and skills, using personalized professional growth plans with a reflective and supportive core group of peers. We are invested in each member’s future success and job placement.

To date, over 70 school leaders have graduated from PTI, making a continuing impact on Jewish education.

Mrs. Temima Feldman, PTI Director, presents introductory class to 2019-20 cohort 08.06.19
Dear Rabbi Glass and Mrs Feldman,

Thank you so much for all the hard work and effort that you have put into making the Principal’s Training Institute the valuable program that it is. As someone who is new to the world of administration and is building a school from the ground up, each of these workshops has already been so valuable and has given us, as a school, a lot to consider in determining the tone and culture for the school.

Rabbi Sadigh’s workshop was incredibly interesting and insightful. While he definitely got the attention of his audience by bringing in the parallels of Disney employee culture into his workshop, the focus on starting at the top and starting with the culture and rapport of the employees really drove home the idea that if your staff is happy and invested, it will have a ripple effect throughout the school. Similarly, with the school’s relationship with the home - that if the parents feel that the school is there to work with them and are receptive to their voice, they will be much more inclined to buy into the system and to work with the school.

Already we have been working on implementing some of the ideas that Rabbi Sadigh presented, as well as some ideas from Mrs. Feldman’s workshop the previous month. We have begun focusing on leadership and allowing each of our teachers the opportunity to use their leadership styles to contribute to the school with the talents each of them possesses. Now that school has finally begun after the Chagim and we are in full swing, we sat down with our teachers and our handbook and we went over it together as a staff and asked for everyone’s input. We have really made an effort to get to know our teachers and show our appreciation for them and the journey they have joined us on to build a girls’ high school in Las Vegas and, as a result, they are all very invested and our students feel that care and involvement. In turn, our students are invested and have been giving their time and energies to decorating our new school building, planning events, and getting involved in the community.

Thank you so much again for all your efforts to provide such an incredible and valuable program and I look forward to learning even more.

Mrs. Sarah Schwartz
Principal, Ateres Bnos Ita Girls High School, Las Vegas, NV

Dear Rabbi Sadigh,

I feel truly inspired after tonight’s session. I never looked at things through the frame you presented, and I now see things very differently.

I am just starting off as an administrator, and I’d be very grateful for the opportunity to stay in touch as I forge my path. Thanks so much!

Rabbi Ike Hanon
Administrator and Rebbe, Hillel Yeshiva Middle School, Deal, NJ

CoJDS regularly features senior principals as role models of excellence in Jewish educational leadership
Temima Feldman
I left last night so impressed with the amazing program that you run. They are truly lucky to have you at the helm.
Keep up the great work!
Looking forward to being in touch!

Rabbi Yaakov Sadigh, Head of W.H. Campuses
Hebrew Academy of Nassau County

Good morning, Mrs. Feldman!
I just wanted to let you know that, in preparation for the first day of computers for a particular class, I cornered two students who caused trouble last year, and I applied my new skills in responsibility-centered disciplining. (Only 4 components out of 5. No ‘breakdown’ because nothing had broken yet.)
B’H it worked more successfully than I ever could have dreamed!
Thank you for including me in that professional development day!

Nechama Goodman
Partner Principal Program

Based on the principle that observation is the best form of professional development, CoJDS acts as a facilitator in matching PTI participants with principals in similar schools for on-site observations. PTI coordinator Mrs. Temima Feldman and PTI participants analyze areas in which the aspiring principal is looking to grow, matching them to appropriate schools so they can see how experienced principals successfully tackle similar issues. Topics to be addressed may include curriculum, transitions, communication, parent ambassadorship, community engagement, education and technology. A successful match requires finding an experienced principal with expertise in the desired area of growth, geographic accessibility, and similar religious orientation of schools. After the visit, PTI participants and Mrs. Feldman prepare a thorough assessment of the visit and a plan on how to put into practice the lessons learned from the observation. We are grateful to the 12 host schools in 2019 that shared their expertise and experience with the next generation of day school leaders.

WHAT WAS NEW IN 2019

HOST SCHOOLS 2019-2020:

Torah Academy for Girls Elementary School, Far Rockaway, NY
Limudei Kodesh: Mrs. Menucha Levin
General Studies: Mrs. Temima Feldman
Middle School
Limudei Kodesh: Mrs. Batya Krasnow
Early Childhood
Mrs. Chavie Sender, Mrs. Rivkie Keilson

Hebrew Academy of Long Beach Elementary School, Cedarhurst, NY
Mr. Richard Altabe

Mesivta Ateres Yaakov (MAY), Lawrence, NY
Rabbi Mordechai Yaffe, Ph.D.

Hebrew Academy of Five Towns and Rockaway Elementary School, Lawrence, NY
Ms. Joy Hammer

Bnos Yisroel, Baltimore, MD
Mrs. Ahuva Heyman

Chaviva High School, Cleveland, OH
Mrs. Rochie Berkowitz

Hebrew Academy of Nassau County, West Hempstead, NY
Rabbi Yaakov Sadigh

Joseph Kushner Hebrew Academy, Livingston, NJ
Ms. Debbie Finkelstein

Hasten Hebrew Academy, Indianapolis, IN
Mrs. Miriam Gettinger

North Shore Hebrew Academy, Great Neck, NY
Dr. Daniel J. Vitow
### 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. Rachel Schuh at rschuh@cojds.org.

For more information about professional development for the L’havin U’lehaskil curriculum, please contact Mrs. Basha Mindell at bmindell@cojds.org.

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**Currently in use in over 200 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 the elementary grades empower students with the skills necessary to read and translate the original Biblical Hebrew into English, modern Ivrit or Spanish. 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-pressed, 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 may not be a progression from what was taught previously. The *L’havin* structure provides teachers with the clear knowledge of what the students learned previously. A wordlist with *shorashim* (root words) and high frequency words, flashcards and binders with student cards enable the students to build a word bank that transfers into all Judaic studies subjects. Scaffolding limits the amount of redundancy, ensuring that the time allowance for learning *Tanach* is maximized.

**FLEXIBILITY FOR TEACHER CREATIVITY:** The program does not dictate to teachers how to teach the text; it leaves room for every individual teacher, classroom, and school to make meaning of *Chumash*. It does help teachers provide access to the biblical text and its content in a structured and effective way. We understand that some schools may only dedicate a few hours a week to the study of *Chumash* and some much more. Any school that is interested in teaching *Tanach* with the original text will find the curriculum an invaluable tool.

**CONTINUAL SUPPORT:** This is not a program which ships out the books and leaves schools to fend for themselves. We involve administrators and educators in the process through communication and collaboration. We are constantly working on individualizing the program for the vast array of schools and levels. We have a curriculum team on staff to provide workshops, evaluations and on-site assistance to teachers.

**INTERDISCIPLINARY CROSSOVER:** The skills developed in learning *Tanach* are used in several other Judaic subjects including *Ivrit* and *Tefillah*.

- Spanish version of *L’havin*
- New and revised *Lech Lecha* student and teacher editions with updated digital versions
- Mrs. Rachel Schuh and her team of professional teacher trainers are available for on-site teacher training and professional development
- New curricula in process of development: *Shmot, Navi* and *Dinim*.

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**WHAT WAS NEW IN 2019**

- Mrs. Miriam Kalter with her class, Maayan Torah Day School, Portland, OR
- Rabbi Zellengut with 4th grade at TA in Philadelphia
List of Participating Schools

ARIZONA
Cheder Lubavitch, Phoenix
Lamplighters Chabad Day School, Tucson
Nefesh, Scottsdale
Phoenix Hebrew Academy, Phoenix
Torah Day School of Phoenix, Phoenix

CALIFORNIA
Chabad Hebrew Academy, San Diego
EMEK Hebrew Academy, Sherman Oaks
Gindi Maimonides Academy, Los Angeles
Hebrew Academy of Huntington Beach, Huntington Beach
Irvine Hebrew Day School, Santa Ana
Lamplighters Jewish Academy, Oxnard
Legacy Academy, Los Angeles
Or HaChaim Academy, N. Hollywood
Soille San Diego Hebrew Day School, San Diego
South Peninsula Hebrew Day School (SPHDS), Sunnyvale
Tashbar Sephardic Yeshiva Ketana, Los Angeles
The Bay Area Cheder, Pleasanton
Yeshiva Ketana of Los Angeles, Los Angeles

COLORADO
Denver Academy of Torah, Denver
Hillel Academy, Denver

CONNECTICUT
Bess and Paul Sigel Hebrew Academy, West Hartford
Bi-Cultural Day School, Stamford
Cheder Chabad, New Haven
Ezra Academy, Woodbridge
Southern Connecticut Hebrew Academy, Orange
Yeshiva K’tana of Waterbury, Waterbury

FLORIDA
Brauser Maimonides Academy, Ft. Lauderdale
Chabad Day School, Jacksonville
Chabad HA Community School, Margate
Cheder Chabad, Lake Worth
Esformes Hebrew Academy, Ormond Beach
Hebrew Academy Rabbi Alexander S. Gross, Miami Beach
Hebrew Academy of Tampa Bay, Tampa
Hillel Academy of Tampa, Tampa
Jewish Cooperative School, Hollywood
Katz Hillel Day School, Boca Raton
Lubavitch Educational Center- Boys, Miami
Lubavitch Educational Center- Girls, Miami
Maimonides Hebrew Day School, Fort Myers
Miami Jewish Montessori, Miami
Mizrahi Torah Academy, Plantation
Orlando Jewish Day School, Orlando
Orlando Torah Academy, Orlando
South Florida Jewish Academy, Coconut Creek

GEORGIA
Atlanta Jewish Academy, Atlanta
Rambam Day School, Savannah

ILLINOIS
Cheder Lubavitch Hebrew Day School, Chicago
Hillel Torah North Suburban, Skokie
Shaarei Chinuch Day School, Chicago
Torah Academy of Buffalo Grove, Buffalo Grove

INDIANA
Hasten Hebrew Academy, Indianapolis
South Bend Hebrew Day School, Mishawaka

KANSAS
Hyman Brand Hebrew Academy, Overland Park

LOUISIANA
Torah Academy, New Orleans

MARYLAND
Melvin J. Berman Hebrew Academy, Rockville
Beth Tefiloh Dahan Community School, Baltimore
Cheder Chabad, Baltimore
Ohr Chadash Academy, Baltimore
Talmudical Academy, Baltimore

MASSACHUSETTS
Lubavitcher Yeshiva Academy, Longmeadow
Maimonides School, Brookline
Shaloh House, Brighton
Striar Hebrew Academy, Sharon

MICHIGAN
Yeshivat Akiva-Farber Hebrew Day School, Detroit
Yeshiva Beth Yehudah, Southfield

MINNESOTA
Lubavitch Cheder Day School, St. Paul
Torah Academy of Minneapolis, St. Louis Park

MISSOURI
Epstein Hebrew Academy, St. Louis
Torah Prep School, St. Louis

NEBRASKA
Friedel Jewish Academy, Omaha

NEVADA
Desert Torah Academy, Las Vegas
Yeshiva Day School of Las Vegas, Henderson
NEW JERSEY
Cheder Lubavitch Morristown Boys, Morristown
Cheder Lubavitch Morristown Girls, Morristown
Cheder Menachem, N. Brunswick
Hillel Yeshiva School, Ocean
Joseph Kushner Hebrew Academy, Livingston
Moriah School, Englewood
Politz Day School, Cherry Hill
Rabbi Pesach Raymon Yeshiva, Edison
Rosenbaum Yeshiva of North Jersey, River Edge
Shalom Torah Academy, Morganville
Sinai Schools, Livingston
Tenafly Chabad Academy, Englewood Cliffs
Yavneh Academy, Paramus
Yeshiva Shaarei Tzion, Piscataway
Yeshivat He’Atid, Teaneck
Yeshivat Noam, Paramus

NEW YORK
Ahi Ezer Yeshiva, Brooklyn
ASHAR, New City
Ateres Bais Yaakov, Monsey
Bais Yaakov Academy of Queens, Queens
Bais Yaakov Ateres Miriam, Far Rockaway
Bais Yaakov of Boro Park, Brooklyn
Beth Rivkah, Brooklyn
Bnos Bais Yaakov, Far Rockaway
Bnos Malka Academy, Queens
Bnos Yisroel School, Brooklyn
Bnot Yaakov, Great Neck
Brooklyn Heights Jewish Academy, Brooklyn
Cheder Chabad of Long Island, Lake Grove
Cheder Chabad, Monsey
Cheder Chabad Girls of Long Island, Lynbrook
Communities Acting to Heighten Awareness and Learning (CAHAL), Cedarhurst
Derech HaTorah, Rochester
Hebrew Academy of the Five Towns and Rockaway, Lawrence
Gesher, Cedarhurst
Gesher Yehuda, Brooklyn
Hebrew Academy of Long Beach, Long Beach
Hebrew Academy of Nassau County, Plainview
Hebrew Academy of Nassau County, West Hempstead
Jewish Foundation School, Staten Island
Jewish Institute of Queens, Queens
Lamplighters Yeshiva, Brooklyn
Long Island Hebrew Academy, Great Neck
Magen David Yeshiva, Brooklyn
Manhattan Day School, Manhattan
Mill Basin Yeshiva Academy, Brooklyn
Pathway Study Center, Brooklyn
Shulamith School for Girls, Brooklyn
Shulamith School for Girls, Cedarhurst
Silverstein Hebrew Academy, Great Neck
The Hebrew Academy, New City
Westchester Day School, Mamaroneck
Westchester Torah Academy, New Rochelle
Yeshiva Har Torah, Little Neck
Yeshiva Ketana of Queens, Flushing
Yeshiva of Central Queens, Flushing
Yeshiva Shaarei Zion, Forest Hills
Yeshivat Bitahon, Brooklyn
Yeshivat Darche Eres, Boys, Brooklyn
Yeshivat Darche Eres, Girls, Brooklyn
Yeshivat Lev Torah, Brooklyn
Yeshivat Shaarei Torah, Brooklyn

NORTH CAROLINA
Chabad, Cornelius

OHIO
Columbus Torah Academy, Columbus
Hebrew Academy of Cleveland, Cleveland Heights

OREGON
Maayan Torah Day School, Portland
Maimonides Jewish Day School, Portland

PENNSYLVANIA
Abrams Hebrew Academy, Yardley
Beth Shalom Academy, Scranton
Caskey Torah Academy, Wynnewood
Cheder Menachem, Wilkes Barre
Main Line Classical Academy, Bryn Mawr
Politz Hebrew Academy, Philadelphia
The Silver Academy, Harrisburg
Yeshiva Schools, Pittsburgh

TENNESSEE
Bornblum Jewish Community School, Memphis
Margolin Hebrew Academy, Memphis

TEXAS
Akiba Academy, Dallas
Chabad Hebrew Preparatory School, Austin
Robert M. Beren Academy, Houston
Torah Day School of Dallas, Dallas

VIRGINIA
Rudlin Torah Academy, Richmond

WASHINGTON
Menachem Mendel Seattle Cheder Day School, Seattle
Seattle Hebrew Academy, Seattle
Torah Day School of Seattle, Seattle

WISCONSIN
Yeshiva Elementary School, Milwaukee
Hello, Rabbi Glass,

Adira (age 10) and Nesya (age 7) Friedman are learning *Chumash* with *L’havin U’lehaskil* curriculum near their father’s Air Force posting at Tyndall AFB in Panama City Beach, FL. Their mother teaches them from the *parsha* and *hachana* books and they love learning together and are progressing rapidly. CoJDS is not only helping day school students, like the Friedmans were previously, but even those who are essentially military and homeschooling families, remotely located from the amenities of larger Jewish communities and schools.

Thanks for what you all do!

Kate Friedman, Tyndall Air Force Base, Panama City Beach, FL

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**AUSTRALIA**
Masada College-Torah Stream, Sydney

**CANADA**
Akiva Academy, Calgary, AB
Beth Rivka, Montreal, QC
Eitz Chaim Schools, Patricia, Toronto, ON
Eitz Chaim Schools, Viewmont, Toronto, ON
Hamilton Hebrew Academy, Hamilton, ON
Joe Dwek Ohr HaEmet Sephardic School, Toronto, ON
Kayla’s Childrens Center, Toronto, ON
Maor Yisrael, Montreal, QC
Menorah Academy, Edmonton, AB
Netivot HaTorah Day School, Toronto, ON

**CHILE**
Maimonides School, Santiago

**ENGLAND**
Lubavitch Primary School, London

**MEXICO**
Or Hajayim, Mexico City

**PANAMA**
Magen David Academy

**ONLINE**
Shluchim Online

Torah Day School of Ottowa, Ottowa, ON
Vancouver Hebrew Academy, Vancouver, BC
NEW CURRICULA FOR 2020

Under the direction of Miriam Gettnger, Principal, Hasten Hebrew Academy of Indianapolis, CoJDS is excited to announce its foray into Middle School Judaic curriculum designed for grades 5-8 aligning with the JSAT benchmark achievement assessments. Mrs. Gettnger is the CoJDS Middle school curriculum coordinator and developer for the following projects:

L’havin U’lehaskil: Parshiot Va’era and Bo (Exodus, Chapters 6-14)
- Curriculum is presently being written with an anticipated late spring 2020 publication

Navi:
- Shmuel Aleph (Samuel 1)

Dinim:
- Laws of Netilat Yadaim/Seuda, Birkat Hamazon (laws and customs pertaining to meals and after blessings)
- Birkat Hamazon and Bracha Acharona workbook

Focus is placed on helping students gain an understanding and appreciation of the most common blessings recited regularly

These innovative materials highlight critical and creative thinking skills and learning activities based upon the KUD model for Knowledge/content, Understanding/concepts and intrapersonal reflection (mussarei haskel) and Doing/textual and inferential thinking skills.

NAVI: Navi is much more than a good story. The study of Navi offers so many rich opportunities to engage, inspire, and inculcate the fundamentals of our faith while developing and reinforcing various learning, comprehension, critical and creative thinking skills. Mrs. Sara Chaiya Feinstein, Judaic teacher at Yeshiva Day School of Las Vegas, is currently developing a Shmuel Navi curriculum geared for middle school. The Navi curriculum includes a teacher’s handbook, which provides flexible detailed lesson plans with tips, ideas, and sources for teachers. Student worksheets that align with the learning objectives in the lesson plans serve to reinforce the learning in the classroom and further develop comprehension skills, as well as give opportunities for creative activities that add to the excitement and connection to the Navi.

CHUMASH: CoJDS is now expanding the curriculum into Sefer Shmot. Preparation is currently underway to complete Parshat Va’era for the 2020-21 school year. The focus is reflective of the higher-level thinking skills of older grades. Chumash translations skills are reviewed while developing students’ abilities to think and analyze the text. Workbooks include questions requiring higher-order thinking and identifying answers in the text.

Mrs. Miriam Gettnger leads a discussion on the development of Middle School Judaic curricula in CoJDS office 11.11.19
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’lehashkel 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. In 2019 the distance learning program has been expanded to the Denver Academy of Torah (DAT).
THE TEFILLAH CURRICULUM

GOAL

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

For more information about the Tefillah Curriculum please contact ybenari@cojds.org

3 TIMES A DAY: COJDS HELPING CHILDREN DO IT RIGHT! The Tefillah Curriculum is now in its fifth year of development and is spreading throughout the US and the world. Schools in Skokie, IL; Brooklyn Heights, NY; Seattle, WA; Milwaukee, IL; and Vancouver, BC; 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.

Dear Rabbi Benari,
B”H they are enjoying the daily discussions, sharing their own ideas and examples. They have been marking in their siddurim the line that we discussed that morning, as a reminder to stop and think about the words and what they mean to the student.

Thank you, hatzlacha rabba in this project.

Hindy Popper, Tzemach Tzedek School, Chicago, IL

Students in the YESS! school in Flushing, NY, work on the CoJDS Tefilla curriculum, December 2019

Students from the Tzemach Tzedek School in Chicago, IL, at work on the CoJDS Tefila curriculum 12.06.19
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 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.
**Curriculum Specialist Team:** CoJDS is committed to ensuring the success of the L’haven curriculum in each school. Our curriculum team is headed by Mrs. Rachel Schuh, an elementary school teacher with years of experience.

The work of the curriculum team is multi-layered, reaching both teachers and administrators alike. Mrs. Schuh works with principals and curriculum advisors, assessing their schools’ needs and creating a comprehensive plan to meet them. We also work with connecting principals to collaborate on best practices.

Our team is in direct contact with teachers offering support on various levels. We observe teachers, providing invaluable feedback. We help teachers with scope and sequence of the L’haven program. CoJDS will coordinate with administrators and teachers of various grades to streamline the curriculum to the unique needs of each school.

We also assist with curriculum mapping throughout the school, helping to ensure that the students are equipped to reach the benchmarks of the JSAT 5 and JSAT 8 standardized tests. The L’haven team can tailor the program to each school’s needs.

<table>
<thead>
<tr>
<th>Curriculum Coordinator</th>
<th>Mrs. Rachel Schuh</th>
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<tbody>
<tr>
<td><strong>TEAM MEMBERS</strong></td>
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<tr>
<td>South Florida</td>
<td>Mrs. Esther Levy</td>
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<tr>
<td>Central Jersey</td>
<td>Mrs. Elissa Hochbaum</td>
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<td>Las Vegas/West Coast</td>
<td>Rabbi Michoel Paris</td>
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<tr>
<td>Denver/Mid-West</td>
<td>Mrs. Rivka Gross</td>
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<tr>
<td>Central CoJDS Office</td>
<td>Mrs. Basha Mindell</td>
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Rabbi Heshy Glass, Ed.D., meets Mrs. Rachel Schuh and regional team members in CoJDS headquarters.
“Thanks for the wonderful session. Our staff found the session to be very helpful. 3rd and 4th grade staff met right after for another hour to brainstorm. We have set definite goals to attempt to differentiate and better use the sefarim. Happy to host you so you can see the classes in person and share more insights with our staff.”
Rabbi Michael Merril, HANC

“Thank you SO much for helping us with this [custom modification of workbooks]. I am sure it will prove very valuable.”
Rabbi Ezra Saban, Magen David Yeshiva, Brooklyn, NY

“I just want to thank you for your incredible workshop on Nov 11, 2019. The staff felt that you understood their issues and they appreciated your expertise.”
Mr. Richard Altabe, Principal, HALB, Woodmere, NY

“I was in touch with Mrs. Rachel Schuh from the L’havin U’lehaskil office. They are committed to supporting our school as we acclimate to using the L’havin program at Yeshiva. Mrs. Schuh has a team dedicated to supporting teachers in using this program.”
Rabbi Mannis Frankel, Principal, Yeshiva Schools of Pittsburgh, PA

“Thank you for all of your help at Shalom Torah Academy last year. I definitely picked up some nice pointers.”
Rabbi Yehuda Friedman, Teacher, Shalom Torah Academy, Morganville, NJ

“Thank you! It was such a help to have you give undivided attention to each Morah to help them teach most effectively. Each teacher left energized and excited to keep a connection with you.”
Mrs. Khavi Rosenshein, Principal, Bnot Yaakov, Great Neck, NY

“It was so helpful for all of our teachers in all grades to sit together and understand the goals and purpose of L’havin”
Mrs. Zvulunov, Principal of Judaic Studies, Jewish Institute of Queens, NY

“The hours of training work amazing, b”h. I completed everything with a half hour left to spare! Thank you so much for the coaching.”
Mrs. Aliza Pekier, Teacher, Torah Day School of Dallas, TX
Malcolm Gladwell, a journalist and author, has looked at data trends in innovative ways which have helped uncover many patterns in the way we think about the world around us. He points out that the intuitive human approach to data is to consider them all of roughly equal weight. The harder part is to calibrate and prioritize the data. He promotes the “ignoring of data.” By this he means that when you find yourself swimming in data, the first step is to figure out which data to ignore— the data that is not only irrelevant to your goal but is counterproductive to it. One area where this concept is being applied in the corporate world is in the hiring process. Companies are increasingly looking to implement “blind” hiring systems where information such as names are obscured from the hiring individuals.

A famous example of this approach was done in 1952 by the Boston Pops Orchestra as they auditioned for a violinist. They wanted to eliminate any biases of gender or any physical characteristics that could sway the opinions of the interviewers. Prior to interviewing the candidate, the candidate was placed behind a screen and asked to play the requested musical piece. This practice ensures that the judging of the candidate is not based on anything other than the music being played.

In schools, we often face an ocean of data, some of it helpful, some not. From standardized test scores to patterns of office referrals, how can we create situations where we obscure from view certain pieces of data? Just as the symphony interviewers filtered out the physical characteristics of the violinist, how can schools filter out distracting data in order to cultivate the best classroom environments possible? Let’s look at some scenarios.

A Tale of Two Tests
Two classes give a test. The average in one class is a 98 and the average in the second class is a 78. Which students are demonstrating a greater degree of understanding the material that was being covered? Need more information? Okay. The medians are also 98 and 78, respectively. Still more information? What additional information would be helpful? Standard deviation? Interquartile range? No and no. The problem here cannot be solved by adding more of the same type of data. The answer is to screen out the very data because it is leading us down the wrong path. The class average on the test is exactly the kind of data that can be misleading. What would it look like if we put this data beyond a figurative screen? What would happen if we didn’t put a number on the test paper?

Let’s consider a system where the teacher was to only flag answers that contained factually incorrect information or blatantly faulty logic, and then asked questions on the paper about the student’s work or made comments on whether the answer was persuasive. The student would then have the opportunity to address those critiques directly. This would allow the teacher to see the student’s work without focusing on a number. The focus then is no longer on the teacher assigning a percentage number to the students’ work, but on considering the student’s work on all levels.

Of course, people often ask how a grading system can work without numbers. Numbers are necessary and are a powerful, yet simple, way for us to compare different outputs. I am not advocating eliminating a numeric grading system. I am only suggesting delaying the assigning of numeric values to student work. Every teacher and school would need to decide for themselves at what point, and in what way, to introduce a number mark which would represent an evaluation of the student’s work.

Obscuring the misleading data—the final number on the test paper—allows us to evaluate the student’s work as a whole, much like the symphony interviewers did.
LARRY THOMPSON: So much of the success of a school is dependent on the discipline culture in every classroom, hallway and playground. Student learning and growth, teacher satisfaction, and school ranks can rise or fall due to a successful discipline system in a school. It is an issue that cuts across every age and religious affiliation.

As an outgrowth of its 2018 summer conference, CoJDS embarked on a partnership with Larry Thompson and Accutrain professional development resources. Since that initial presentation in July 2018, CoJDS and Mr. Thompson have brought the “Responsibility-Centered Discipline” method to over 30 schools and hundreds of educators in Jewish day schools serving over 10,000 students, RCD trained schools typically see a significant improvement not only in behavior management, but also in school climate, student and teacher satisfaction and ultimately academic success.

CoJDS plays the unifying force to pool resources and bring this valuable method to several schools at once. Jewish federations that service several day schools in one region can benefit multiple schools with a single investment in a combined professional development day.
“MR. THOMPSON WAS FABULOUS. HE REALLY UNDERSTOOD THE CHALLENGES FACING STUDENTS AND TEACHERS. HE HAD REALISTIC APPROACHES TO HELP DEAL WITH DISCIPLINE.”

“I FELT THAT LARRY KNEW WHAT TEACHERS GO THROUGH ON A DAILY BASIS. THE ANECDOTES WHICH SHOWED HOW HE DEALT WITH STUDENTS WERE INSPIRING.”
TUESDAY, AUGUST 27
Torah Academy of Boca Raton with LARRY THOMPSON
447 NW Spanish River Blvd. | Boca Raton, FL 33431

WEDNESDAY, AUGUST 28
Hebrew Academy of Long Beach with LARRY THOMPSON
523 Church Ave. | Woodmere, NY 11598

TUESDAY, SEPTEMBER 3
Torah Academy for Girls with LARRY THOMPSON
444 Beach 6th St. | Far Rockaway, NY 11691
When Eli Shapiro asked me if Politz Hebrew Academy would host a professional development day, I did not hesitate to say “yes”. It was a wonderful opportunity to partner with CoJDS and to hear the unique presentation by Larry Thompson.

On Monday, November 11th, approximately 100 educators and administrators joined together at Politz Hebrew Academy for an in-service that can only be described as incredible. We sat together and marveled at the techniques of the Responsibility Centered Discipline program. We were given the ability to empower our children to take responsibility for their own behavior.

There was an electric charge in the air as the enthusiasm permeated the room. We were all ready and willing to implement the RCD - “Give’Em Five” program. “When can we start?” “How do we start?” “Can you help us with follow-up?” “Can we get more training?” These were the questions uppermost in everyone’s minds.

All too soon the day came to an end to everyone’s disappointment. Many of the participants stayed to ask the relevant questions necessary to launch RCD in the individual schools.

Larry Thompson left us wanting more, and all the school administrators are working on “next steps”.

I know I speak for all the participants when I express my hakoras hatov to CoJDS. The professional development day was just one more example of the Consortium striving for each school to achieve excellence. From curricular programming to administrative training, partnering with the Consortium of Jewish Day Schools is partnering for success!
Hundreds of Educators Attend Early Childhood Professional Development Day
by Felicia Ackerman, Early Childhood Director Lev Chana Preschool

Monday morning, Veteran’s Day, found hundreds of early childhood educators engrossed in a professional day of learning, organized by the Consortium of Jewish Day Schools. Hosted by the Marion Gural JCC, teachers from Brooklyn, Queens, the Five Towns and Connecticut gathered to learn, collaborate and exchange information and ideas about topics that are relevant and affect their daily teaching experiences.

Elana Fertig, Early Childhood Director of Yeshiva of South Shore and CoJDS consultant, opened the morning proceedings, with a speech called “Hugging with Words, Inspired by Rabbi Chanina Herzberg.” The general feeling among the attendees was that they found the presentations to be engrossing, interactive, hands-on sessions. They came away with techniques, ideas, and activities they could immediately implement in their classrooms.

They were excited with the choice of topics and presenters for the eight workshops which targeted areas such as sensory integration, basics of early childhood education for assistant teachers, managing your child’s behavior, expanding art across the curriculum, identifying behavioral triggers, maximizing math, reflex integration and understanding the hows of district services, and considered them to be informative, and stimulating. As one teacher commented, “This Day of Learning was important because it showed us that we are part of something bigger than the individual schools. We are part of a special group of educators who are there to educate the future of Klal Yisroel.”

Thank you for all your time, effort and energy that went into coordinating the program yesterday! My teachers and I found the workshops and presenters relevant and engaging! However, the best part was your speech...the topic was amazing and the five practical points that you brought out were so valuable! I typed up those five points and handed them out today to my teachers, those who were there and those who weren’t (as our UPK classes had school yesterday and those teachers could not attend).

Yashar Koach for a job well done!

Ahuva Levine, Tifereth Moshe, Queens, NY

Thank you so much for organizing and “keynoting” such a powerful day!
Everything ran so smoothly and your personal support was greatly appreciated! Your address was brilliant and I think all of today’s participants greatly benefitted from the ideas and skills offered to them in the workshops. You and your colleagues did a magnificent job and I am very proud that I was part of this very special day!
Thanks, again!

Fran Kohn, Presenter at Day of Learning, EC Teacher

“This Day of Learning was important because it showed us that we are part of something bigger than the individual schools. We are part of a special group of educators who are there to educate the future of Klal Yisroel.”
Early childhood educators gather for professional development at the Gural JCC, Cedarhurst, NY, 11.11.19
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 our workshops that have been most successful in various cities.

2019 Strategic Partnership Organizations

Yachad, division of the OU
The Jewish Education Project (BJE), NY
ATT-Associated Talmud Torahs of Chicago
Jewish Federation of Vancouver, BC
Jewish Federation of Greater Portland, OR
Eretz Chemda
Kreative Solutions
Nefesh International-The International Network of Orthodox Mental Health Professionals

Kaylie Foundation
Farash Foundation
PAJES-Partnerships for Jewish Schools of the UK
The Digital Citizenship Project
Foundations Curriculum
Our Six Million Candle project
Machon Menoras Hachochma
Achievements Educational Services

MACHON MENORAS HACHOCHMA: Machon Menoras Hachochmah creates general studies educational curricula for yeshiva high school students that combines standards-based excellence with content deeply rooted in the values of our mesorah. Machon Menoras Hachochmah’s use of innovative educational techniques and cutting-edge technology delivers an education that is experientially engaging as it prepares students for success in the 21st century.

For more information, please contact Rabbi Avrohom Feldheim at AFeldheim@TheMachon.org or Rabbi Mordechai Weissman at MWeissman@theMachon.org
KRIATIVE SOLUTIONS: Kriative Solutions Kriah weaves together a variety of innovative techniques to ensure success with students of all abilities. The Kriah program considers the unique ways in which Hebrew Reading presents challenges to students, and teaches these skills directly and in bite-size units. It also targets visual tracking issues and phonemic awareness skills unique to Hebrew reading, as well as reading fluency.

The interactive and aesthetically engaging digital and print materials relate to students’ interests and aim to give students a sense of success at each step.

For more information, please contact Mrs. Brocha Kresch at kriativesolutions@gmail.com

OUR SIX MILLION CANDLE PROJECT: In 2019 over 900,000 candles were distributed in Israel and North America through the Our Six Million project.

In North America, CoJDS distributed candles to over 100 Jewish day schools, federations, Israel scout groups, synagogues, and even El Al airlines.

The program provides 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. CoJDs is 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.

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

From UJA Federation of New York  From Akiba Dallas  From Emek Hebrew Academy, Sherman Oaks, CA
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.

### Schools That Received Eretz Chemda Materials in 2019 Distributed by CoJDS

- Arie Crown Hebrew Day School, Skokie, IL
- ASHAR, New City, NY
- Ateres Beis Yaakov, New Hempstead, NY
- Berman Hebrew Academy, Rockville, MD
- Bnos Malka Academy, Flushing, NY
- Bnos Yisroel, Baltimore, MD
- Clifton Cheder, Clifton, NJ
- Derech HaTorah, Rochester, NY
- Eitz Chaim Schools, Toronto, ON
- Emek Hebrew Academy, Los Angeles, CA
- Hebrew Academy of Cleveland, OH
- Hebrew Academy of Long Beach, NY
- Hebrew Academy of Nassau County, NY
- Hillel Torah, Skokie, IL
- Joseph Kushner Hebrew Academy, Livingston, NY
- Maayan Torah Day School, Portland, OR
- Politz Day School, Cherry Hill, NJ
- Providence Hebrew Day School, RI
- Rosenbaum Yeshiva of North Jersey, NJ
- Tashbar Sephardic Yeshiva Ketana, Los Angeles, CA
- Torah Academy, Minneapolis, MN
- Torah Academy for Girls, Far Rockaway, NY
- Torah Academy, Jacksonville, FL
- Torah School of Greater Washington, MD
- Toras Emes Academy, North Miami Beach, FL
- Toronto Cheder, ON
- Yeshiva Darchei Torah, Far Rockaway, NY
- Yeshiva Ketana of Long Island, NY
- Yeshiva Ketana of Manhattan, NY
- Yeshiva T'kana of Waterbury, CT
- Yeshivat Shaare Torah, Brooklyn, NY
- Yeshiva Shaarei Tzion, Piscataway, NJ
- Yeshiva of South Shore, Hewlett, NY
- Yeshiva Torat Emeth, Houston, TX
- Yeshivat Darche Eres, Brooklyn, NY
- Yeshiva of Central Queens, Flushing, NY
- Yeshiva Derech HaTorah, Brooklyn, NY
- Yeshiva Elementary School, Miami Beach, FL
- Yeshiva Tifereth Moshe, Kew Gardens, NY

**ACHIEVEMENTS EDUCATIONAL SERVICES:** CoJDS is proud to partner with Achievements Educational Services. Achievements helps many schools by providing a wide range of educational services as well as General Studies curricula geared specifically for Jewish schools. Their services include Professional Development, Teacher Placement, substitute teachers database, tutors and mentors for struggling students, and free online resources for teachers. Their extremely user-friendly website, AchievementsES.com, makes learning about what they offer a breeze.

Achievements Educational Services has also created unique, innovative General Studies curricula that was developed specifically for Jewish schools. These comprehensive programs are aligned with the most current state standards and provide a superior education without compromising on clean, user friendly content.

*For more information, visit www.AchievementsES.com, 800.742.1803, info@achievementsES.com*
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.

It is an honor and a true privilege to be teaching the Foundations curriculum to both my high school students and the women of my shul. It is an unbelievably rewarding experience. The positive responses and clear internalization of the Foundations concepts are simply overwhelming. As a teacher and a Rebbetzin, this has been extremely satisfying. On a personal level as a Jewish woman, this has been life changing!

*Rebbetzin Sori Teitelbaum*

The Foundations program has enlightened me with a new sense of what it means to be a good Jew. The program is allowing me to explore my own characteristics on a deeper level and grow from my own set of tools, whether they are talents or flaws.

*G.G., HAFTR student*

The course has served to amplify the whisper in my ears, often barely audible, to recognizable sound—urging me to elevate the mundane, pedestrian events of daily life into meaningful opportunities, by understanding and then using, my unique toolset to create a kidush Hashem - a timeless goal, but particularly timely at this juncture, when we are seeing an alarming increase in anti-Semitic thought and actions.

*E.F., Young Israel of Lawrence Women’s Group*
GOALS

· to match qualified professional administrators and educators to appropriate positions in Jewish day schools throughout North America

Please contact Rabbi Hillel Adler at hadler@cojds.org for more information.

Apploi

In response to concerns voiced by schools regarding the difficulty in finding appropriate Judaic and general studies teaching staff, CoJDS has partnered with a recruitment company called Apploi.

Key features include:

- Automate job postings across multiple job boards and social sites (Indeed, Zip Recruiter, Simply Hired, Linked In, Google for Jobs, etc.)
- Reach candidates where they are
- Use of video, text, scheduling and a host of other capabilities from any device
- Screening relevant to each job, to determine the candidate suitability as early as possible
- Easily filter, review, create notes and move candidates through your pipeline so you can make offers before your competitors do
- Easy to track and manage high volumes of candidates
- All jobs automatically appear on CoJDS website. Jobs are also able to be posted on your school’s website

I just wanted to write to tell you how much our school appreciates what you’ve done in enabling us to use the Apploi platform...

Never in the history of our school have we had as much turnover in our Judaic staff as we did this summer. We [also] needed to replace teachers for middle school ELA, middle school science, and kindergarten, first, and fourth grade general studies. You signed us up with Apploi right before we started losing teachers. Without Apploi, these job searches would have been very difficult and a huge expense for our school. Apploi was truly the cure to this predicament, the likes of which the school had never seen.

Rabbi Dov Chastain, Derech Hatorah, Rochester, NY
Introducing Apploi
Helping Schools Recruit More Successfully

Candidate Acquisition
Candidate Management
Get Location
Video Responses
Consumer Mobile Experience
Integrations
Resume Matching

Mobile-First Experience

Reach Talent
Anywhere - Online

- Intelligently automate job postings across multiple job boards & social sites with the click of a button
- 1 click Apply directly from job boards with additional automated screening
- Mobile-perfect jobs landing pages to best reach & convert your target candidates
- Easily integrates with your website and marketing campaigns

Create an outstanding candidate experience

- Be more human at scale
- Apploi makes use of video, text, scheduling and a host of other capabilities from any device
- Perfectly designed application to drive conversion (87% average) & optimum candidate experience
- Screening relevant to each job, to determine the candidate suitability as early as possible

Easily collaborate & work together

- Easily filter, review, create notes & move candidates through your pipeline so you can make offers before your competitors do
- In-platform messaging (email & text), to reach candidates immediately
- Benefit from a constantly engaged & active talent pool
- Easy to track & manage high volumes of candidates

Data & Reporting To Drive Greater Insights & Success

- Candidate totals at every stage in your recruiting workflow
- Hiring Manager engagement
- Track sources of applications
- Time to hire
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.
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. Co-JDS is affiliated with a program designed to educate school faculty, students, and parents on how to promote and engage in good digital citizenship.

TECHNOLOGY PROFESSIONAL DAY FOR NEW YORK SCHOOLS: On Tuesday, December 31, several New York schools came together to start the conversation about how the L’havin U’lehashkil curriculum could fit with the current digital landscape. Graciously hosted by Richard Altabe and Hebrew Academy of Long Beach (HALB), our morning consisted of observations in two HALB classrooms who are using L’havin in a blended classroom model. We had a demonstration from Rafael Alter of Toronto who shared with us his Thumbprint platform which HALB is using in several classrooms. We acknowledge and thank Rabbi Lieberman for welcoming many educators into his classroom. We also enjoyed a demonstration by HALB’s Kriah specialist, Brocha Kresch, on her successful Kriah program.

We had a successful roundtable discussion, facilitated by Rachel Schuh, L’havin curriculum consultant, where everyone shared their impressions of the morning and their vision for a digital platform for L’havin.

The following administrators were in attendance, many of whom were joined by their L’havin teachers:

Yeshiva of Central Queens, Rabbi Michael Ribalt, Rabbi Joshua Rohr
Hebrew Academy of Nassau County, (West Hempstead), Rabbi Michael Merrill
Hebrew Academy of Nassau County (Plainview), Rabbi Kalman Fogel
Hebrew Academy of the Five Towns, Rabbi Aaron Feigenbaum, Rabbi Boruch Noy
Har Torah, Eliana Zelman
CONSORTIUM OF JEWISH DAY SCHOOLS

PROFESSIONAL DEVELOPMENT: TEACHERS AND ADMINISTRATORS

In order fully understand the needs of a school, there is no replacement to seeing it first-hand 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, and relationships with the federation. 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.

SCHOOL SERVICES: VISITATION AND IMPROVEMENT

GOALS

- to administer on-site visits by CoJDS representatives to better understand the individual needs of schools
- to offer continued support and training for all CoJDS curricula and programs
- to arrange free consultations to schools for administrative and educational support
- to maintain regular feedback channels with all schools taking advantage of CoJDS services
- to provide regional representatives to offer personal service to schools and broaden outreach
- to coordinate regional collaboration between schools and federations
Rabbi Hillel Adler visits Gesher Jewish Day School, Fairfax, VA, 05.29.19

Rabbi Hillel Adler visits Albert Einstein Academy Jewish Day School, Wilmington, DE, 02.06.19

Becky Udman presenting in New Orleans, 08.02.19

Dr. Eli Shapiro visits Torah Day School of Seattle

Rabbi Glass visiting Ms. Sara Keen and other school leaders at the Rimon School in Hendon, London, PAJES Partnership Jewish Education, 01.16.19

Rabbi Heshy Glass at the Friedberg Campus in Santiago, Chile
SPEAKERS BUREAU

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