

CONSORTIUM *of* JEWISH DAY SCHOOLS

EXECUTIVE REPORT
2020

אגודת מוסדות לחינוך ישראלי

CONSORTIUM *of*
JEWISH DAY SCHOOLS



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EXECUTIVE REPORT



IT IS MY PLEASURE TO PRESENT THE EXECUTIVE REPORT FOR 2020. 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.

This year has proven to be very unusual but also invigorating. The COVID-19 issue created a new dimension in school leadership. To that end, CoJDS spearheaded a special think tank of veteran principals to provide expert informed guidance for school leaders. The curriculum department facilitated an online platform for over 400 classrooms who use the *L'havin U'lehaskil* CoJDS *chumash* curriculum when schools were closed.

CoJDS partnered with the Orthodox Union to serve all schools and report on trends in Jewish day schools during the pandemic.

The summer think tank was presented virtually and focused on social and mental health of students, teachers and parents. A variety of topics and accomplishments were also discussed. Among them was the extremely well-received Judaic Studies Achievement Test (JSAT). In the past year, the JSAT Level 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 JSAT Level 8 was very successful in providing educational guidance for thousands of students. Please see our website, cojds.org, for recordings of the different workshops.

We are very pleased to report that the Journal of Jewish Day School Leadership continues to address current issues. A special edition of the journal dealing with the coronavirus was published to share ideas and strategies for day schools, lay and professional leaders. The journal is a professional vehicle for school leaders to learn from each other and from experts in the Jewish education field.

During 2020, the Distance Learning program expanded to include many communities. 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.

“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.”

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 welcomed 75 new students from public schools to day schools. CoJDS continued its 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.

The Maurice Ralph Julis Principal Training Institute (PTI) had a record number of participants in the current 2020 cohort. School leaders received 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 committed to professional leadership for Jewish day schools. Frequent shifts in administration are an inevitable aspect of day school culture. The Consortium's commitment to excellence in Jewish education, coupled with our broad network within Jewish day schools across North America, make CoJDS well positioned to assist lay leaders in hiring qualified professionals as school leaders.

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 are pleased to report that *Shmuel aleph* is ready and we are expanding the *sefer Shemot* 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.

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.

We encourage you to peruse this entire Executive Report for details on all of our programs.

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

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



Rabbi Heshy Glass, Ed. D
CoJDS National Chairman



WHAT DEFINES
CoJDS?



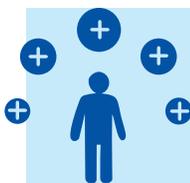
INCLUSIVITY

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



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.



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.



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.



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.



- Financial Support
- Curriculum Support
- Assessment and Data Support
- School Leader Support

In response to COVID-19 that took the world by surprise, CoJDS rose to the challenge by providing the following:

FINANCIAL SUPPORT: *Bridge scholarships were provided to help families struggling with new fiscal realities and to help schools register families dissatisfied with public school options. 73 children enrolled in 15 schools with the help of our scholarship program. [SEE PAGE 29](#)*

CURRICULUM SUPPORT: *L'havin U'lehaskil rolled out digital workbooks for remote learning, created a variety of online content, and provided one on one teacher support. 263 classrooms were given access to the L'havin U'lehaskil online workbooks during COVID-19 school closures. From the 105 Torah videos produced, there were 64,821 views in 43 countries. Over 100 distance learning classes were taught in Dallas and Phoenix alone. [SEE PAGE 49](#)*

ASSESSMENT AND DATA SUPPORT: *When schools resumed in-person classes many scrambled for data regarding the ill-effects of three months of remote learning (plus a summer vacation) on students' Judaic academic levels. CoJDS provided "mini assessments" to aid principals in pinpointing the academic gaps. We received orders for 825 students for the "mini assessments". [SEE PAGE 44](#)*

SCHOOL LEADER SUPPORT: *Many educators looked to CoJDS to answer the question of "How are other schools handling the pandemic?" In collaboration with the Orthodox Union's Center for Communal Research, CoJDS published "Collective Wisdom: A National Summary of Principal Response to COVID-19" to provide answers.*

CoJDS also provided professional development for school leaders. From sessions on setting up virtual classrooms back in March to Rabbi Dr. David Fox's sessions for Back-to-School and Mental Hygiene for School Leaders, CoJDS stepped in to bring relevant critical assistance to school leaders.

CoJDS worked with Larry Thompson in bringing to the schools an adaptation of "Responsibility-Centered Discipline-RCD" to meet new discipline challenges in virtual settings. [SEE PAGE 63](#)

COVID-19 RESPONSE



LAG B'OMER TOURS of Mekomot HaKedoshim

Last week on Lag B'Omer, over 1,000 students from schools across North America participated in various virtual tiyulim of Mekomot Hakedoshim in Eretz Yisrael. CoJDS partnered with the Yeshiva Council, connecting them with students from all over the United States who were able to see many special sites of the land of Israel. This event was picked up by various Israeli news sites. CoJDS would like to thank the Yeshiva Council for providing this wonderful opportunity for American students, many of whom have been sheltering at home for over 8 weeks now. CoJDS thanks Rabbi Elchonon Poupko, of Park East School in Manhattan, for coordinating the event.

THE FOLLOWING SCHOOLS PARTICIPATED IN THE LAG B'OMER PROGRAM:

- | | |
|---|--|
| Joseph Kushner Hebrew Academy, Livingston, NJ | The Hebrew Academy of New City, NY |
| Yeshiva Sha'are Zion - Boys Division, Queens, NY | Abrams Hebrew Academy, Yardley, PA |
| Yeshiva Sha'are Zion - Girls Division, Queens, NY | Bnot Yaakov, Great Neck, NY |
| Yeshiva Ketana of Manhattan, NY | Jewish North York Day School, Toronto, ON |
| Hebrew Academy (RASG), Miami Beach, FL | Manhattan Day School, New York, NY |
| Katz Hillel Day School, Boca Raton, FL | Hebrew Academy Community School, Margate, FL |
| New England Jewish Academy, W. Hartford, CT | United Lubavitcher Yeshiva, Brooklyn, NY |
| Syracuse Hebrew Day School, Syracuse, NY | Providence Hebrew Day School, Providence, RI |
| Bnos Malka Academy, Forest Hills, NY | Torah Academy of Jacksonville, FL |
| Yeshiva Har Torah, Little Neck, NY | Bader Hillel Academy, Milwaukee, WI |
| Chaviva High School, Cleveland, OH | Oholei Torah, Brooklyn, NY |
| Torah Day School of Dallas, TX | Lamplighters Yeshiva |

ARUTZ SHEVA 7

A Virtual Tour in Heritage Sites for American Students

Live broadcast offering virtual tour of Israel's historic sites 'meant the world' to quarantined students, Manhattan teacher says. Thousands of students who are associated with Consortium of Jewish Day Schools participated in 12 broadcasted live virtual tours which were held simultaneously at Ancient Shiloh, city of the Tabernacle, Hebron, the Ancient Hebrew village of Susya, and the Patriarchs Path in Gush Etzion. "We look forward to conducting similar projects in the future, as we deeply believe in building bridges between fellow communities and deepening our connections to our heritage." Rabbi Elchannan Poupko, a teacher in Park East Day School in Manhattan and president of EITAN, the American Israeli Jewish Network, thanked everybody who took part in the project and said that "for children stuck at home in quarantine for over two months now, it means the world to be able to get such a break from routine and get a live virtual tour of places they have learned so much about. We are forever thankful to Yeshiva Council for stepping up to the plate, and as people in Israel start going back to normal reaching out to us to make sure they are with us in our difficult time."

--- To view the entire article, click here ---

THE TIMES OF ISRAEL

"This unique project is a first of its kind, and created to show our solidarity with the Jewish communities in the Diaspora that they shall all keep healthy and safe. I am so glad we have the ability to share the stories of this beautiful region with the world."

--- To view the entire article, click here ---

HEBREW ARTICLE

--- To view the entire Hebrew article, click here ---

THANK YOU very much for everything you shared during corona – the Parsha slides, the Pirkei Avot slides, and the Chumash skills slides.

Thank you,
Mrs. G. Rosenfeld,
Principal, Beth Rivkah Elementary Grades 4-8, Brooklyn, NY

We have really appreciated the Torah videos that have been sent out each week!

THANK YOU! The supportive materials provided by CoJDS in these unprecedented times has helped us continue doing the hard work of providing a quality Jewish education to children in Omaha.

All the best,
Beth Cohen,
Head of School, Friedel Jewish Academy, Omaha, NE

Thank you so much for these lessons! My students really enjoyed Mrs. Elissa Hochbaum's lessons about Lag Ba'Omer. This was a great resource and eased my load for today!

With appreciation,
Miriam Kalter, Maayan Torah Day School, Portland, OR

I really enjoyed this week's slideshow for the Parsha for elementary students. It makes teaching so much easier. Thank you so much!

Judy Pollack, Bais Yaakov of Queens, NY



CoJDS PRESENTS SUPPLEMENTARY WEEKLY TORAH VIDEO LESSONS

Please enjoy this week's Parshat Naso lessons.

They are available for your devoted mothers and rebbeim to supplement their distance learning. You are invited to share them with your students. Portions of the classes are being prepared so that teachers may choose to use them as the basis of their own lessons.

CLICK TO VIEW TORAH VIDEO LESSONS

If you would like CoJDS to add your teachers to our email list to receive these Torah video lessons directly, please email info@cojds.org

Consortium of Jewish Day Schools

PARSHAT HASHAVUA

Parshat Naso
Geared to elementary school grades
presented by **Mrs. Rachel Schuh**, CoJDS Curriculum Coordinator
[here](#)
[slides only version](#)

Parshat Naso
Geared to middle school grades
presented by **Mrs. Elissa Hochbaum**, Rosenbaum Yeshiva of North Jersey
[here](#)

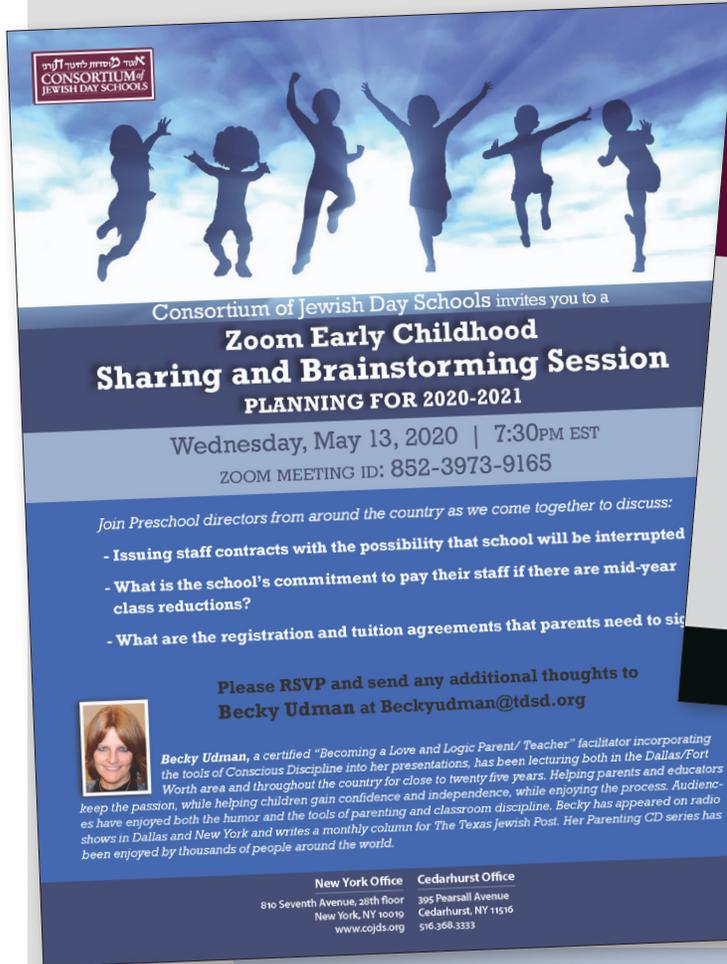
PRESCHOOL CORNER

I love Israel! with Morah Keili
Geared to early childhood
presented by **Mrs. Keili Teichman**, Kreative Kidz, NJ
[here](#)
Morah Keili will be singing in this video

Parshat HaShavua lessons will be sent out each WEDNESDAY

All other lessons will be sent out each FRIDAY in preparation for the following week

For more information, email info@cojds.org



Consortium of Jewish Day Schools invites you to a
**Zoom Early Childhood
Sharing and Brainstorming Session
PLANNING FOR 2020-2021**

Wednesday, May 13, 2020 | 7:30PM EST
ZOOM MEETING ID: 852-3973-9165

Join Preschool directors from around the country as we come together to discuss:

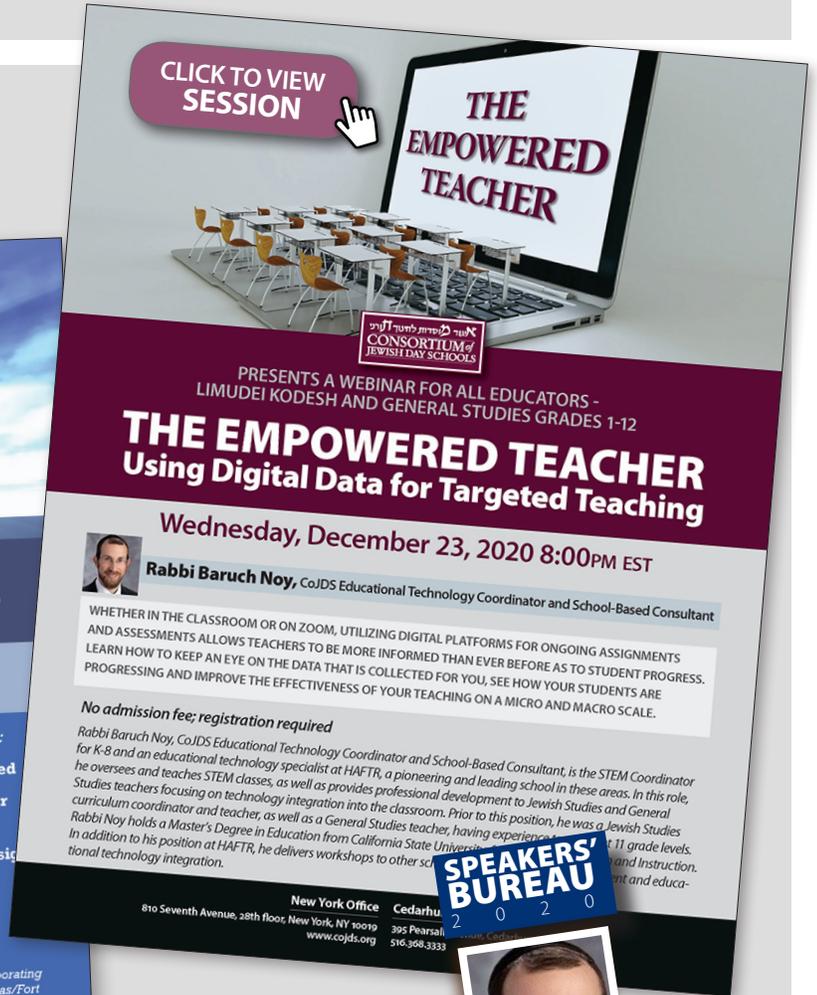
- Issuing staff contracts with the possibility that school will be interrupted
- What is the school's commitment to pay their staff if there are mid-year class reductions?
- What are the registration and tuition agreements that parents need to sign?

Please RSVP and send any additional thoughts to
Becky Udman at Beckyudman@tdsd.org



Becky Udman, a certified "Becoming a Love and Logic Parent/Teacher" facilitator incorporating the tools of Conscious Discipline into her presentations, has been lecturing both in the Dallas/Fort Worth area and throughout the country for close to twenty five years. Helping parents and educators keep the passion, while helping children gain confidence and independence, while enjoying the process. Audiences have enjoyed both the humor and the tools of parenting and classroom discipline. Becky has appeared on radio shows in Dallas and New York and writes a monthly column for The Texas Jewish Post. Her Parenting CD series has been enjoyed by thousands of people around the world.

New York Office 810 Seventh Avenue, 28th floor New York, NY 10019 www.cojds.org	Cedarhurst Office 395 Pearshall Avenue Cedarhurst, NY 11516 516.368.3333
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CLICK TO VIEW SESSION

THE EMPOWERED TEACHER

PRESENTS A WEBINAR FOR ALL EDUCATORS -
LIMUDEI KODESH AND GENERAL STUDIES GRADES 1-12

THE EMPOWERED TEACHER
Using Digital Data for Targeted Teaching

Wednesday, December 23, 2020 8:00PM EST



Rabbi Baruch Noy, CoJDS Educational Technology Coordinator and School-Based Consultant

WHETHER IN THE CLASSROOM OR ON ZOOM, UTILIZING DIGITAL PLATFORMS FOR ONGOING ASSIGNMENTS AND ASSESSMENTS ALLOWS TEACHERS TO BE MORE INFORMED THAN EVER BEFORE AS TO STUDENT PROGRESS. LEARN HOW TO KEEP AN EYE ON THE DATA THAT IS COLLECTED FOR YOU, SEE HOW YOUR STUDENTS ARE PROGRESSING AND IMPROVE THE EFFECTIVENESS OF YOUR TEACHING ON A MICRO AND MACRO SCALE.

No admission fee; registration required

Rabbi Baruch Noy, CoJDS Educational Technology Coordinator and School-Based Consultant, is the STEM Coordinator for K-8 and an educational technology specialist at HAFTR, a pioneering and leading school in these areas. In this role, he oversees and teaches STEM classes, as well as provides professional development to Jewish Studies and General Studies teachers focusing on technology integration into the classroom. Prior to this position, he was a Jewish Studies curriculum coordinator and teacher, as well as a General Studies teacher, having experience in grades 7-11 grade levels. Rabbi Noy holds a Master's Degree in Education from California State University. In addition to his position at HAFTR, he delivers workshops to other schools on technology integration.

SPEAKERS' BUREAU
2020

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I loved the 5 part mini series that was just posted. It is exactly what I am teaching in class.

Ahuva Raitman, Elementary and Middle School Judaic Studies Teacher, Manhattan Day School, NY

Your efforts thus far have been instrumental in our schools virtual planning/execution THANK YOU!

Sarah Leah Jaffe, Assistant Director, Gesher, Cedarhurst, NY

THANK YOU! This was HUGELY beneficial as we are being shut down in Cleveland come Tuesday. We feel so prepared now thanks to your resources and guidance!

May you continue being a source of support and leading the way for Jewish day schools across the country!

All the best, **Mrs. Rochie Berkowitz**,
Principal, Chaviva High School, Cleveland Heights, OH

CLICK HERE FOR AVAILABLE PRESENTATIONS

Your support in getting us access to the digital materials is very much appreciated!

Wishing you much Hatzlacha!

Rabbi Avrohom Popack,

Judaic Administrator,

Hebrew Academy of Orange County, CA

Thank you so much for these [resources].

They've proven to be truly invaluable to my staff!

Very practical and useful.

Rabbi Shaya Hauptman,

Head of School, Torah Academy of Jacksonville, FL

Thank you so much. CoJDS has been wonderful. Rabbi Daum has gone above and beyond to help me with tech.

Cheryl Cash-Linietsky,

Yeshivat Bitahon, Brooklyn, NY

[Your Torah video lessons] are amazing! Thank you so much for being such a vital resource, as always.

May you and your team stay well and continue in your important work,

Ariella Friedman, Nefesh Program Director,

Congregation Beth Tefillah, Scottsdale, AZ

Dear Rabbi Noy,

Thank you for two excellent presentations. Your explanations and demonstrations were done clearly, and were well received by our teachers. This was a great boost us as we regroup and restart remote learning tomorrow. You introduced several powerful tools, and also modeled how to lead engaging learning sessions.

You are a precious resource for the world of chinuch. Keep up the great work.

Rabbi Simcha Weiser, Headmaster,

Soille San Diego Hebrew Day School, CA



COJDS PRESENTS VIRTUAL CLASSROOM WEBINARS

In the eventuality that your school building must close, CoJDS is pleased to offer the following learning opportunities for your students:

VIRTUAL CLASS WEBINAR

CoJDS is offering two webinars to guide you to an online platform where your teachers and students can connect. The following platforms both have an audio option, which can be used anytime by those who are limited to phone only. The webinars will go through the setup and implementation of a virtual classroom via live streaming video. It will cover the suggested tool for the school, the limitations of the tool, hardware concerns, and how parents and students will access the live feed.

**WEBINAR OPTION 1: Thursday, March 12, 1:00pm EST:
 Recommended for schools that already have Google Suite for Education**

Presented by **Rabbi Baruch Noy**, EdTech specialist at HAFTR and CoJDS EdTech consultant

This webinar is intended for schools that utilize Google Suite. This webinar will address the benefits of using this tool.

The following link gives access this webinar: meet.google.com/hxz-twit-gcw
 Please email info@cojds.org to reserve your spot.

**WEBINAR OPTION 2: Thursday, March 12, 1:45pm EST:
 Zoom: recommended for schools that do not use Google Suite platform**

Presented by **Rabbi Baruch Noy**, EdTech specialist at HAFTR and CoJDS EdTech consultant

Schools that do not have access to the Google Suite for Education platform can still livestream classes via Zoom. Zoom is a well-known and user-friendly tool that can be used as a platform for live streaming. Zoom has a free version and a paid version, the benefits of both will be explained in the webinar.

Required for setup and implementation:

- An internet-connected device (wireless or wired)
- A camera and microphone - external or built-in (i.e. laptop, iPad, etc.)

The following link gives access this webinar: meet.google.com/hxz-twit-gcw
 Please email info@cojds.org to reserve your spot.

**CLICK TO VIEW
 WEBINAR**



CONFERENCES: NATIONAL AND REGIONAL

NATIONAL CONFERENCE

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

Principals and school administrators throughout North America look forward to attending the annual CoJDS Summer Think Tank. Think Tank serves as an opportunity for school leaders to connect, share their ideas with each other and the team at CoJDS, and gain from professional development opportunities that they can bring back to their school community. While the planning for Think Tank began months in advance, this year presented new challenges as both the format and content needed to be evaluated to reflect the needs of schools in the era of COVID-19. To that end, this year's virtual Think Tank was reflective of the challenges that we all found ourselves facing in how to address issues of uncertainty, technology and leadership in times of change.

Think Tank VII featured a presentation from [Rabbi Dr. David Fox](#) on best practices for school culture and social emotional health. [Rabbi Yaakov Sadigh](#), with panelists [Jackie Herman](#), [Rabbi Daniel Alter](#), and [Yahel Tsaidi](#), presented a session on Leadership in a Time of Change. [Rabbi Baruch Noy](#) spoke about Technology and Future Readiness. Participants were also treated to words of support from [HaRav Shalom Kamenetsky](#), *Rosh Yeshiva* of Talmudical Yeshiva of Philadelphia, and [HaRav Ahron Lopiansky](#), *Rosh Yeshiva* of Yeshiva Gedolah of Greater Washington.

Additionally, with the success of our partnership with Accutrain's Responsibility-Centered Discipline and [Larry Thompson](#), Think Tank featured a review of best practices as well as challenges and successes specific to Jewish day schools with [Larry Thompson](#), [Temima Feldman](#), [Rabbi Yaakov Sadigh](#), and [Rabbi Benji Owen](#).

The CoJDS Think Tank continues to serve as an invaluable resource to principals in the ever changing landscape of Jewish education. Moreover, most Think Tank presenters are available through the CoJDS Speakers' Bureau for school professional development and ongoing consultation throughout the school year.

PRESENTS

VIRTUAL
**PRINCIPAL
THINK TANK^{VII}**
AND LIVE VIEWING EVENTS

TUESDAY, JULY 21, 2020

5:30PM-7:00PM EST

PRE-CONFERENCE INFORMATIONAL SESSIONS



RABBI TZVI DAUM, CoJDS Director of Curricular Initiatives

Judaic Studies Achievement Test (JSAT) Informational Session

In this session, Rabbi Daum will share the goals of the JSAT exams, with focus on instructing administrators on how to understand and utilize the data generated from the exam.

JSAT results provide educators with an independent and objective measure of Judaic Studies academic achievement, providing invaluable feedback. The JSAT exams offer schools and administrators objective benchmarks to guide student achievement. School administrators use the resulting data to align curriculum throughout the grades and to make data driven decisions to improve educational outcomes. The JSAT level 5 and JSAT level 8 exams have been taken by over 6,000 students in North America to date.



RACHEL SCHUH, CoJDS Curriculum Coordinator

L'havin U'lehaskil Chumash Curriculum Administrative Session

In this session, Mrs. Rachel Schuh will give administrators a comprehensive understanding of the L'havin U'lehaskil program. Mrs. Schuh intends to share the basis of the L'havin program as a skills-based Chumash program, whose scope and sequence spirals throughout grades 1-8. She will illustrate how within the L'havin program, individual schools and teachers can focus on various topics such as mastery learning, modifications, differentiated instruction and thematic approaches to learning Chumash. Mrs. Schuh will share CoJDS's new and exciting approach to student assessments and L'havin online.

LOG ON FROM HOME

THERE WILL BE NO VIEWING EVENTS
FOR TUESDAY EVENING'S PRESENTATIONS

[COJDS.ORG/VIDEO](https://cojds.org/video)

PRESENTS

VIRTUAL
**PRINCIPAL
THINK TANK^{VII}**
AND LIVE VIEWING EVENTS

TUESDAY, JULY 21, 2020

7:30PM EST



RABBI HESHY GLASS, Ed.D., *CoJDS National Chairman*
Opening Remarks



HARAV SHALOM KAMENETSKY
Message from the Rosh Yeshiva, Talmudical Yeshiva of Philadelphia

8:00PM-9:30PM EST



LARRY THOMPSON, *Responsibility Centered Discipline*
Overview and Conversation on Advanced Implementation Strategies with Veteran Yeshiva Principals

This session will include an overview of Responsibility Centered Discipline and will cover:

- *Understanding the Difference between Algorithmic and Heuristic Skills*
- *How to Position the Brain for Most Growth*
- *Five Keys for Transferring Behavior Ownership to the Student*
- *Recognizing the Six Exits the Brain May Take Off the Road to Responsibility*

The session will also feature a panel discussion of Jewish day school leaders who will share their progress, challenges and successes in implementing RCD in their schools.

PANELISTS INCLUDE:



RABBI BENJY OWEN
*Head of School,
Margolin Hebrew Academy,
Memphis, TN*



TEMIMA FELDMAN
*General Studies Principal,
Torah Academy for Girls,
Far Rockaway, NY*



RABBI YAAKOV SADIGH
*Head of School, Hebrew
Academy of Nassau County
(HANC), West Hempstead
Campuses, NY*

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FOR TUESDAY EVENING'S PRESENTATIONS

[COJDS.ORG/VIDEO](https://cojds.org/video)

PRESENTS

VIRTUAL
**PRINCIPAL
THINK TANK^{VII}**
AND LIVE VIEWING EVENTS

WEDNESDAY, JULY 22, 2020

12:00PM-2:00PM EST



RABBI DR. DAVID FOX, *Director of Crisis Intervention, Trauma, and Bereavement Services, Chai Lifeline*

***Returning to the New (Ab) Normal
Best Practices for a School Culture of Social Emotional Health***

The return to school, which may seem long overdue, may be met with ambivalence by students and teachers alike.

Families quarantined during the health crisis were exposed to many stressors.

This presentation will address the range of psychosocial and psychoeducational factors which may confront school faculty as they readjust to their professional roles, with the objective of building awareness and sensitivity in approaching the classroom.

We will learn how to identify students whose distress level may warrant additional attention from support staff and how to promote self-awareness among faculty of their own residual distress, which left unchecked, might surface in classroom and peer interactions.

A final aspect of the presentation is to create an understanding of trauma, its neuropsychological effects, and its manifestation in interpersonal, behavioral, emotional, cognitive and spiritual functioning. This will empower the school and its staff to construct a campus atmosphere of compassion and tolerance as many students and adults may return to school with unprocessed trauma.

The presentation will provide checklists for student assessment, guidelines for parents, and tools for principals and teachers for addressing psychological, interpersonal and educational dimensions of classroom management.

The goal of the presentation is to equip faculty with scientifically relevant techniques to direct and enhance the readjustment to learning, school, and a structured routine.

LOG ON FROM HOME OR
JOIN ONE OF OUR LIVE VIEWING EVENTS IN

NEW YORK
CoJDS Cedarhurst Office
395 Pearsall Avenue
Cedarhurst, NY

CHICAGO
Associated Talmud Torahs of Chicago
3531 Madison St.
Skokie, IL 60076

MIAMI
Hebrew Academy Community School
1500 North State Road, #7
Margate, FL 33063

COJDS.ORG/VIDEO

CLICK HERE TO VIEW THINK TANK SESSIONS



VIRTUAL
PRINCIPAL THINK TANK VII
AND LIVE VIEWING EVENTS



Rabbi Glass introducing Larry Thompson and his panel: Rabbi Benjy Owen, Rabbi Yaakov Sadigh and Temima Feldman, to discuss advanced implementation strategies of Responsibility-Centered Discipline

I just wanted to let you know how much we loved the conference. Larry Thompson could not have been better and Dr. Fox-wow! Out of this world. Fantastic conference.
—**Rabbi Mark Landsman**, Yeshiva of Central Queens, Flushing, NY

**A LESSON LEARNED FROM HARAV AHRON LOPIANSKY:
USING THE CHALLENGES OF COVID-19
TO TEACH LIFE LESSONS TO STUDENTS**



Think Tank 2020 presented on Zoom, *HaRav* Ahron Lopiansky, *Rosh Yeshiva* of Yeshiva of Greater Washington

Many families missed out on opportunities and activities due to the shutdown. Perhaps there were missed vacations, *Yom Tov* without guests, or disrupted summer plans. Ask students to reflect on how many things they had to forgo during this *tekufa*. “Now, *achar hama’aseh* – how did you cope with it?” We have a desire for good and nice things, but we also need to have strength to do without. Often, we can survive and even thrive without everything we’ve become used to. The point here is not about taking less *gashmiyus* per se, but rather the sense of discovering newfound personal strength, when one had to do without.

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 to 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

So many of CoJDS services needed adjustments due to the pandemic and our popular regional conferences were no different. Prior to mid-March we were able to organize conferences in several cities including South Florida, Philadelphia, and Chicago, in our annual partnership with the Associated Talmud Torahs in Chicago.

In an effort to give schools more than just the opportunity to gain from attending a conference, CoJDS seeks to bring presenters that are available to continue to help our network of schools beyond the conference day. Presenters like [Larry Thompson](#), [Dr. Thomas Hoerr](#), [Rabbi Yaakov Sadigh](#), and [Rabbi Baruch Noy](#), to name a few, continue to assist schools in elevating their educational practices through ongoing consultations in their respective areas of expertise.

CoJDS is proud to cover a wide array of topics that include leadership, social emotional functioning, technology education and training, and so much more. In recent months we have shifted our conferences and programming online. From our first virtual Think Tank to ensuring all the needs of our principals are being met through our Mental Hygiene for School Administrators workshop and peer group, whether in the room or on zoom, CoJDS continues to be an invaluable resource for yeshivot and day schools.

South Florida Regional Conference 02.09-10.20

On February 9-10, 2020, CoJDS and Yachad joined forces to provide a conference on *Unlocking Students' Potential in Coconut Creek, Florida*. Participants enjoyed two keynote presentations: one from **Dr. Thomas Hoerr, Ph.D.** of University of Missouri on the *Formative Five and School Culture* and one from **Sara Ward, MS (CCC-SPL)** of *Cognitive Connections on Executive Functioning Skills in the Classroom*. CoJDS was glad to have the following presenters join us at the *South Florida Conference*: **Rabbi Yaakov Sadigh, Rachel Schuh, Becky Udman and Ashley Charnoff**.

ATTENDING SCHOOLS

Arevim Schoolhouse
 Atlanta Jewish Academy
 Beth El Learning Center
 Bnai Torah
 Brauser Maimonides Academy
 Donna Klein Jewish Academy
 Esformes Hebrew Academy
 Florida Jewish Academy
 Halperin Torah Tots
 Hebrew Academy of Nassau County

JCC Online
 Jewish Cooperative School
 Jewish Institute of Queens
 Katz Hillel Day School of Boca Raton
 Lubavitch Educational Center
 Levis JCC
 Marches Academy Trust
 Mazal Day School
 Mesoret Yehudit
 Metzuyan Academy
 Meyer Academy

Orlando Jewish Day School
 Phoenix Hebrew Academy
 Hebrew Academy Rabbi Alexander S. Gross
 The Rohr Bais Chaya Academy
 Sha'arei Bina Torah Academy for Girls
 Shulamith School for Girls
 Socially Speaking
 TBE Boca
 The Hebrew Academy, New City, NY
 Torah Academy of Boca Raton
 Yeshiva Toras Chaim Toras Emes



Keynote presenter Sara Ward at the South Florida Conference



l-r: Baila Gansburg, SFHA; Batya Jacob, Yachad; Ahron Rosenthal, Yachad; Dr. Eli Shapiro, CoJDS; Rabbi Steven Weil, OU; Rabbi Heshy Glass, CoJDS



l-r: Chaya Pewzner, Cheder Chabad Baltimore, PTI; Tzeenie Freedman, Yeshiva Ketana Waterbury, PTI; Elissa Hochbaum, CoJDS Curriculum Advisor; Rachel Schuh, CoJDS Curriculum Coordinator



South Florida Conference 02.09.20



Teachers from Orlando Jewish Academy



Rabbi Heshy Glass introducing Rabbi Yaakov Sadigh at South Florida Conference



Rabbi Steven Weil presenting at South Florida Conference



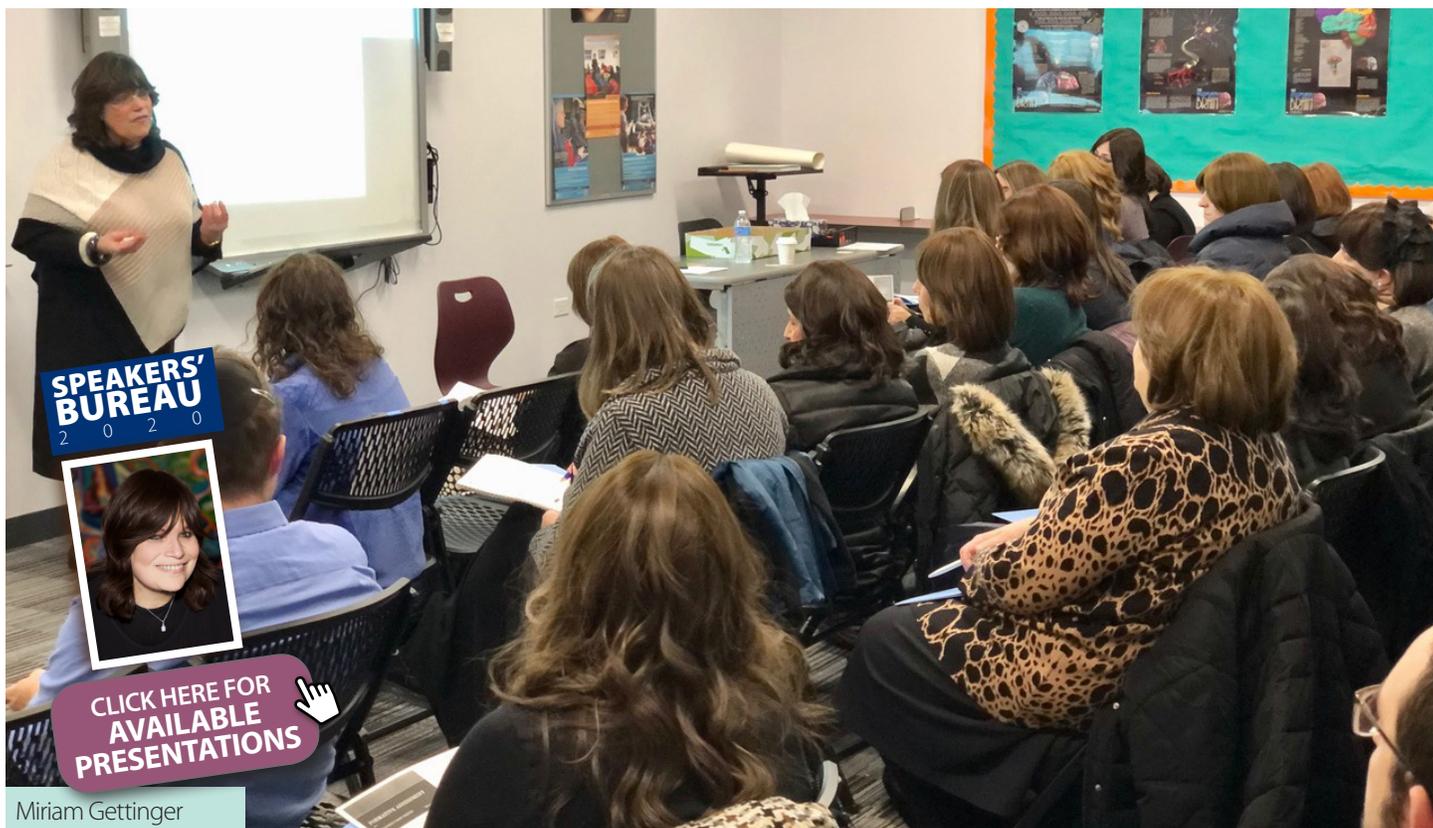
South Florida Conference 02.09.20

Associated Talmud Torahs of Chicago Conference 02.17.20

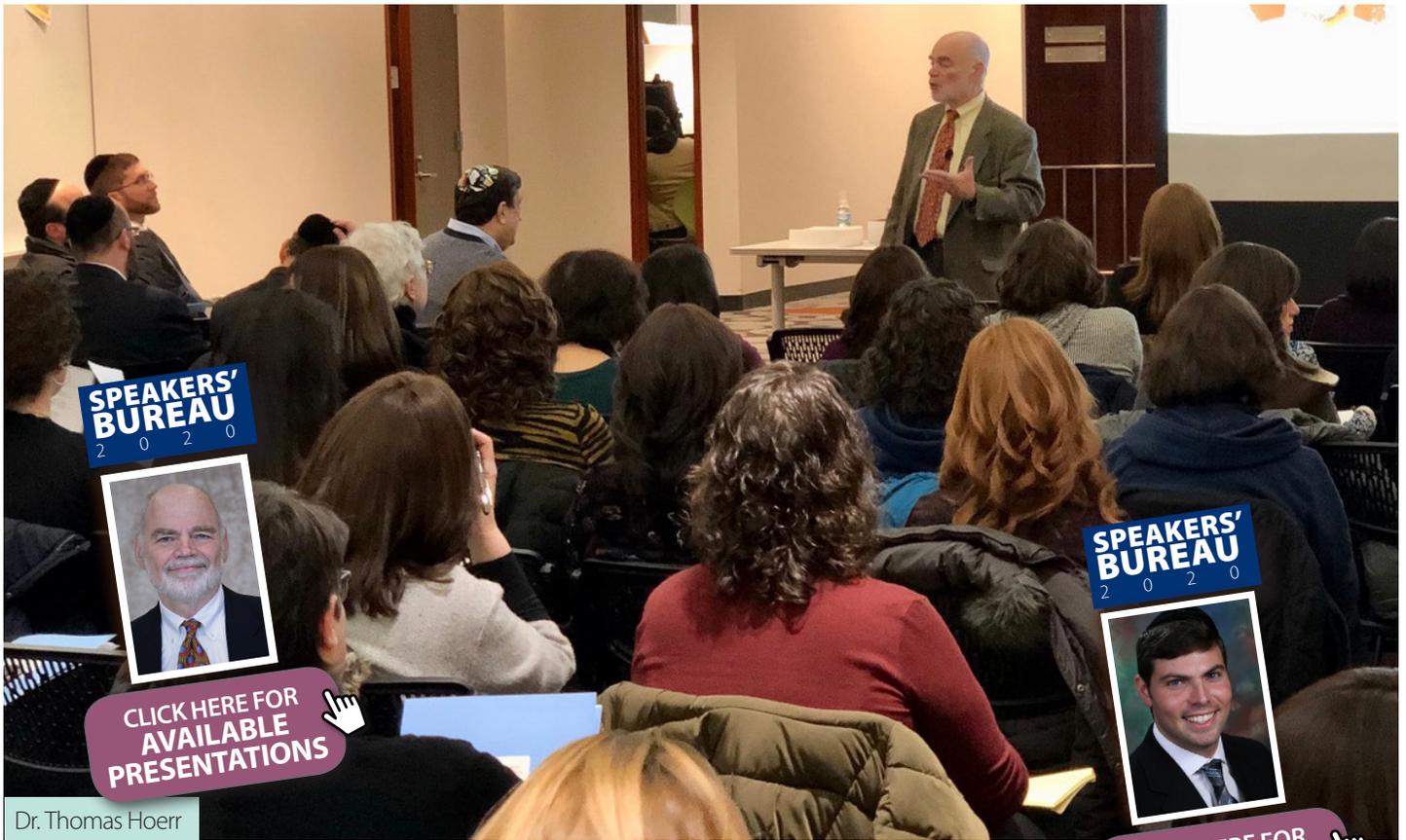
*CoJDS partnered with the Associated Talmud Torahs of Chicago providing presenters from the CoJDS Speakers Bureau for the annual Teachers Education Conference on February 17, 2020. Speakers included **Dr. Thomas Hoerr, Mrs. Miriam Gettinger, Rabbi Yehuda Fogel, and Mrs. Becky Udman.***



Rabbi Glass with Rabbi Dr. Leonard Matanky, Dean of Ida Crown Jewish Academy



Miriam Gettinger



Dr. Thomas Hoerr



Rabbi Yehuda Fogel



Becky Udman

Philadelphia Regional Conference 03.08.20

As a follow-up to the successful conference in November 2019, several schools requested a more extensive session in order to implement the RCD (Responsibility-Centered Discipline) method. On March 8, 2020, Larry Thompson led the schools from Philadelphia, PA, and four additional states at Politz Hebrew Academy, led by Besie Katz, in what would turn out to be the last CoJDS in-person conference for 2020. Within a matter of days, schools across the country began to close.



Larry Thompson presenting at Politz Hebrew Academy



Dr. Eli Shapiro, Larry Thompson, and Besie Katz, Principal, Politz Hebrew Academy

[CLICK HERE FOR AVAILABLE PRESENTATIONS](#)

ATTENDING SCHOOLS

Caskey Torah Academy
Yeshiva Shaarei Tzion
Melvin J. Berman Hebrew Academy
Jewish Foundation School of Staten Island
Yeshiva Shaarei Zion of Queens Ohel Bracha
Torah School of Greater Washington
Providence Hebrew Day School
Politz Hebrew Academy of Philadelphia
Politz Day School of Cherry Hill
Yeshiva of South Shore

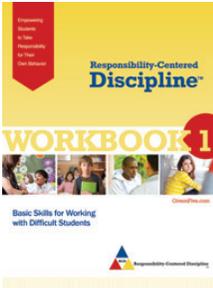
NEW OPPORTUNITY FOR 2021

Responsibility-Centered Discipline SUITE



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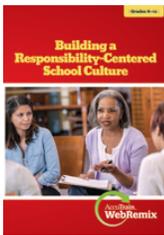


RCD Core Training

- Course 1: The Paradigm Shift in School Discipline
- Course 2: Closing the Exits off the Road to Responsibility
- Course 3: Give 'em Five™
- Course 4: Response-Ability Process and In-School Solutions

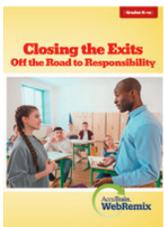
» For CoJDS Discount, Call
Jill Pate at 877-408-5028 or
email jill@accutrain.com

Often an educator will attempt to speak to a student regarding behavior when the student is not yet ready to process. In this module, RCD Creator Larry Thompson trains educators to recognize when students are unready to discuss the issue. The Response-Ability Process and In-School Solutions offer students time to decompress and to create their own plans for moving forward.



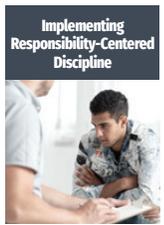
Responsibility-Centered School Culture

Student-to-teacher, teacher-to-administrator and administrator-to-student: all these relationships are critical to a climate where everyone feels valued. In this course, author Larry Thompson helps educators understand how inconsistent discipline practices can sabotage climate, and how clear expectations plus skills for handling challenging moments can dramatically improve school culture.



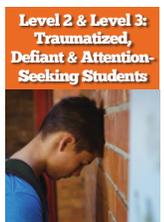
Closing The Exits

Can responsibility be taught? How can educators move from “making” students behave to helping students learn self-management? Many students will grasp for any available “exit” to avoid taking responsibility. In this WebRemix, RCD Creator Larry Thompson shares six essential practices that will close those exits and help students learn self-management.



Implementing RCD

When the Responsibility-Centered Discipline program is implemented with fidelity, it consistently reduces discipline incidents and appears to have a positive impact on academic achievement. In this webinar, RCD Creator Larry Thompson details the steps that are necessary for a successful implementation and how to avoid typical landmines that can derail the program.



Level 2 and Level 3 Students

Students who exhibit significant behavior issues are often also students who have experienced significant trauma. In this webinar, RCD Creator Larry Thompson focuses on supportive strategies for working with these students to close the exits off the “road to responsibility.” Attendees are challenged to create an Individual Behavior Plan for their most difficult student.



Practice Scenarios

These scenarios utilize real-life situations to prepare educators for real-life interactions with students. Teachers and administrators can practice their skills using Give ‘em Five, Closing the Exits and the Response-Ability Process. The RCD Practice Scenarios are available for lower grades and upper grades, and are a fun and effective way to practice new skills.



RCD Video Q-and-A File

RCD Creator Larry Thompson and RCD Master Trainers Eric Clark, Brian Dinkins, Sherri Conrad and Angela Thompson answer questions about working with challenging students, challenging teachers, challenging administrators, challenging parents and challenging situations. More than 75 queries are answered via video. File is regularly updated.



National RCD Channel

Get the latest insights and updates from Larry Thompson, Eric Clark, Brian Dinkins and other RCD Master Trainers. See posts from educators throughout North America about their successes and challenges implementing RCD. Share your own experience or story.



Rate Your G5

Teachers and administrators can self-rate their own interactions to see how well they are using Give ‘em Five guided conversations in challenging moments with students. Implementation Team Members can see where teachers and administrators feel confident – and where they need training.

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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'S NEW FOR 2020 . . .

The CoJDS scholarship program continues to expand on both the national and the local levels. The strategy is to enable families who are on the fence between public school and day school to choose Jewish education for their children. Using targeted funds, the schools are able to leverage an agreement with the parents to make enrollment possible.

58 students enrolled in 12 day schools thanks to a grant from the [Gloria Kaylie Tzedaka Fund](#). The scholarships provided by these funds generated \$260,524 in tuition revenue for these schools in combination with parent tuition paid and local philanthropic and/or government contribution. The gap in the tuition bridge filled by these scholarships provides much needed revenue for the schools and provides the means to give children a Jewish education.

In 2019, CoJDS expanded the national model to operate on the local level. In cooperation with the [Jewish Federation of Portland](#), CoJDS was instrumental in orchestrating the establishment of the [Helen and Jerry Stern Grandchildren's Fund](#) of the OJCF in Portland, OR. Modeled after the CoJDS national scholarship program, the fund helped to enroll 15 children in the three Portland Jewish day schools: Maayan Torah Day School, Maimonides Jewish Day School of Portland and Portland Jewish Academy.

The total results of these efforts translate into an additional 73 children receiving a Jewish education and \$365,249 total additional revenue to the schools.

Since 2016, CoJDS has provided 245 scholarships through this system in 23 schools throughout North America. Our experience is that for an average contribution of \$1,000-\$2,000 per student we succeeded in enabling a child to attend a day school and generating a 400-500% return on investment in tuition revenue to the schools. This has translated into \$1,201,320 in total revenue to schools over a five-year period (2016-2021).

SCHOOLS THAT HAVE RECEIVED BRIDGE SCHOLARSHIPS

TARGETED SCHOLARSHIPS ARE GIVEN TO HELP FAMILIES AT RISK OF CHOOSING PUBLIC SCHOOL OVER JEWISH DAY SCHOOLS

Hasten Hebrew Academy of Indianapolis,
Indianapolis, IN

Halpern Akiva Academy, *Calgary, AB*

Jewish Day School of the Lehigh Valley,
Allentown, NJ

Lubavitcher Yeshiva Academy, *Longmeadow, MA*

Slater Torah Academy, *New Orleans, LA*

B'nai Shalom Day School, *Greensboro, NC*

Robert M. Beren Academy, *Houston, TX*

Maayan Torah Day School, *Portland, OR*

Maimonides Jewish Day School, *Portland, OR*

Portland Jewish Academy, *Portland, OR*

Addlestone Hebrew Academy, *Charleston, SC*

Torah Academy of Jacksonville, *Jacksonville, FL*

Desert Torah Academy, *Las Vegas, NV*

Yeshiva Day School of Las Vegas, *Henderson, NV*

Hillel Community Day School, *Rochester, NY*

The Silver Academy, *Harrisburg, PA*

Charlotte Jewish Day School, *Charlotte, NC*

Farber Hebrew Day School, *Southfield, MI*

Columbus Torah Day School, *Columbus, OH*

Hebrew Academy of Orange County,
Huntington Beach, CA

Hebrew Academy Community School,
Margate, FL

Striar Hebrew Academy, *Sharon, MA*

The Bess and Paul Sigel Hebrew Academy (New England Jewish Academy), *Bloomfield, CT*



Dear Rabbi Adler,

Thank you, once again, for your stewardship of the scholarship program that is supported by the Stern Family. Portland Jewish Academy is extremely grateful to the Stern Family to have this support available. In the 2020-21 academic year, these funds have enabled us to provide additional financial assistance to five students. None of these students would have been able to attend PJA without this additional assistance, and we feel very fortunate to be able to have these children and their families in our school community. While the cost of an independent school education is always a challenge for some families, the need this year has been greater than in the past, due to the economic downturn associated with the coronavirus pandemic. Many of the families in our school have experienced a decrease in income or a job loss. It has been a challenge to meet the financial needs of some of our families, and the availability of the Stern Family funds has made a substantial difference to our community. Thank you for this continued support.

Warm regards, **Steve Albert and Merrill Hendin**, Portland Jewish Academy, Portland, OR

Dear Rabbi Glass and Rabbi Adler,

Thank you for partnering with B'nai Shalom once again to provide scholarship money for four children who would otherwise attend public school. The scholarship provided by the COJDS donors helps to offset the great amount of financial aid given out each year. The primary reason parents choose to leave B'nai after preschool is because they believe they can't afford the tuition. When the competition is free, it is hard to compete. We work very hard every day to make sure the parents see the value in a Jewish day school education. We appreciate the generosity of your donors and want them to know that their gift is truly making a difference in the lives of Jewish children in Greensboro, North Carolina.

L'shalom, **Susan Siegel**, B'nai Shalom Day School, Greensboro, NC

Dear Rabbi Adler,

I have some exciting news! I went to meet with the family we discussed even after being told they had made up their mind to leave the school. I met with them and I offered a scholarship again based on your generous offer and they told me they would think about it.

I just heard back from them that they are going to stay in the school this coming year!

...Thank you so much for allowing these Jewish children to receive a Jewish education.

Rabbi Chaim Greenwald, Halpern Akiva Academy, Calgary, Alberta

Dear Rabbi Adler,

The scholarship was the difference between returning to HHAJ or going to excellent public schools in Carmel [Indiana]. The younger sister had a serious medical condition and the family could not pay us anymore and yet our scholarship committee was insisting upon 75% of full tuition as more than 40% of our students are on major scholarship here and the tuition rate itself is less than 2/3 of the actual cost. _____'s family are secular Russian Israeli hybrid, a demographic we must serve for *dinei nefa-shot*. We are so appreciative!

Miriam Gettinger, Hasten Hebrew Academy, Indianapolis, IN

Rabbi Adler:

The students that the Consortium sponsored this year continue to do very well even during our time of online learning. The families are very appreciative of the tuition assistance from your organization. This has been a time of great financial hardship for these families, and without continued support from your organization, they would not be able to afford to remain at the JDS for the upcoming year. We are most grateful for the support you have shown our school.

Sara Schonbach, Jewish Day School of Lehigh Valley, Allentown, PA

Dear Rabbi Adler,

Thank you so much for the good news and for your ongoing efforts. COJDS is a very important partner in providing a Jewish education to children in New Orleans.

The impact of your involvement is tremendous and is already leading to more positive outcomes. One of the new students who transferred from public school is enjoying it so much that yesterday her aunt also submitted an application for her child. The literal definition of [one mitzvah leads to another mitzvah].

Kol Tuv, **Rabbi Yossi Chesney**, Slater Torah Academy, New Orleans, LA

Dear Rabbi Adler,

On behalf of the board and administrative team of Maimonides Jewish Day School I would like to thank you for the Stern Grandchildren's Fund of the Jewish Federation. I would like to share two examples of the assistance the fund has provided:

- Family A was hit hard by the financial loss caused by Corona. The need for a steep scholarship was so uncomfortable to them that they were thinking of sending their children to public school. After sharing about the Stern Grandchildren's Fund of the OJCF, designated to children who would otherwise go to public school, they made the decision to enroll in a Jewish Day School.
- Family B has always envisioned their child would go to public school. With the aid of this grant, we were able to bring them in on a scholarship that was within their budget and willing to send to a Jewish day school.

Each and every one of our families benefiting has a story. Each and every one of these precious students are benefitting from an excellent Jewish/general studies education and we may never know the lasting impact it is making on their lives.

In English the phrase we use is "thank you", for helping us make such a difference in our students' lives. Truthfully there are no words to thank you properly.

May Hashem continue to shower His blessings upon you and may you continue to have good health, be safe and have lots of nachas from your family. Thank you for all the good you do for the Jewish community.

With Blessing, **Devora Wilhelm**, Director, Maimonides Jewish Day School, Portland, OR

Dear Rabbi Adler,

We are so deeply grateful for CoJDS's generous scholarship for the ___ family. Both the school and the recipient family are so thankful for your steadfast support of Torah education. The ___s had been sending their daughter to the local public school because the financial obligation was too difficult to undertake. Because of this scholarship both the children are able to attend Torah Academy this year and they are thriving! With profound thanks for your generosity and continued support of Jewish education nationwide,

Rabbi Shalom Horowitz, Head of School, Torah Academy of Jacksonville, FL

Dear Stern family, CoJDS, and the JFGP,

When we embarked on this project to provide more children with a Jewish education, I was cautiously optimistic. Now we are in our second year of the journey and we are already seeing the fruits of our labor. I want to relay to you the story of the "Frank" family (name changed), one of this year's recipients of the Stern Grandchildren Jewish Day School Initiative Grant.

... In 2017 when [the family initially looked at the school], even with significant financial aid, they decided that they were unable to send to Maayan [due to the cost]. S_ was sent to her local public school. ...Even with Sunday school, S_ really had limited knowledge and understanding of her Jewish heritage. She couldn't read and write Hebrew, she didn't know about the holidays, etc... in her large public school classroom she was "falling through the cracks." Her teachers said she was struggling in math and couldn't read at grade level....Through the Stern Jewish Day School Initiative, Maayan reached out again to the Franks. Maayan was able to use the monies from the fund, coupled with another grant to bring S__ and her younger brother into Maayan. ... Having smaller classes has given S_ the opportunity to grow in ways she couldn't have before. S_ immediately started flourishing and gaining her confidence back. She was also growing in leaps and bounds in her Judaic studies. In the second week of school, S_ was recognizing Hebrew letters, sounds, and knew the translation to a few prefixes. She also started growing in her math skills.

These children's lives will be changed forever. This was only made possible by you. Maayan offered a significant tuition break a few times, but it was the Stern Grandchildren Jewish Day School Initiative funds that "sealed the deal." Thank you for changing Jewish lives for the better, one family at a time.

Rabbi Yerachmiel Kalter, Maayan Torah Day School, Portland, OR

*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 for what would otherwise be an empty seat in the class. During the 2018-19 school year, our investment yielded a return 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 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.

JSAT

JUDAIC STUDIES ACHIEVEMENT TEST

GOALS

- **The Judaic Studies Achievement Test (JSAT) helps school leaders improve educational outcomes in their schools by providing objective data about student achievement in their Judaic Studies classrooms. This data can then be analyzed to foster improvements in areas that students need them most.**

For more information, please contact Rabbi Tzvi Daum at tdaum@cojds.org

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 schools 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. The data generated from these exams will be used to reevaluate educational practices and help improve student achievement.

• • • JSAT 8 REVIEW • • •

At CoJDS we take the feedback we get from educators very seriously and are always looking to improve the quality of the exams we offer. Accordingly, after JSAT 8 results were tabulated, CoJDS invited a group of administrators to our Manhattan office to evaluate the JSAT 8 exam, the process and the results. Participants noted the ease of administering the exam as the entire process was well organized. The questions were thought to be fair and the results generally correlated with expectations in terms of ranking student ability. Most importantly, principals were excited about the unprecedented amount of detailed data provided by the exam. The hope was expressed that this data will play an extensive role in guiding classroom instruction and informing curriculum development at each school as needed. One concern raised at this meeting was that high schools might use the results of this exam as a basis for denying a student entry into a Jewish high school. However, representatives from various high schools noted that they used the JSAT mostly for placement and as an extra data point and not as the central decision-maker in their admission process. In addition, high schools are aware that different schools emphasize different areas of study and can keep in mind these differences when looking at an applicant's score. Some suggestions about improving the exam were also raised. CoJDS took these suggestions seriously and some changes were incorporated for this year's JSAT. In particular, the critical thinking section was restructured, the safah section was placed earlier in the exam to reduce student fatigue, and the JSAT exam was shortened slightly. We look forward to this year's feedback.

ATTENDEES AT COJDS JSAT 8 REVIEW, NYC, 02.03.20

Rabbi David Hertzberg, Yeshiva of Flatbush

Rabbi Avraham Benhamu, Yeshiva of Flatbush

Mrs. Lynn Dashiff, Yeshiva of Flatbush

Mrs. Alyssa Shama, Yeshiva of Flatbush

Ms. Chana Sommer, SAR Academy

Rabbi Yehuda Fogel, Hebrew Academy of Long Beach

Rabbi Elliot Hecht, Hebrew Academy of Nassau County

Rabbi Yitzchok Motechin, Yeshivat Noam

Rabbi Yaacov Feit, Joseph Kushner Hebrew Academy

Rabbi Eitan Lipstein, Moriah School

Rabbi Moshe Hamel, Yeshiva of Central Queens

Rabbi Aaron Ross, Yavneh Academy

Rabbi Moses Haber, Barkai Yeshiva

Morah Elisheva Yavneh, Shulamith of Brooklyn

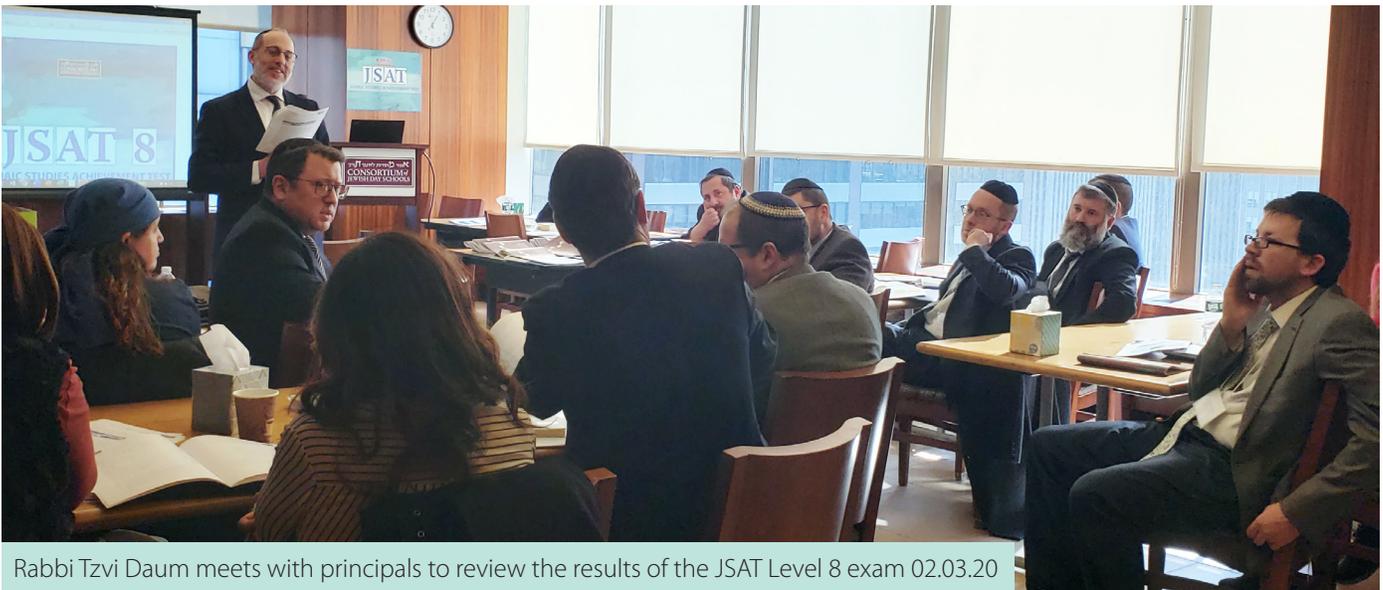
Mrs. Faigy Leiter, Bruriah Middle School

Rabbi Elchanan Poupko, Park East Day School

Ms. Laura Fruchter, Yeshiva University High School for Girls

Mrs. Aliza Gewirtz, Yeshiva University High School for Girls

Rabbi Eliezer Slomniki, Ramaz High School



Rabbi Tzvi Daum meets with principals to review the results of the JSAT Level 8 exam 02.03.20



South Florida schools meet to discuss the JSAT assessment tool, 01.13.20

l-r: Rabbi H. Glass; Rabbi Yaakov Sheinberger, Hebrew Academy Community School, Margate; Rabbi Avi Levitt, Katz Yeshiva HS; Eli Hagler; Amy Horowitz; Benjy Horowitz; Ora Lee Kanner; Helena Levine, Donna Karan Jewish Academy; Michal Schochet; Rabbi Moshe Shochet, Hadar; Rabbi Rafi Draiman, Torah Academy Boca Raton; Rabbi Yehuda Jeiger, Brauser Maimonides; *not pictured*: Rabbi Yehuda Potok.

SCHOOLS THAT ADMINISTERED THE COJDS JSAT 8

Academies at Gerrard Berman Day School,
Oakland, NJ

Adolph Schreiber Hebrew Academy of
Rockland, *New City, NY*

Ahi Ezer Yeshiva, *Brooklyn, NY*

Bais Yaakov of Queens, *Kew Gardens, NY*

Barkai Yeshivah Middle School, *Brooklyn, NY*

Ben Porat Yosef, *Paramus, NJ*

Bi-Cultural Hebrew Academy, *Stamford, CT*

Bnos Malka Academy, *Flushing, NY*

Bnot Yaakov of Great Neck, *Great Neck, NY*

Brauser Maimonides Academy,
Fort Lauderdale, FL

Bruriah Middle School, *Elizabeth, NJ*

Carmel Academy, *Greenwich, CT*

Emek Hebrew Academy, *Sherman Oaks, CA*

Harkham Hillel Hebrew Academy,
Los Angeles, CA

Hebrew Academy of Five Towns and
Rockaway Middle School, *Lawrence, NY*

Hebrew Academy of Long Beach, *Woodmere, NY*

Hebrew Academy of Miami, *Miami Beach, FL*

Hebrew Academy of Nassau County,
Uniondale, NY

Jewish Education Center, *Elizabeth, NJ*

Jewish Foundation School, *Staten Island, NY*

Kinneret Day School, *Riverdale, NY*

Manhattan Day School, *New York, NY*

Mazel Day School, *Brooklyn, NY*

North Shore Hebrew Academy, *Great Neck, NY*

Park East Day School, *New York, NY*

Rabbi Pesach Raymon Yeshiva, *Edison, NJ*

Rohr Bais Chaya Academy, *Tamarac, FL*

Rosenbaum Yeshiva of North Jersey,
River Edge, NJ

SAR Academy, *Bronx, NY*

Shalom Torah Academy, *Morganville, NJ*

Shulamith School for Girls of Brooklyn,
Brooklyn, NY

Shulamith School for Girls of Cedarhurst,
Cedarhurst, NY

Silverstein Hebrew Academy, *Great Neck, NY*

Sinai/RYNJ, *River Edge, NJ*

Solomon Schechter Day School of Bergen
County, *New Milford, NJ*

Solomon Schechter School of Queens,
Queens, NY

Stars of Israel Academy, *Kew Gardens, NY*

Tenaflly Chabad Academy, *Tenaflly, NJ*

The Moriah School, *Englewood, NJ*

The Rabbi Haskell Lookstein Middle School of
Ramaz, *New York, NY*

The Shefa School, *New York, NY*

Torah Day School of Phoenix, *Phoenix, AZ*

Westchester Day School, *Mamaroneck, NY*

Yavneh Academy, *Paramus, NJ*

Yeshiva Derech HaTorah, *Brooklyn, NY*

Yeshiva Har Torah, *Little Neck, NY*

Yeshiva Ketana of Long Island, *Inwood, NY*

Yeshiva Merkaz Hatorah, *Staten Island, NY*

Yeshiva of Central Queens, *Flushing, NY*

Yeshiva of South Shore, *Hewlett, NY*

Yeshiva Shaarei Tzion Girls School,
Piscataway, NJ

Yeshivah of Flatbush, *Brooklyn, NY*

Yeshivat Bitahon, *Brooklyn, NY*

Yeshivat He'atid, *Teaneck, NJ*

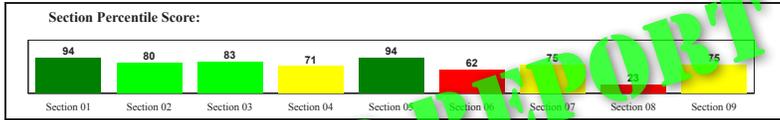
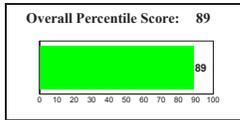
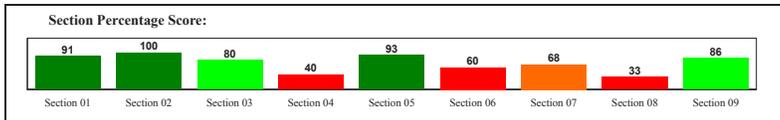
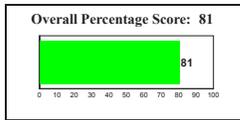
Yeshivat Noam, *Paramus, NJ*

School Name: _____
 Student Name: _____ Grade Level: 8 Class Name: N / A
 Overall Percentage Score: 81 Overall Percentage Score: 89 Final Letter Grade: B

VIEW STANDARDS,
SAMPLE EXAM AND
ANALYSIS OF RESULTS

CLICK HERE FOR
JSAT 5

CLICK HERE FOR
JSAT 8



SECTION	STATUS	NC	NP	PERCENTAGE	AVG	AVG +/-	PERCENTILE	DIFFERENCE
All: (Sections 01 - 09)								
Section 01: Chumash Skills	Complete	129	160	80.6	65.4	15.3	89	↑ Above
Section 02: Chumash Vocabulary	Complete	32	35	91.4	73.0	18.4	94	↑ Above
Section 03: Chumash Knowledge	Complete	10	10	100.0	86.6	13.4	80	↑ Above
Section 04: Critical Thinking	Complete	24	30	80.0	64.7	15.3	83	↑ Above
Section 05: Dinn Yedit Klafim	Complete	2	5	40.0	30.0	10.0	71	↑ Above
Section 06: Navi Knowledge	Complete	28	30	93.3	71.3	22.1	94	↑ Above
Section 07: Hebrew Language	Complete	9	15	60.0	54.2	5.8	62	↑ Above
Section 08: Torah Sheb'al Peh	Complete	17	25	68.0	52.8	15.2	75	↑ Above
Section 09: Tefillah	Complete	1	3	33.3	60.8	-27.5	23	↓ Below
Section 10: Mishnah and Gemara (Optional)	Not Attempted	6	7	85.7	70.2	15.5	75	↑ Above

NC = Number Correct, NP = Number Possible, AVG = Average

JSAT Level 8 Student Report

Assessment Year: 2019-2020

School Name



Administering JSAT 8 to students at Yeshiva of Flatbush, Brooklyn, NY 11.22.20



Administering JSAT 8 to students at CoJDS Office, Cedarhurst, NY 12.09.20

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 the 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.

In 2019-2020, PTI consisted of a cohort of 20 members representing over thousands of children in Jewish day schools. Among the group was a school rabbi, two principals, a headmaster, Rebbeim, dean of students, outreach coordinator, curriculum coordinators, and a number of assistant principals. Of the group, roughly half were from the tri-state area, and the other half joined from as far as Las Vegas, Chile, and Australia.

The overall focus was on leadership, which turned out to be very timely with the ongoing COVID-19 school-based issues. In addition to monthly workshops, Think Tank, and the winter retreat, each principal was given the opportunity to shadow a veteran school leader and develop a meaningful connection and relationship with the larger landscape of Jewish education.

PTI PARTICIPANTS 2019-2020

Chana Schwartz, Shulamith School for Girls, *Cedarhurst, NY*

Michael Cohen, Derech Emunah, *Seattle, WA*

Avigayil Raskin, Mazel Day School, *Brooklyn, NY*

Moshe Birnbaum, Yeshiva Shaarei Torah, *Brooklyn, NY*

Moshe Segal, Emek, *Los Angeles, CA*

Barak Cohen, Masada College, *Australia*

Ike Hanon, Hillel Yeshiva, *Deal, NJ*

Shmuel Chait, Yeshiva Toras Emes Toras Chaim, *Miami, FL*

Chana Pewzner, Cheder Chabad, *Baltimore, MD*

Menachem Bornstein, Yeshiva Ketana of Long Island, *Inwood, NY*

Sara Schwartz, Ateres Bnos Ita, *Las Vegas, NV*

Igal Meirovich, Maimonides, *Santiago, Chile*

Tzeenie Freedman, Yeshiva Ketana of Waterbury, *Waterbury, CT*

Nachman Goldberg, Phoenix Hebrew Academy, *Phoenix, AZ*

Shira Fendel, EMET Outreach, *Brooklyn, NY*

Saul Haimoff, Brandeis, *Lawrence, NY*

Avraham Zachter, Mill Basin Yeshiva Academy, *Brooklyn, NY*

Meir Lipschitz, Magen David Yeshiva High School, *Brooklyn, NY*

Rivkie Chesney, Slater Torah Academy, *New Orleans, LA*

David Azerad, Yeshiva Shaarei Zion, *Queens, NY*

Kitzia Pahlef, Yeshiva Shaarei Zion, *Queens, NY*



PTI participants at South Florida Conference, 02.09.20

Last year, when I signed up to be part of the cohort of PTI, I never imagined how much it would impact my job. COVID, Corona quarantine, masks, and social distancing were phrases and concepts I had never used in my personal life or teaching career. As we experienced the 2020 pandemic, many leadership skills were needed to survive and grow from the experience.

...Mrs. Temima Feldman helped us identify the different styles of leadership and the need of adjusting styles according to the school's needs. Mrs. Feldman explained how every individual can shape others, adults and children alike, without realizing his or her impact. Mrs. Feldman encouraged us to recognize the "lolly-pop moments" we have generated. Many of those moments were created during these hard times!

...Thanks to the leaders and great presenters of PTI I was able to succeed in my role as a leader in these times. By applying the lessons I learned of encouraging "first followers," supporting teachers, and collaborating, the school that I work for is the talk of the community. Our students' academic and social emotional needs were met in a variety of ways and I am confident moving forward in this new, unknown "normal".

Chana Schwartz

Director Student Activities, Judaic Studies Curriculum Director, Shulamith School for Girls, Long Island, NY

Sara Ward's presentation at the Winter Retreat was full of data, research and practical ideas to aid students of all ages and in all situations, both in school and at home. Having a common language to work with students who are experiencing executive functioning difficulties will enable teachers of different classes and grades to see success in all areas. I hope to bring her ideas such as the work clock, future glasses and zone areas back to my school to help the students and teachers reach their goals with clarity.

Tzeenie Freedman, *Principal, Yeshiva Ketana of Waterbury, Waterbury, CT*

I think the "Lollipop moment" is worthy of discussion because it's so important in everything we do as educators. If you are taking responsibility for others, students or staff members, you have to continually remind yourself that you have the power to change someone's world for the positive or, G-d forbid, the opposite. Even if you're in a bad mood or didn't get enough sleep the night before, you have to come in with your A game. If you could've had a lollipop moment and you missed it, that's on you and that's a scary thought.

Rabbi Moshe Segal, *Rebbe and Director of Programs and Student Life, Emek, Los Angeles, CA*

PTI has given me ways to self-evaluate my actions as a principal and decisions that I make. It has allowed me to look at my style of leadership, and the strengths and weaknesses that that carries with it, so that I can lead more consciously and thoughtfully.

Avigail Raskin, *Middle School Principal, Mazel Day School, Brooklyn, NY*

During one of our initial classes on leadership, the following was quoted from Martin Luther King Jr., "A genuine leader is not a searcher for consensus but a molder of consensus." As a relatively new faculty member and a brand-new administrator, I am confronted with the reality that I am the new guy trying to make changes to an institution with an established way of doing things. In order to get buy-in, I cannot just try and find out what people think we should be doing or are comfortable doing. Instead, I have to take an active role in shaping the consensus, getting buy-in for my vision with good leadership and showing by personal example that these innovations make things better for everyone.

Rabbi Ike Hanon, *Middle School Judaic Studies Coordinator, Hillel Yeshiva, Deal, NJ*

I very much appreciated every course we took this year - each one added something for me in my position as principal. The one that still resonates the strongest with me is the very first course on leadership. With time, and understanding that a true leader needs to listen but confidently make their own decisions, I am no longer a teacher-turned-principal. I am now the principal of a growing school, and approach each decision with this mindframe. This has given me the courage to reach out to veteran principals to discuss different topics, and make decisions that I feel are best for our school.

Thank you for this amazing opportunity!

Chana Pewzner, *Teacher and Principal at Cheder Chabad, Baltimore, MD*

CURRICULUM

TANACH: CHUMASH CURRICULUM-L'HAVIN U'LEHASKIL

GOALS

- to offer a standardized *Chumash* curriculum where skills build from one grade level to the next
- to provide reliable data to teachers and administrators illustrating student progress with an efficient and accurate assessment system
- to facilitate regular contact between CoJDS and each school to ensure schools are maximizing the curriculum to its fullest
- to provide support to administrators and faculty throughout the implementation process
- to develop students into independent learners with a special focus on translation skills
- to facilitate preparation of lesson plans with standardized objectives for Judaic faculty
- to create high-quality educational materials for Judaic studies

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.

Currently in use in over 200 schools, the L'havin U'lehaskil curriculum broke new ground in the teaching of Chumash and Navi 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 program. They are designed to assist the teacher in evaluating each student's knowledge, level and progress, and to monitor the effectiveness of his

or her own teaching methods. The assessments are offered on an online platform providing immediate feedback to teachers and administrators. These assessments help teachers and administrators determine the strengths and weaknesses of the class as a whole, as well as evaluate the individual student's performance. Using the data properly, teachers can better support the students and ensure successful skill building and comprehension.

CONTINUITY AND PROGRESSION: One of the often heard complaints regarding Jewish education is the lack of flow from one grade to the next. Teachers are often 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 *Chumash* meaningful. 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 *Chumash* with the original text will find the curriculum an invaluable tool.

CONTINUED SUPPORT: This is not a program which ships out the books and leaves schools to fend for themselves. CoJDS involves administrators and educators through communication and collaboration. We are constantly working on individualizing the program for the vast array of schools and levels. CoJDS employs a curriculum team to provide workshops, evaluations and on-site assistance to teachers. (*please see page 56 in the Professional Development section for more information*)

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



COVID-19 RESPONSE

DIGITAL ACCESS TO L'HAVIN U'LEHASKIL

Within days of schools going virtual, CoJDS was already engaged in the process of setting up digital access for all of the *L'havin U'lehaskil* workbooks. Over 400 teachers in 110 Jewish day schools requested and received digital access to the *L'havin U'lehaskil* workbooks. This access has been a huge game changer for teachers. Teachers can easily share their screen with students while they continue to utilize their *L'havin* workbooks, thereby maintaining a semblance of normal within remote learning.

With the onset of the 2020-2021 academic year, schools were prepared for the real possibility of remote learning. As schools move in and out of remote learning, they will always have access to their *L'havin* workbooks.

NEW FROM LEHAVIN U'LEHASKIL FOR FALL 2020

DIGITAL ACCESS FOR להבין ולהשכיל

Did you know that as soon as COVID-19 forced schools to close, CoJDS went to work to create and share digital access to all *L'havin* workbooks with almost 300 teachers in over 40 schools? This digital access made teaching over Zoom a pleasure for teachers and students alike.

"Teaching would be nearly impossible without the digital version, which adds to the smoothness of regular in-class lessons and is paramount when teaching virtually"

"The digital tools of having the workbooks and songs available to share were so crucial and helpful! Thank you!"

In the event that schools need to revert to a distance learning model this year, be prepared! If your teachers would like digital access to the *L'havin* workbooks that your school purchased this year, they must fill out a *L'havin U'lehaskil* Digital Access registration form. This form can be found [here](#). Each teacher who needs digital access must complete the registration form, even if they had access last year.

L'havin in Spanish and Yiddish!

We are excited to share that the popular *L'havin U'lehaskil Chumash* program is being translated into Yiddish! *L'havin* now has versions in English, *Ivrit B'Ivrit*, Spanish and Yiddish allowing for high quality *Chumash* instruction across cultural and global barriers.

CLICK HERE
TO ORDER 

L'havin U'lehaskil Assessments

Mini Assessments

As the spring of 2020 gave way to summer, *L'havin U'lehaskil* was busy at work creating a series of mini-assessments, targeted to incoming third, fourth and fifth grades students, to assist teachers in determining which skills students had mastered and which they had not during remote learning. We knew teachers would appreciate this invaluable data to assist them in pinpointing learning gaps resulting from COVID-19, ascertaining which skills and content to begin teaching in the fall.

Rolling Assessments

Assessments are an essential tool to a developed curriculum. In the past we have offered two assessments each year, a winter assessment as well as a spring assessment. These assessments were designed to evaluate how students learned and developed their textual skills. This year, CoJDS has changed the format. Assessments are now offered on an online platform, allowing for immediate results. The assessments contain both skill and content-based questions, all linked to the *L'havin U'lehaskil* standards. Additionally, assessments will be offered on a more frequent basis, divided by unit, so teachers can assess their students as needed, receiving important feedback to inform their teaching.



... NEW FOR 2020 ...

The **Or Hajayim School in Mexico City**, led by Rabbi Moshe Bak, joins the **Maimonides School in Santiago, Chile**, in utilizing the new Spanish version of *L'havin U'lehaskil*. To ensure a successful transition, CoJDS supplies ongoing training to its Judaic staff. Here, Rachel Schuh, CoJDS Curriculum Coordinator, is conducting a *L'havin* Teacher Training for teachers in Mexico City via Zoom 05.20.20.



The L'havin program is incredible! From the life lessons to the catchy songs that stay with the girls throughout the year (and, hopefully, their life!) that allow the girls to have the Torah speak to them. Previous years' students are constantly asking that songs be played in the lunchroom so they could sing along and it's so beautiful to see the connection they have with the message.

L'havin has so much to offer in its program, the girls are electrified to learn every day. It has truly transformed and built up my lessons to a whole new level. Thank you!

–**Kitzia Pahlaf**, Assistant Principal, Yeshiva Sha'arei Zion, Forest Hills, NY

I have seen students who started with very weak skills improve tremendously since they started the Hachana curriculum.

–**Sarah Faige Goldblatt**, Bais Yaakov Detroit, MI

Since finding your workbooks, they are key in teaching my students Chumash. The workbooks are clear and kid friendly, especially in color. For a child who has learning difficulties to WANT to learn Chumash, and get excited that they reached another milestone of learning yet another pasuk...well, it actually brings tears to my eyes! My main goal with my students is for them to love learning and with your program they are!

–**Rachel Antebi**, Education Training Consultant

Thank you for that amazing session! You packed in so much useful information! It was such a great feeling to walk away with such tachlis tools!

–**Ariana Reich**, Judaic Studies Coordinator Grades 1-3, Director of Programming, JEC Lower School, Elizabeth, NJ



As part of the Torah Videos distributed in the early days of COVID-19, CoJDS was proud to feature the early childhood educational videos of **MORAH CHAYA**

SHAPIRO. In just a few short months Morah Chaya's videos were viewed over 60,000 times in more than 40 countries across the globe. Morah Chaya's work was featured in the July issue of Mishpacha magazine and CoJDS is proud to have her as a premier presenter in our Speakers' Bureau.

SPEAKERS' BUREAU
2020



Mishpacha

Jewish Family Weekly

MEET CHAYA SHAPIRO

By Miriam Milstein | JULY 1, 2020

Her videos about Torah, Yom Tov, and the alef-beis have amassed over 40,000 views and she plans to keep going

CLICK HERE FOR AVAILABLE PRESENTATIONS



Veteran kindergarten teacher and professional development expert Chaya Shapiro had been teaching in Torah Academy for Girls for 21 years when coronavirus struck. Unable to teach her students live, she made a video for them that went viral — and feedback poured in from around the world. Just three months later, Morah Chaya's videos about Torah, Yom



As featured in Mishpacha magazine to keep going.

CLICK HERE TO VIEW MORAH CHAYA'S VIDEOS



Children viewing Pesach videos shared by CoJDS



The Torah is worth more than silver & gold and all the precious stones in the world

Students from the Maayan Torah Day School of Portland, OR, demonstrate translation skills acquired from the L'havin U'lehaskil curriculum 12.02.20



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, *Sunnyvale*
Tashbar Sephardic Yeshiva Ketana, *Los Angeles*
Yeshiva Ketana of Los Angeles, *Los Angeles*
Yeshiva Rav Isaacsohn Toras Emes, *Los Angeles*

COLORADO

Denver Academy of Torah, *Denver*
Denver Jewish Day School, *Denver*
Hillel Academy, *Denver*

CONNECTICUT

Bess and Paul Sigel Hebrew Academy, *West Hartford*
Bi-Cultural Hebrew Academy, *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*
Cheder Chabad, *Boynton Beach*
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*

Lubavitch Hebrew Academy, *Margate*
Maimonides Hebrew Day School, *Fort Meyers*
Miami Jewish Montessori, *Miami*
Mizrahi Torah Academy, *Plantation*
Orlando Jewish Day School, *Orlando*
Orlando Torah Academy, *Orlando*
South Florida Jewish Academy, *Coconut Creek*
The Cheder of Jacksonville, *Jacksonville*
Torah Academy of Boca Raton, *Boca Raton*
Torah Academy of Jacksonville, *Jacksonville*
Toras Emes Academy of Miami, *Miami Beach*

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*

IOWA

Bais Chaya Mushka, *Postville*

KANSAS

Hyman Brand Hebrew Academy, *Overland Park*

LOUISIANA

Slater Torah Academy, *New Orleans*

MARYLAND

Melvin J. Berman Hebrew Academy, *Rockville*
Beth Tefilah 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

Bais Yaakov of Detroit, *Detroit*
Yeshivat Akiva-Farber Hebrew Day School, *Detroit*

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

Bnot Shira, *Deal*
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, *Tenafly*
Yavneh Academy, *Paramus*
Yeshiva Shaarei Tzion, *Piscataway*
Yeshivas Ohr Hachinuch, *Lakewood*
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 Binah Munkatch, *Monsey (Yiddish edition)*
Bnos Malka Academy, *Queens*
Bnos Tzion of Bobov, *Spring Valley (Yiddish edition)*
Bnos Yisroel School, *Brooklyn*
Bnot Yaakov, *Great Neck*
Brooklyn Heights Jewish Academy, *Brooklyn*
Chabad Cheder of Long Island, *Lake Grove*

Cheder Chabad, *Monsey*
Cheder Chabad Girls of Long Island, *Lynbrook*
Chabad STREAM School, *Bayside*
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*
Magen Israel, *Great Neck*
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 Eitz Chaim - Bnos Bracha, *Monsey*
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 Shaare Torah, *Brooklyn*

OHIO

Cincinnati Hebrew Day School, *Cincinnati*
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*
Jewish Day School of the Lehigh Valley, *Allentown*
Politz Hebrew Academy, *Philadelphia*

The Silver Academy, *Harrisburg*
 Yeshiva Schools-Boys, *Pittsburgh*
 Yeshiva Schools-Girls, *Pittsburgh*

TENNESSEE

Knoxville Jewish Day School, *Knoxville*
 Margolin Hebrew Academy, *Memphis*

TEXAS

Akiba Academy, *Dallas*
 Bais Menachem 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*

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*
 Hebrew Academy of Montreal, *QC*
 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*
 Torah Day School of Ottawa, *Ottawa, ON*
 Vancouver Hebrew Academy, *Vancouver, BC*

CHILE

Maimonides School, *Santiago*

ENGLAND

Lubavitch Primary School, *London*

MEXICO

Or Hajayim, *Mexico City*

PANAMA

Magen David Academy
 Ohaley Jinuj

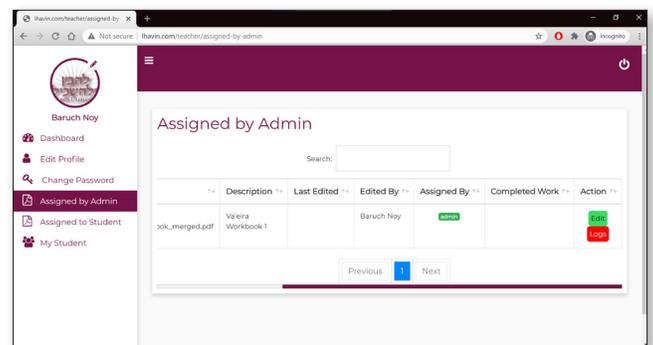
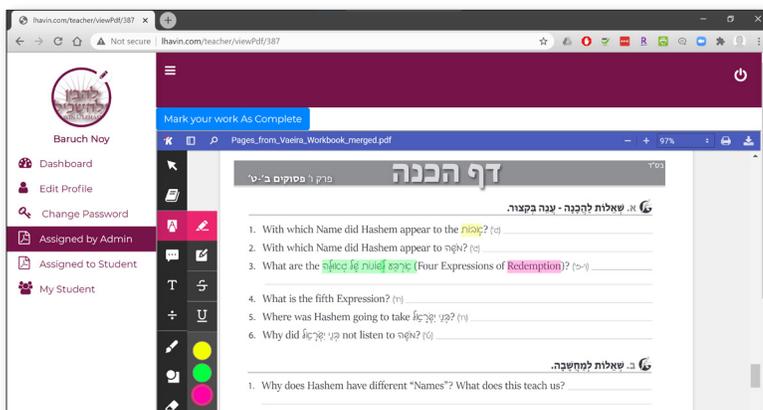
ONLINE

Shluchim Online

LOOKING AHEAD TO 2021...

INTERACTIVE L'HAVIN

CoJDS is working on developing a new interactive *L'havin* platform. The direction in education is clear; digital resources are an important tool in the classroom. Although *L'havin U'lehaskil* was already moving towards developing digital resources, COVID-19 certainly has put this initiative on the forefront of our agenda. Teachers and students will appreciate the smooth interface of the new platform. At school or at home, teachers will easily log in, annotate, highlight, send pages to students for classwork or homework to be completed and sent back to the teacher, all via our new interactive platform. The platform will be super user friendly with advanced options for tech savvy teachers.



PARSHA CURRICULUM

During the spring of 2020, as distance learning became a reality for Jewish day schools across North America, CoJDS responded by creating 105 brand new *Torah* video lessons. These lessons provided high-quality supplemental educational content at a time when teachers were all working above and beyond to meet their remote learning demands.

Building on this success, CoJDS has created and launched a brand new *Parsha* curriculum for the 2020-2021 academic year. CoJDS *Parsha* curriculum fills an important need for quality content in Judaic studies. Created by **Morah Elissa Hochbaum**, veteran middle school teacher and CoJDS Curriculum Advisor, this new, innovative *Parsha* curriculum highlights a specific topic or theme in each week's *Parsha*. Through slides and guided student and teacher video lessons, a well developed lesson emerges based on the nuances of the text and the story of the narrative. Each *Parsha* lesson comes with a complete set of slides, including a lesson plan sequence and a section entitled "Reflections and Activities" for student thought and feedback.



The addition of short videos of a morah teaching the skills is AMAZING! It is a "distraction" for them, a split from just sitting and "learning", even though they are videos, it is purely learning! I just wish you can produce them faster! My students look forward to them.
—Rachel Antebi, Education Training Consultant

CLICK HERE TO ORDER
VIRTUAL PARSHA CURRICULUM

CLICK HERE TO ORDER
L'HAVIN TEACHER TRAININGS



WEBINARS AND TRAININGS

As a result of COVID-19, live teacher training was not possible. To continue to support its schools, CoJDS instituted a policy of providing schools with virtual individualized Zoom training as needed. A major benefit in the virtual training model is that teacher training can happen at a convenient time for everyone, not a rigid time defined by the school's schedule. Trainings can also be tailored directly to meet the needs of the Judaic staff or an individual teacher.

NEW L'HAVIN TEACHER TRAININGS

Schools often have new teachers joining the staff. In order to service our schools best, CoJDS Curriculum Coordinator Rachel Schuh, developed a series of webinars for new *L'havin* teachers. With separate training for second, third and fourth grade teachers, these webinars provide new teachers of *L'havin U'lehaskil* with a basic understanding of the workbooks individually and the program as a whole. These webinars are certainly a helpful tool for new teachers and are always accessible, even before they start teaching. We hope to add topical training to our repertoire of webinars, for teachers to access as needed.

L'havin Tech Roundtable 12.31.19

On Tuesday, December 31, 2019, many New York schools came together to start the conversation about how educators and administrators envision the *L'havin U'lehaskil* curriculum to fit with the current digital landscape. Graciously hosted by [Richard Altabe](#) and Hebrew Academy of Long Beach, 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 with HALB's *Kriah* specialist, [Brocha Kresch](#), of her successful *Kriah* program.

There was 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 and Rockaway: Rabbi Aaron Feigenbaum, Rabbi Boruch Noy; Yeshiva Har Torah: Eliana Zelman.



Observing Rabbi Yaakov Lieberman's class, HALB, NY, 12.31.19

NEW CURRICULA

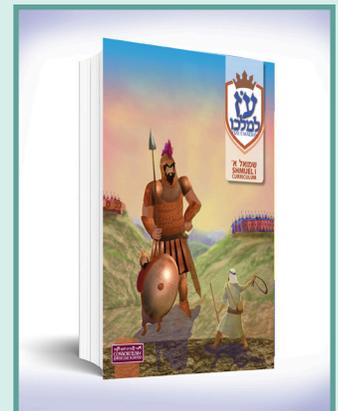
As a direct extension of our successful L'havin U'lehaskil curriculum, CoJDS is expanding the Chumash curriculum while simultaneously adding other areas of Judaic studies to our curricular offerings. This initiative is in response to demand; the schools across North America and beyond that use L'havin U'lehaskil recognize the benefit of having a defined, comprehensive curriculum and are requesting more. Several books are currently in various stages of development and production. CoJDS is also exploring other areas of curriculum in order to continue to support Judaic Studies learning in all of our schools.

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 comprehension, critical and creative thinking skills.

Mrs. Sara Chaiya Feinstein, Judaic teacher at Yeshiva Day School of Las Vegas, has written a *Shmuel Navi* curriculum, appropriate for both the middle school and high school levels.

This *Navi* curriculum features a teacher's handbook and a student workbook. The teacher's guide provides detailed and flexible lesson plans with clear objectives, ideas and sources, as well as access to online resources to further enrich student learning. The student workbook aligns with learning objectives, serves to further develop skills of comprehension and provides opportunities for creative activities. The first volume is currently being piloted in select middle and high school classrooms.

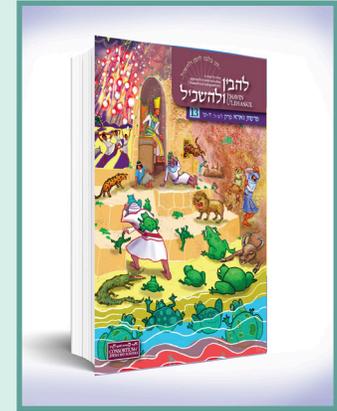


CLICK HERE TO ORDER

The image displays three overlapping pages from the Navi curriculum. The leftmost page is a teacher's handbook page with a decorative border and Hebrew text. The middle page is a student workbook page with a grid at the top and English questions. The rightmost page is another student workbook page with a matching grid and English questions. A purple button with a hand icon and the text 'CLICK HERE TO ORDER' is positioned above the pages.

Chumash

CoJDS has continued to expand its *L'havin U'lehaskil Sefer Shemot* curriculum with the completion of *Parshiot Va'era* and *Bo*. The new workbooks are based upon the **KUD** model for **Knowledge** (content), **Understanding** (concepts) and **Design** (personal reflection/*mussar haskel*) and designed to help students develop textual and inferential thinking skills. Emphasis is placed on cultivating student note taking skills, honing the art of the inquiry process and independent *chavruta* preparation of the *pesukim* and *inyanim*. Students will develop skills to analyze, categorize, and understand *Rashi's* questions. Additional textual skill expansion integrates *Torah She'b'chtav* with *Torah She'b'al Peh* (written *Torah* and oral *Torah*) and introduces *parshanim* beyond *Rashi* to middle school students. Preparation is currently underway to expand the *Sefer Shemot* curriculum to include *Parshiot B'shalach, Yitro, and Ki Tisa* for the 2021-2022 school year.



Let's Review

השלים את השקלה

1. ארץ
2. קום
3. ט
4. ק
5. סוקים

הבה את הפילה

4. before = 6. to =
5. between = 7. on =

השלים את הפילה

אחת הם + 1. דם
2. קין
3. קין
4. סוכר
5. קין
6. קין

הקטן למאחז: פסוקים א-ז'
האף אפרן נפקס למאס
פסוקים ח-י"ג: אפרן אפרן למאס דם
פסוקים י"ד-י"ח: אפרן אפרן למאס דם
פסוקים י"ט-כ"ב: אפרן אפרן למאס דם
פסוקים כ"ג-כ"ט: אפרן אפרן למאס דם

ענייני פרק ז'

פסוקים א-ז': הקטן למאחז
פסוקים ח-י"ג: אפרן אפרן למאס דם
פסוקים י"ד-י"ח: אפרן אפרן למאס דם
פסוקים י"ט-כ"ב: אפרן אפרן למאס דם
פסוקים כ"ג-כ"ט: אפרן אפרן למאס דם

דף הכנה

החילת אומרת מפת בוד

English	Hebrew	Arabic
will serve	ישרת	سيفيد
plagues	מכות	مכות
stretched out	מתפשט	متفشي
could have struck you	יכול היה לפגוע בך	كان يمكن ان يضربك
destroyed	הרס	هدم
reason	סיבה	سبب
stay alive	ישאר בחיים	يبقى على قيد الحياة
to show	להראות	اظهار
ess	אספה	اجتماع
end	סוף	نهاية

[CLICK HERE TO ORDER](#)

Dinim: Birkat Hamazon Hilchot Netilat Yadayim

How often are children raised to recite *brachot* and say *tefilot* that they do not understand? These engaging and interactive guides to *Netilat Yadayim* and *Birkat Hamazon* are designed to personalize these daily *mitzvot*, shifting students' recitation from robotic to robust. These dynamic guides will deepen students' understanding of content while increasing their engagement with the text through reflective practice, thought provoking questions, and inspiring stories. These enriching instructional tools geared to a diverse student population provide educators and students with a range of tools to make these *mitzvot* meaningful and purposeful.

הלכות נטילת ידים

הקטן למאחז

האף אפרן נפקס למאס

פסוקים י"ד-י"ח: אפרן אפרן למאס דם

פסוקים י"ט-כ"ב: אפרן אפרן למאס דם

פסוקים כ"ג-כ"ט: אפרן אפרן למאס דם

STOP

הקטן למאחז

האף אפרן נפקס למאס

פסוקים י"ד-י"ח: אפרן אפרן למאס דם

פסוקים י"ט-כ"ב: אפרן אפרן למאס דם

פסוקים כ"ג-כ"ט: אפרן אפרן למאס דם

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

Many small schools struggle to get the educational resources necessary to provide their schools with consistent educators for their Judaic studies. CoJDS recognizes this difficulty and we have been working with these schools. Distance learning is an opportunity for smaller schools to learn directly from our trained staff, even from thousands of miles away. We have created classrooms where our teachers work directly with students and provide them a rich Judaic studies education.

We have had the opportunity to work with several schools in different cities, including Kansas City, Denver and Scottsdale. As this distance learning initiative becomes more widespread, CoJDS hopes to offer similar learning opportunities to schools around the country on a virtual platform, providing them with distance learning classes.



*In our town of Scottsdale, AZ, several families attend a non-denominational Jewish day school or public school and rely upon an after-school program called **Nefesh** (run through our shul, Congregation Beth Tefillah) for more in-depth Limudei Kodesh. Through this program students in grades K-4 have an opportunity for supplemental education in Jewish holidays and practice, textual study of Tanach, and spirituality, through a positive teacher-student relationship and in an encouraging learning environment with their peers.*

When the COVID pandemic hit and classroom-based education was replaced with online learning, our educational model was turned upside-down. One teacher was not able to make the change towards online learning. Our program, which centered around students coming together to learn, now faced the challenge of engaging students and providing them with meaningful instruction, all through a remote platform. I reached out to CoJDS, with a simple request for digital content I could send to families, hoping to provide a partial substitute for the education our students would be missing.

The response I got blew me away. CoJDS was able to work with our community to not only meet our needs but exceed our expectations. CoJDS partnered us with an exceptional teacher based out of Denver, Morah Rivka Gross, who is outstanding in her ability to teach the CoJDS Chumash curriculum and also to engage the students in a way that excites them to learn. She has a true passion for chinuch, and it has been a gift to have her teaching our students. We have three groups of students, each meeting twice a week online, and our students range from those with more advanced skills to those who have never before learned Chumash. All are progressing in their skills and knowledge. Further, students have been so motivated to learn through this model that we have extended sessions into summer break (and some students have even asked for more or longer sessions).

This model has worked so well for our community that we plan to continue this format into the upcoming school year and hopefully beyond (and with the uncertainty regarding schools opening in the fall, being able to rely on this format is definitely reassuring). Logistically, it has been very easy to manage. Further, it is a model that is very conducive to bringing students together despite geographic barriers and contemporary challenges during the pandemic. It is a model that is certainly transportable to other communities, whether to bring students together from multiple communities or to create classes of students from their own local communities. Seeing how well this model has worked for us, I believe the possibilities are limited only to what we are able to envision.

It has been a pleasure partnering with the dedicated and talented staff at CoJDS. Thank you for all that you do to further Jewish education for our children.

With much gratitude and wishes for continued success,

Dr. Ariella Friedman, Nefesh Program Director, Congregation Beth Tefillah, Scottsdale, AZ

Denver Academy of Torah (DAT) initially reached out to Rabbi Glass when a new hire for our second grade Judaic Studies class was not successful very early in the year and we were looking for ways to creatively staff and maintain a high level of learning for the students.

CoJDS identified Morah Hochbaum as a teaching resource, and we have worked together with her for the last several months. The students enjoy their sessions with Morah Hochbaum, and they are eagerly anticipating an in-person visit so they can meet her in person!

Reflecting on the overall benefit of this program, I would say there are three main areas to highlight:

- 1. Partnering with CoJDS in this initiative gives us access to an experienced educator that we would not otherwise be able to benefit from. This is the opportunity that modern technology and global partnerships offer us, connecting New Jersey and Denver. Many schools struggle with finding high-quality Judaic Studies teachers to move to their communities and join their faculty. This distance learning provides this avenue whereby a local teacher who may have basic skills can implement the learning at the highest level in partnership with an outside resource.*
- 2. Even schools that are able to hire talented Judaic Studies faculty often find that these teachers do not have the relevant experience to be successful in their first years. This is especially true for new teachers or teachers who will only be with the school for a brief tenure. Having the opportunity for a new teacher to work alongside an experienced educator such as Morah Hochbaum is a game-changer for such teachers.*
- 3. Finally, when it comes to the L'havin curriculum in particular, there is a great value in having access to staff members trained by CoJDS who know the curriculum backwards and forwards and train other schools about the program. While CoJDS always offers support for schools in implementing the curriculum, working directly with a teacher in the classroom on a daily basis is a transformational experience both for the students and for the school as a whole.*

Once again, we at the Denver Academy of Torah are very grateful for this opportunity and would be glad to share our experience with other schools considering this path.

Rabbi Dani Rockoff, Judaic Studies Principal, Denver Academy of Torah, CO

PROFESSIONAL DEVELOPMENT: TEACHERS AND ADMINISTRATORS

GOALS

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

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; 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. Every stage of a principal's career comes with its unique challenges. Through collaboration and continued learning every principal can enhance their professional edge 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, and more. 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.

CURRICULUM SPECIALIST TEAM: CoJDS is committed to ensuring the success of the *L'havin* curriculum in each school. Our curriculum team is headed by [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 directly in contact with teachers, offering support on various levels: observing teachers to provide invaluable feedback, helping teachers with scope and sequence of the *L'havin* program, and coordinating with administrators and teachers of various grades to streamline the curriculum to the unique needs of each school.

The curriculum team also assists 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'havin* curriculum team can tailor the program to each school's needs.

Curriculum Coordinator	Rachel Schuh
TEAM MEMBERS	
South Florida	Esther Levy
Central Jersey	Elissa Hochbaum
	Rabbi Moshe Gutstein
	Aviva Hoberman
Denver/Mid-West	Rivka Gross
Central CoJDS Office	Basha Mindell

Hi Rachel, Thank you for that amazing session! You packed in so much useful information! It was such a great feeling to walk away with such tachlis tools!

Ariana Reich, Judaic Studies Coordinator Grades 1-3, Director of Programming, JEC Lower School

Hi Rivka, I want to say a big thank you for helping one of our teachers navigate this year using L'havin. It was productive and she felt supported!

Rivkie Gottlieb, Lower School Principal, Beren Academy, Houston, TX



PRINCIPAL SUPPORT

In late April 2020, CoJDS convened a virtual meeting of seasoned principals across the United States to discuss issues facing principals at large. Meeting often, an informal Think Tank was formed to brainstorm how to deal with the unprecedented issues facing Jewish day schools. The principals were frank in discussing their difficulties navigating uncharted territory.

SOME PRACTICAL TAKEAWAYS:

"What has been working for us is partnering with parents. With each decision we make, an administrative team comes up with a plan and then it is brought to a parent committee of close to 20 parents."

"School pride is so important during these times. Our school posted "An excellent online teacher lives here" signs on teachers' lawns."

"My teachers identified high priority standards – which skills are the highest priority for these last 8 weeks of school. This needs to be skill-based and not content-based. Once schools have that clarified, they can decide how to move forward as far as instruction and assessment."

"Of course there is concern about academics at this time, and we want to make sure students are at grade level, but what is more important at this time is the [bond] that you have with each student. It is easy for principals to get bogged down with the technical aspect of all of this but we need to pause and ask ourselves what type of relationship are we building with the parents, students, and teachers."

"In the future it would behoove schools to make sure there is ongoing project-based learning going on in both Judaic and general studies classes, so if we find ourselves in such a situation again, children would be able to continue this learning at home."

"Start the conversation with parents early, before issues come up. By communicating well and getting ahead, you can avoid misunderstandings and get much needed buy-in and good will. Conversations about graduation, camp, and tuition are some examples of ideas that we have brought up to parents before they contacted us."

PRINCIPAL SUPPORT



During the week following Pesach, a virtual meeting of seasoned principals across the United States convened to discuss issues facing principals at large. They held an informal Think Tank to brainstorm initiatives that the Consortium can begin to develop in order to address unprecedented issues that are facing Jewish day schools at this time. The principals were frank in discussing their difficulties navigating uncharted territory. What follows is a front row seat (Zoom password not required) into some of the discussion at hand. Many fellow principals will see some of their thoughts echoed, while at the same time be given a pathway into a point of view that may be fresh to the seat in which they are currently sitting. CoJDS would like the conversation to continue. We are here for principals during these trying times. Please send your thoughts and questions to be addressed at future meetings to Rabbi Glass at hglass@cojds.org.

Different Modalities of Instruction

The trick at this point in the process is knowing what the proper balance is between live Zoom sessions, which attempt to replicate a small piece of the classroom environment, and instruction based on teacher recorded videos. The advantage of the latter is that students have an opportunity to pause the videos and parents can decide for themselves when is the optimum time for that child to watch the video. The key is trying to figure out what is best for the students.

We are probably in the stone age in trying to do this in an effective way.

Kids need human interaction.

Research has shown that kids respond to someone who has a relationship to the situation. This is especially true in a time of crisis where teachers have already had relationships with their students. The value of these teachers is much more significant than having them watch a recorded content video.

Hashkafic Considerations of Technology

The jury is still out on Zoom enabled devices and technology. I am not so sure you can put the genie back in the bottle.

Some of our students are fortunate to have a lot of technology at their disposal, but that comes with the fear of everything that that technology represents.

I'm not so sure you can't put that genie back in the bottle after the fact. I believe that in most cases schools will still have traditional teachers and methods. Technology will be an assistant, not the primary mode of instruction.

Once we go down rabbit hole of technology it is not so easy to come back up. Even though we are in crisis mode we need to think long term. Once we put devices into students' hands, no matter what safeguards we put in place, it becomes hard to control some of the potential repercussions.

#1

Attending Principals



Rabbi Avrohom Moller
Superintendent of Education
Associated Talmud Torahs of Chicago, IL



Rabbi Isaac Entin
Head of School
Coskey Torah Academy, Philadelphia, PA



Mrs. Miriam Gettinger
Principal
Hasten Hebrew Academy, Indianapolis, IN



Rabbi David Engel
Menahel
The Toronto Cheder, Toronto, ON



Rabbi Benjy Owen
Head of School
Margolin Hebrew Academy/ Feinstein Yeshiva of the South, Memphis, TN



Rabbi Yossi Rosenblum
Principal
Yeshiva Schools of Pittsburgh, PA

#2

Point and Counterpoint Regarding the Summer

Summers are an important time for teachers to refresh, reflect, redirect, and prepare for the next school year. If schools stay open past June, the summer opening won't be the same. Principals should be responsible for putting together summer programming, and for ensuring that it will be complicated and rewarding benefit.

If summer camps are not able to open a percentage of parents will be interested in modified summer programming as an enrichment activity. However there may not be enough interest for the idea to be viable for each school on a stand alone basis. Perhaps schools can come together and share resources such as programming ideas and teachers, thereby spreading the efforts and costs over a larger parent body.

Summer might be the ideal time to help parents who have been struggling with the learning platforms. Optional classes can be set up for weaker students with the advantage being that staff doesn't need to be local. These smaller classes can address some of their specific needs.

Reflection Thus Far

We must keep in mind that alternate plans that we have been using until this point have worked out relatively well and have gotten us to this point. All we have to do is keep on moving forward.

Distance learning has empowered children in a way not seen before. As a result, *chinuch* will change forever.

In between this all, there have been positive experiences with distance learning relationships. Maybe these should become permanent parts of our program.



As has been evidenced during the last nine weeks, thousands of students, parents, and teachers are looking to principals for guidance and encouragement as they try to navigate our new educational system. Many have found that the Consortium of Jewish Day Schools has been an institution that these principals can turn to for resources or simply as a sounding board to help them through the initial set up process. At this point, when most schools have systems in place that are working fairly well, it is time to turn our attention to the future and areas such as finishing the school year, the summer months, and beginning the complicated process of preparing for next year. Last week, CoJDS chaired a second brainstorming session of seasoned principals to continue the discussion and hear what has been working for their schools, and to raise the countless questions that principals such as yourself will be facing during the next few months. The thoughts below are just the beginning of the conversation. We would all benefit from the input of principals across the spectrum to help raise the questions and concerns the day school world is facing so that the process of recovery and looking at the options for the new reality come September can begin to take place. Please send your thoughts and questions to be addressed at future meetings to hglass@cojds.org.



As spring slowly moves towards summer and schools are on track for summer break, CoJDS once again convened a group of experienced principals via Zoom to put their heads together to gain clarity on the many new issues facing our day schools during this unconventional transition into summer. The overwhelming feeling that pervaded the meeting was the imperative of principals to give their staff, students, and parent body hope. At the same time, the recent CoJDS principal survey, in which over 120 schools participated, clarified that principals themselves are looking for support during these next few months.

It is clear now more than ever that collective wisdom and open discussion is what will help all of us move forward in the right direction. Please send your thoughts and questions to be addressed at future meetings to hglass@cojds.org.



Rabbi Rafi Drainman
Headmaster
Torah Academy of Boca Raton, FL



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



Rabbi Daniel Alter
Head of School
The Moriah School, Englewood, NJ



Rabbi Y. Boruch Sufrin
Head of School
Harkham Hillel Hebrew Academy, CA



Rabbi Yehudah Potok
Head of School
Katz Hillel Day School of Boca Raton, FL



Mrs. Aviva Hoberman
Principal
Shalom Torah Academy
of Central New Jersey, NJ

Summer Think Tank

is going
ptember,
Tank can
s in new
methodologies

One of the most valuable parts of the Think Tank is the collective energy that permeates the room and the professional dialogue that abounds. A scaled down version of Think Tank will cause us to lose one of the most beautiful parts – bringing together principals from all over North America.

It will be interesting because we will be modeling as principals, via the Think Tank, different modalities of learning we may have to use come September.

The Consortium should consider regional subgroups for the summer Think Tank as many issues for school reopening will be decided regionally.

While they are missing the immersion experience, they are much more focused in general.

In general, school issues will be solved differently based on diverse factors such as number of students, physical size of the school building, and staff availability. There can be breakout groups based on region and interests.

To borrow a business term, we have been going through “disruptive innovation” during the last few months. Everything has been disrupted, but a focus of the Think Tank should be “how do we take this to the next step.” I’d like to see programming beyond the nuts and bolts of distance learning. The time is ripe for the introduction of design thinking within our curriculum.

What is unique about the CoJDS Think Tank is that they provide revolutionary speakers. If the entire conference is centered on how to best teach in this platform, nothing novel will be accomplished because myriad educational organizations are already looking to address that. As a principal, I would not like to talk only about distance learning and reopening this summer. Growth still needs to be part of our mission.

CoJDS should consider programming at Think Tank that gives principals tools in leadership to reflect how to recognize and reinforce faculty during extraordinary times.

At the Think Tank it would be helpful to have advanced training in Zoom as a blended platform to prepare for the new school year.

Summer Programming

The recent CoJDS survey and most recent journal have been sent out and can be accessed on the CoJDS website. These printed articles and the pertinent data covering a large day school base are a powerful tools to use when presenting to an internal board or parent body.

The CoJDS is working on summer programming options that utilize already existing talent and programs in member schools. This might be an option for schools in areas where there are not a lot of other options or schools where only a small percentage of kids want to participate. While it is true that the vast majority of kids are “zoomed out”, there is still a cohort that see Zoom as a lifeline and an opportunity to be with other children. High quality instructors with engaging or comfortable us Zoom is key. If you have specific recommendations for the summer, please contact hglass@cojds.org.

Summer programming on Zoom can encompass an educational component as well. This may translate into creating a novel learning program – even text-based sessions covering something they might not otherwise encounter. Struggling students who need one on one time in kriah, reading, or math can have access to specialized teachers with a pay structure that makes sense to both of them all.

At this point, principals might want to consider calling each parent in the school with a series of questions about how they and their children are doing with summer plans, and any extenuating circumstances. A conversation can take place about whether a parent anticipates any problems with a child's transition back to school. Concerning information garnered from these conversations can be split up among social workers, or and specialized staff. A lesson from this pandemic is that principals have a responsibility to work with the parent not just the child.

#4



As the weather turns warmer and June slowly creeps towards July, principals around the country are working double time to ensure a positive close to the school year, helping their students transition into what will hopefully be a productive summer. A core group of principals convened for a fourth time in order to help point the CoJDS in the correct direction to enable them to help principals manage their unusual summer to-do list. CoJDS is in the planning stages for this summer's Think Tank that is shaping up to be an especially valuable forum this year. Last week's Zoom meeting centered on ways in which the Consortium can be of help in the interim. Please join the conversation. If you have any suggestions or questions to be addressed at future meetings, please let the us know at hglass@cojds.org.



CoJDS presents
A WEBINAR WITH **RABBI DR. DAVID FOX**

HEAD FIRST: STAYING GROUNDED WHILE LOOKING FORWARD

A MENTAL HYGIENE WORKSHOP FOR ADMINISTRATORS AND HEADS OF SCHOOLS

Wednesday, October 21, 2020
8:00PM EST

In the era of COVID-19, the pressures and challenges facing professional Jewish Day School administrators impact:

- MOOD
- PLANNING CLARITY
- MENTAL ENERGY
- CONFIDENCE
- DECISION MAKING
- MOTIVATION
- MORALE
- STRESS LEVELS
- PURPOSE AND MORE

This webinar will address tactics for identifying one's own stress level, tools for stress management in self, and techniques for ameliorating the stress-level affecting faculty and students. The program will include checklists and inventories for accurate assessment in identifying hot spots which can interfere with coping.

This program is for you. **Head First.**
To register, please visit: <https://www.cojds.org/order/events/head-first-staying-grounded-while-looking-forward-a-webinar-with-rabbi-dr-david-fox/>

Rabbi Dr. David Fox directs the Crisis Intervention, Trauma and Bereavement support services for Chai Lifeline. He is a forensic and clinical psychologist in practice for some 40 years, and a graduate school professor who has been on the faculty of USC, CSPP-LA and Loma Linda University School of Medicine where he specializes in diagnostic evaluation, neuroscience, trauma, and treatment issues. He presents seminars for mental health professionals on trauma, supervision, law, and ethics, and cultural aspects of mental health. He has published in the scientific journals and has presented nationally and internationally.

New York Office **Cedarhurst Office**
810 Seventh Avenue, 28th Floor, New York, NY 10019 355 Pearsall Avenue, Cedarhurst, NY 11516
www.cojds.org 516.368.3333

As a continuation of the summer Think Tank session with **Rabbi Dr. David Fox**, a follow-up session was held in the fall on the topic of Mental Hygiene for Administrators and Heads of Schools. More than 150 principals benefited from this support.

Topics covered include:

- How to nurture and be a support for faculty and students
- Dealing with added stress of the new reality created by COVID-19
- Creating a positive school culture
- Collaborative problem solving

As a direct result of Dr. Fox's presentation, an idea was generated by several senior principals to create a cohort of principals who would meet to validate experiences, gain insights, and share ideas. CoJDS invited veteran principal **Rabbi Dr. Mordechai Yaffe** to facilitate this cohort in conjunction with Dr. Fox. Cohort participants have expressed their appreciation to CoJDS for spearheading this initiative, feeling supported and validated in their struggle to maintain their equilibrium while facing the significant challenge of leading a school during COVID-19.

Being a principal is wonderful, but also absolutely grueling, and often isolating. Support from fellow principals can make a big difference.
-P.T., Cleveland, OH

I would be excited to join a cohort like this. These are challenging times to say the least. I can't thank you enough for your continued support of the field, our schools, and our own professional growth. Todah Rabah.
-T.G., Rochester, NY

Thank you for arranging such a forum. Aside from the practical insights that can be gained, meeting and [receiving mutual support] with other principals is very encouraging and productive.
-Shalom Horowitz, Jacksonville, FL

Dr. Fox was phenomenal - both in the summer webinar and for the recent one for school leaders. It was indeed validating. Thank you for initiating this.
-R.B. Hollywood, FL

RESPONSES AFTER THE SESSION IN THE PRINCIPAL SUPPORT COHORT:

Last night was very validating for me in hearing that [educators] across the board, and that people I respect and look up to, no matter how many years they are in [Jewish education] are dealing with the same or similar struggles that I am dealing with. Although it didn't solve the particular issues I am facing, it made me feel less alone. I was (and maybe still am?) at the point of reconsidering staying in my role as principal in my school. Knowing that it's not just me that COVID has made feel this way was also very comforting to hear.

I really appreciate the fact that you took the time to arrange this cohort and hope we can continue meeting and gaining from each other.

I enjoyed hearing from fellow principals and hearing how they are handling challenging situations. You set a tone of trust in the group and I felt safe and encouraged to talk.

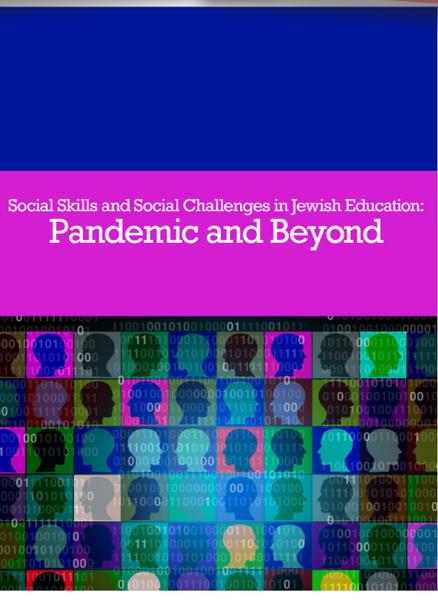
COJDS PUBLICATIONS

JOURNAL OF JEWISH DAY SCHOOL LEADERSHIP

Now in its third year, the Journal of Jewish Day School Leadership is published several times a year by CoJDS, featuring articles written by principals and leaders in the Jewish day school community, as well as pieces by well-known educators and experts from beyond our community. The journal addresses topics that are relevant to the advancement and improvement of the Jewish day school, including professionalism, staff development, school culture, and assessment. A special edition this past summer was devoted to how day schools have dealt with, and even grown from, the upheaval of COVID-19. The quality article submissions from Jewish day school leaders are enjoyed by our readers and create a forum for sharing ideas and generating relevant conversations around the country and the world. The Journal of Jewish Day School Leadership is published in print and online.

For more information or to propose a submission to the Journal please contact Rabbi Shimshon Gewirtz, Editor, Journal of Jewish Day School Leadership at sgewirtz@cojds.org, or at 314.443.5948.

To read archived articles from the journal please visit www.jewishdayschoolleadership.com



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

When the coronavirus crisis forced school buildings to close, remarkable flexibility and innovation allowed for a proliferation of models and methods to keep students' academic knowledge and skills growing. As it has become clear that these measures will be necessary for the remainder of this school year, and that a full return to school as usual may not be possible even for the fall, the question arises as to where efforts should best be directed. Schools and agencies are wisely devoting time and attention to improving on-line instruction. School has always, however, provided much more than instruction in particular content areas. School has also been a place for social-emotional learning, for developing and practicing social skills, and for making and engaging in friendships. This critical component of education may have, by necessity, received insufficient attention as the rapid closing of school buildings shifted how we teach. It is time that we broaden our focus to ensure our learners, whether in school buildings, or learning at home, master the important life skills that will allow them to succeed socially as well as academically.

In a typical school situation, social-emotional learning (SEL) occurs through three vehicles: formal lessons, informal structures, and embedding SEL in academic lessons. I would like to explore how each of these vehicles have been impacted and offer some suggestions for the current reality and as we look forward.

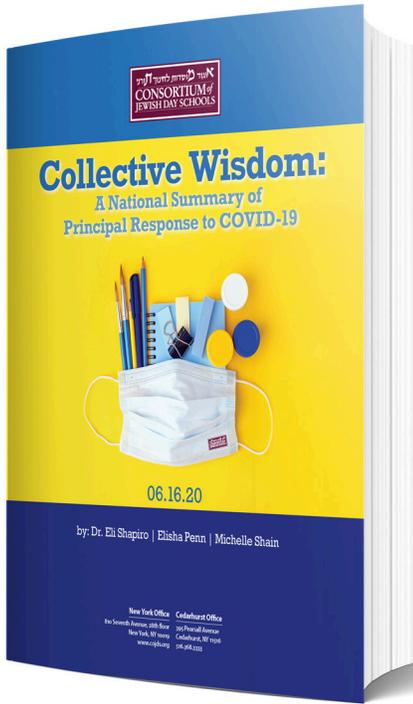
Formal Social Emotional Learning If we consider how formal social skill and social-emotional lessons could be adapted for on-line learning, we might discover there are advantages to leveraging technology platforms. A list of commercially available materials are briefly described at <https://www.common Sense.org/education/top-picks/emotional-intelligence-apps-and-games>, and there are interactive videos available at www.stopbullying.gov. Many materials are free, and some offer the additional advantage of allowing students to work at their own pace to build skills. Inter-spersion social games or other similar non-academic content with academic sessions might ameliorate the Zoom fatigue that is being noted, as well as providing important learning for students. However, schools and teachers overwhelmed with planning academic curricula and its delivery may be less likely than ever to find the time for reviewing, developing and delivering social-emotional lessons.

An additional challenge comes from the mistaken belief, sometimes promoted by teachers, that teachers teach a specific academic subject. Teachers teach students. Prioritizing content over promoting social-emotional growth of learners would make sense if you wanted the smartest computer algorithms. If we want healthy, well-ad-

CLICK HERE TO VIEW

It is time that we broaden our focus to ensure our learners, whether in school buildings, or learning at home, master the important life skills that will allow them to succeed socially as well as academically.

COLLECTIVE WISDOM: A NATIONAL SUMMARY OF PRINCIPAL RESPONSE TO COVID-19



CLICK HERE TO VIEW 

During the COVID-19 pandemic and ensuing school closures, CoJDS worked to support schools through uncharted territory, offering training, lesson materials, serving as a meeting place for principals to discuss and share, and the publication of a special edition of the Journal of Jewish Day School Leadership.

With input from many of our partner principals, [Dr. Eli Shapiro](#) and the CoJDS team designed and distributed a national survey to learn how school leaders were reacting and planning for the future. The purpose was to provide affiliated schools with perspective and direction based on the input of the larger Jewish day school community. 122 school leaders responded to the survey, and the Orthodox Union's Center for Communal Research was commissioned to digest and analyze the data.

The resulting publication, *Collective Wisdom: A National Summary of Principal Response to COVID-19*, provided a robust data set and analysis of the decisions being made by their colleagues and served as an important resource to help school leaders plan for the 2020/2021 school year and beyond.

Table 15. Focus on student participation and wellbeing, by coeducational status

	REDUCE ACADEMIC STANDARDS AND FOCUS ON STUDENT PARTICIPATION	UNCHECKED	TOTAL
Single-gender	19%	81%	100%
Coed	9%	91%	100%

	REDUCE ACADEMIC STANDARDS AND FOCUS ON STUDENT PARTICIPATION	UNCHECKED	TOTAL
Single-gender	33%	67%	100%
Coed	19%	81%	100%

Further, high schools were most likely than schools serving younger grades to say they were maintaining the same standards but focusing on 'high priority subjects.'

Table 16. Modify academics to only the high priority subjects, but maintain the same standards and expectations, by grades served

	MODIFY ACADEMICS TO ONLY THE HIGH PRIORITY SUBJECTS, BUT MAINTAIN THE SAME STANDARDS AND EXPECTATIONS	UNCHECKED	TOTAL
K-8	16%	84%	100%
K-12	22%	78%	100%
High School	42%	58%	100%

There were no differences in academic strategies by location or enrollment.

Formative Assessment Tools

Forty-nine schools responded to the question asking them what formative assessment tools they were using. Many schools use multiple tools, with the most common being in-house tools.

Table 17. Formative assessment tools

Self-made, in house	27%
JSAT	14%
MAPS	12%
READY	10%
NWEA	6%
ELA	6%

There were no differences in formative assessment tools by grades served, location, enrollment, or coeducational status.

Note: Answers do not sum to 100% because schools could select multiple strategies.

Remediation

In terms of methods for dealing with students who may be struggling or falling behind, assessment and remediation was by far the most popular method.

Table 18. Strategies to address academic gaps

	JUDAIC STUDIES	GENERAL STUDIES
Assessment & remediation	54%	59%
Students will catch up	31%	28%
Asynchronous learning	22%	25%
Looping	13%	14%
Summer programming	10%	14%
Holding students back	5%	7%

Note: Answers do not sum to 100% because schools could select multiple strategies.

While very few schools were delaying grade advancement in order to address academic gaps, none of the 23 girls schools in the survey were doing so.

Table 19. Holding students back, by coeducational status

	JUDAIC HOLDBACK	GENERAL HOLDBACK
Boys	15%	15%
Girls	0%	0%
Coed	5%	8%

Schools in the Greater New York area were less likely to say they were using the summer to address gaps than schools elsewhere.

Table 20. Summer remediation, by location

	JUDAIC SUMMER REMEDIATION	GENERAL SUMMER REMEDIATION
Greater New York	3%	6%
Elsewhere in the US or Canada	13%	18%

There were no differences in remediation plans by grades served or enrollment.



LARRY THOMPSON

Much of the success of a school is dependent on the discipline culture in each classroom, hallway and playground. Student learning and growth, teacher satisfaction, and school rankings 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's professional development resources. Since that initial presentation in July 2018, CoJDS and Mr. Thompson have brought the "Responsibility-Centered Discipline" method to over 40 schools and hundreds of educators in Jewish day schools serving over 15,000 students. RCD 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 is 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.

The poster features an illustration of four people working on laptops, connected by a central stack of books. Logos for the Consortium of Jewish Day Schools and AccuTrain are displayed. The text reads: 'PRESENT A WEBINAR ON: RESPONSIBILITY-CENTERED DISCIPLINE (RCD): Discipline in a Virtual Setting - Successes and Challenges in Jewish Day Schools'. The date is 'Wednesday, November 18, 2020 8:00PM EST'. Speakers listed are Larry Thompson, M.Ed. and Eric Clark, M.Ed. The poster also lists features: 'PLUS - LEARN ABOUT THE NEW RCD CORE TRAINING AND SUITE A DIGITAL PLATFORM FOR TRAINING AND SUPPORT', 'FEATURING: RCD CORE TRAINING, PRACTICE SCENARIOS, VIDEO Q AND A, AND MUCH MORE'. It includes contact information for New York and Cedarhurst offices and notes that admission is free but registration is required.

In November 2020, **Larry Thompson** and **Eric Clark** presented a webinar to over 200 educators on the topic of "Discipline in a Virtual Setting". The objective is to use the RCD method in the new reality of remote learning or hybrid models. As our system of education changes at a dizzying pace, it is essential to learn how to adapt tried and true systems for successful discipline to current challenges.

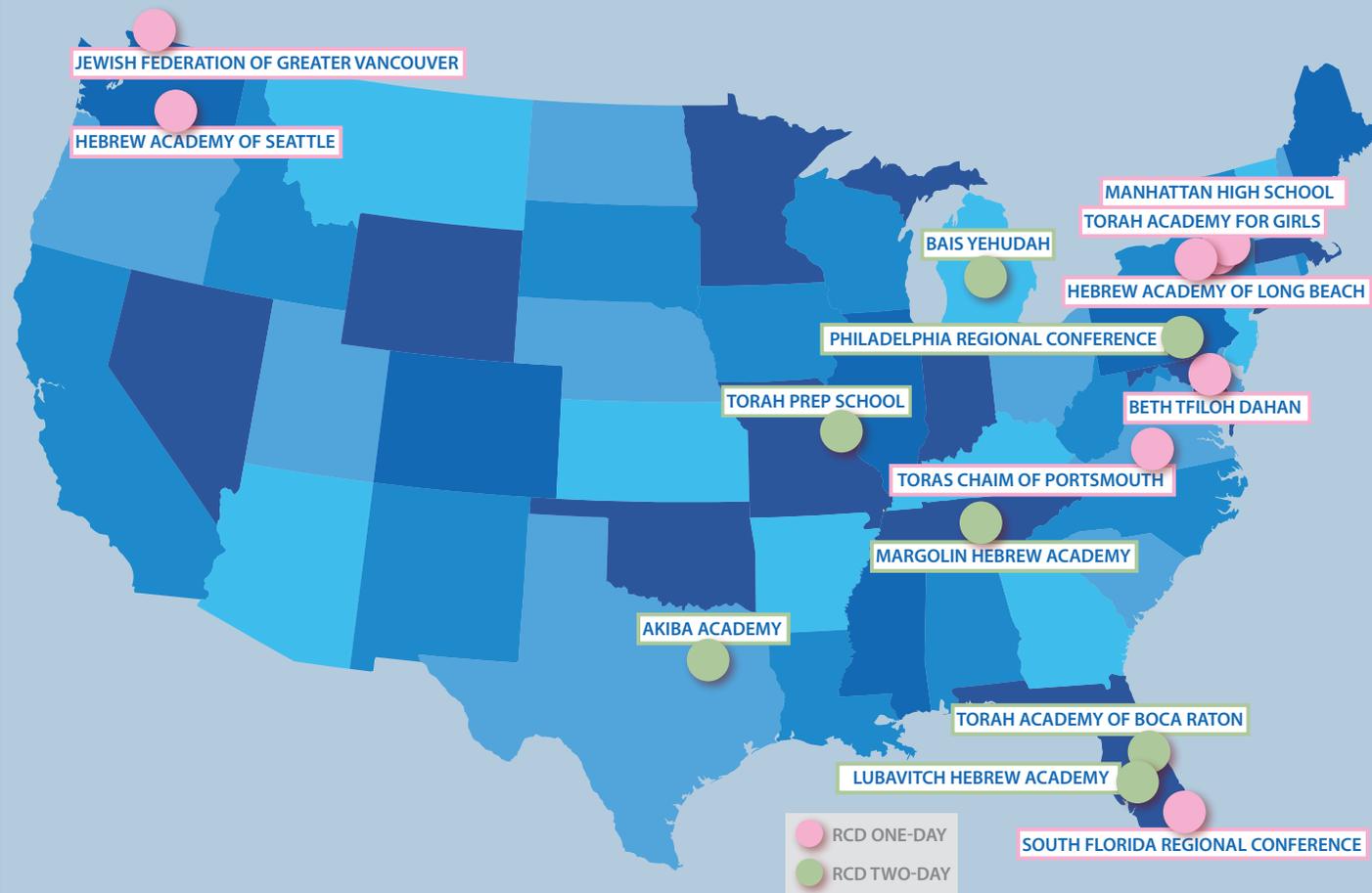
Participants also learned about RCD Connect, the new digital platform for training and support in Responsibility-Centered Discipline.

RCD Connect allows users to benefit from Larry's trainings at a fraction of the cost of in-person events. Together with the CoJDS discount, it is a fantastic opportunity for schools both large and small.

• • • NEW FOR 2020 • • •



RESPONSIBILITY-CENTERED DISCIPLINE TRAINING OPPORTUNITIES



● Schools which held a one-day Responsibility-Centered Discipline training for their faculty since September 2018

● Schools which held a two-day comprehensive Responsibility-Centered Discipline training for their faculty since September 2018



Baruch Noy

Recording

Responsibility-Centered
Becoming a Master of Challenge

Autonomy, Mastery and Purpose

Autonomy: the behaving in a full sense of volition and choice. A basic human need. (Its opposite is control)

Mastery: The desire to get better and better at something that matters. Requires engagement.

Purpose: By nature we seek it-to make a

NEW YORK TIMES BESTSELLER
Phenomenon and Learning | RICHARD GARDNER
Daniel H. Pink
...of *A Whole New Mind*
DRIVE

LARRY THOMPSON

Unmute Start Video Participants 131 Chat Share Screen Record Reactions Leave

Larry Thompson RCD Webinar, November 2020

Zoom Meeting

Recording

Baruch Noy

Building the Muscle of Self-Control
LARRY THOMPSON

COJDS HQ Eli Shapiro Amanda Pransky Jennifer Litz Barbara Ouano...

Mordechai Sult... Mrs. Pasternak Moshe Lebovits Mr. Lang Rabbi Azerad Neustadt Christina Fitzpa...

E Baruch Avraham Bronst... Rachael Madden Morris Kishk Rabbi Zirkind Rivka Denburg Alice Shamah

Chana Devorah ... YB Kamenetzky Goldman Dovrat Levi Tanya Rubin Esther Caro Sarah Spalter

Jonathan Berm... Rabbi Stephen ... Hollander Kerri Stern Aviva Chertok

AccuTrain Eric Clark

Windows Taskbar: ENG 8:19 PM 11/18/2020

Larry Thompson RCD Webinar, November 2020

EDTECH SUPPORT 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 to schools on the use of cost-effective hardware
- 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

COJDS EDTECH SUPPORT OPTIONS:

EDTECH 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, often for minimal cost or even for free. In many cases, schools have access to state or local funding to upgrade their instructional infrastructure, but don't know where to start or how best to approach their needs.

A CoJDS EdTech consultant is available to discuss school needs and infrastructure and can recommend tools and programs to implement in your school.

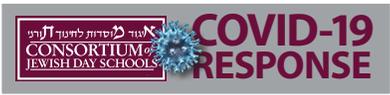
TEACHER TRAINING: A CoJDS EdTech consultant is available to train both Judaic and general studies teachers in the use of technology in the classroom. Our staff is educated in the most up-to-date technological tools available for classroom use. Training the current educational staff in the skills and knowledge necessary to utilize available resources will obfuscate the need for internal IT or EdTech personnel, a perfect solution for small schools.

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 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 to 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. The Digital Citizenship Project, led by Dr. Eli Shapiro and Mrs. Temima Feldman, teaches the norms of appropriate, responsible, and healthy behavior with regard to technology use. A CoJDS affiliated program, it is designed to educate school faculty, students, and parents on how to promote and engage in good digital citizenship.



Due to the very unfortunate circumstances surrounding the current pandemic, schools needed to find solutions for how to reach students outside the school building. In many cases the school itself was not prepared for this jump, neither in terms of existing IT infrastructure, nor in terms of teacher training. In order to service schools as fast as possible, CoJDS offered free webinars to administrators and teachers across the globe. More than 600 administrators and teachers participated in these webinars, often with entire teaching faculties participating from a single location. In addition, beyond the webinars, our CoJDS EdTech consultant created multiple video series covering the basic tools of remote instruction, which schools were able to offer to their teachers as needed. Many schools also seized the opportunity to hire our experts to deliver workshops specifically tailored to their school faculties.

Beyond professional development, tens of schools were in touch with the CoJDS EdTech consultant directly, getting sound advice for bolstering their IT infrastructure and making purchases with incoming funding due to the pandemic.

Even before the onset of the pandemic, a CoJDS EdTech consultant made site visits to schools, working with large infrastructure projects and teacher training on site. Two cities of note, Rochester, NY and St. Louis, MO, benefited from site visits to multiple schools in their cities, and saw a communal impact beyond any single school.

Increased Technology and Stress During the Covid Era - Zoom Conversation with Dr. Eli Shapiro

An informative evening for parents and educators
September 13th, 2020 at 8:00 pm



Dr. Eli Shapiro is a licensed clinical social worker with a doctorate in education and specialists certificate in Jewish educational leadership. He is the creator and director of The Digital Citizenship Project and has lectured for internationally recognized organizations including Consortium of Jewish Day Schools, Prizmah - Center for Jewish Day Schools, and Yeshiva University.

Zoom meeting ID: 983 5928 9081

Send questions in advance by emailing: rabbifedergrun@scharatzedeck.com



CoJDS was proud to partner with The Digital Citizenship Project and provide a school programming grant for Vancouver Hebrew Academy and Shalhevet Girls High School for a community program on *Increased Technology and Stress During the COVID Era: Zoom Conversation with Dr. Eli Shapiro*. The program addressed the concerns of how the increase of screen time as a result of COVID was impacting family functioning and how parents and schools leaders could leverage technology to enhance functioning rather than serve as an intrusion.

5
site visits to schools
to upgrade their technology infrastructure

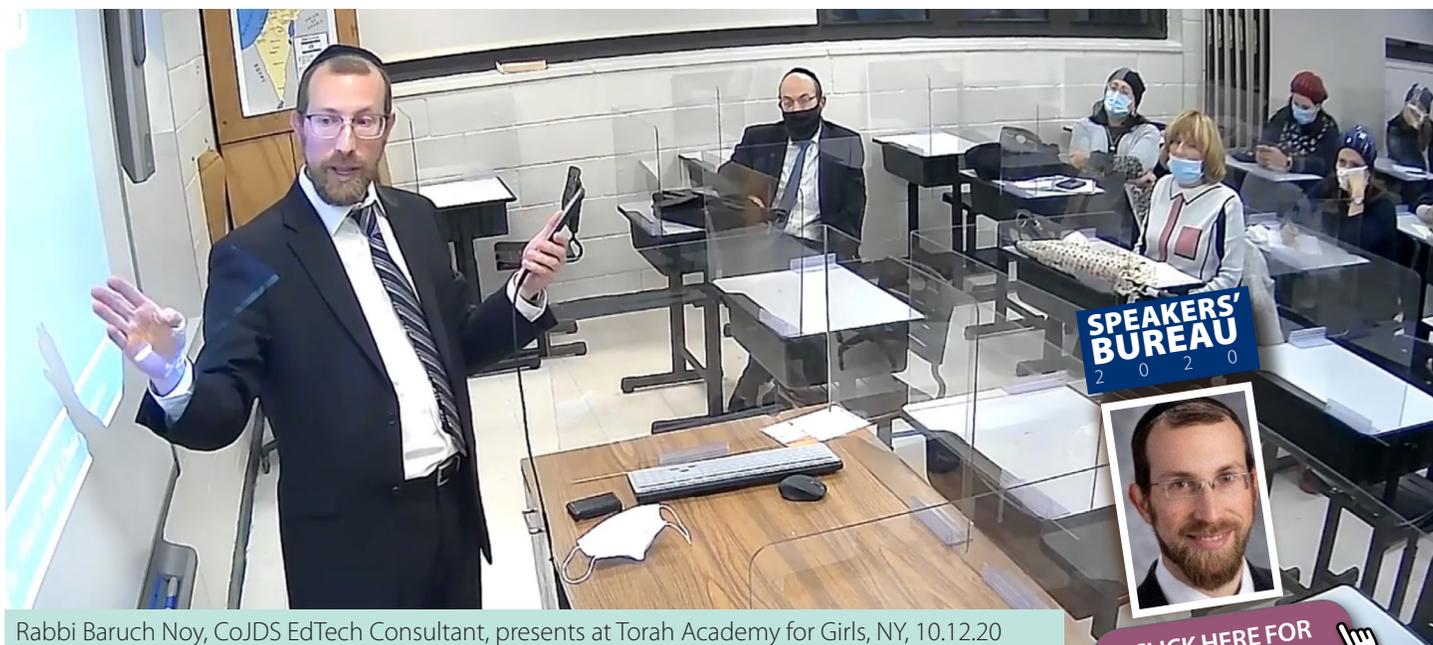
23
workshops
for schools about remote instruction, learning strategies and assessments across
9 states
for more than **300** teachers

600+
administrators
and teachers
participating live in webinars
about remote instruction tools

EDTECH PRESENTATIONS BY RABBI NOY IN THE FOLLOWING SCHOOLS:

Ora Academy, Rochester, NY
Torah Academy for Girls (TAG), Far Rockaway, NY
Providence Hebrew Day School, RI
Soille Hebrew Day School, San Diego, CA
CJE Baltimore, MD
Torah Prep School, St. Louis, MO
Esther Miller Bais Yaakov of St. Louis, MO

Politz Hebrew Academy, Philadelphia, PA
Hillel Day School, Pittsburgh, PA
Slater Torah Academy, New Orleans, LA
Yeshiva Shaarei Tzion
South Bend Hebrew Day School, IN
Yeshiva Torat Emet, Houston, TX



Rabbi Baruch Noy, CoJDS EdTech Consultant, presents at Torah Academy for Girls, NY, 10.12.20

[CLICK HERE FOR AVAILABLE PRESENTATIONS](#)

Dear Rabbi Glass,

One of the myriad chasadim Hashem has performed for us has been meeting Dr. Eli Shapiro and our subsequent partnership with CoJDS.

Ever since I was introduced to Dr. Shapiro in 2017, he has guided us and connected us to appropriate resources that have vastly enhanced our educational professional development and our entire approach and usage of technology.

The fruit of our relationship was borne out most recently in our ability to seamlessly transition to virtual classrooms. CoJDS had assisted us in the writing of the original technology needs assessment grant, the subsequent technology purchase grant, and provided us with the EdTech expertise of Rabbi Baruch Noy. By the end of February, Rabbi Noy had advised us on what and what not to purchase, successfully oversaw an overhaul of our antiquated technology systems, set up our G-Suite account and Google Classroom, and provided professional development and consultation for each member of our faculty.

Who could have known how much we would rely on all of these efforts just one month later when COVID hit?

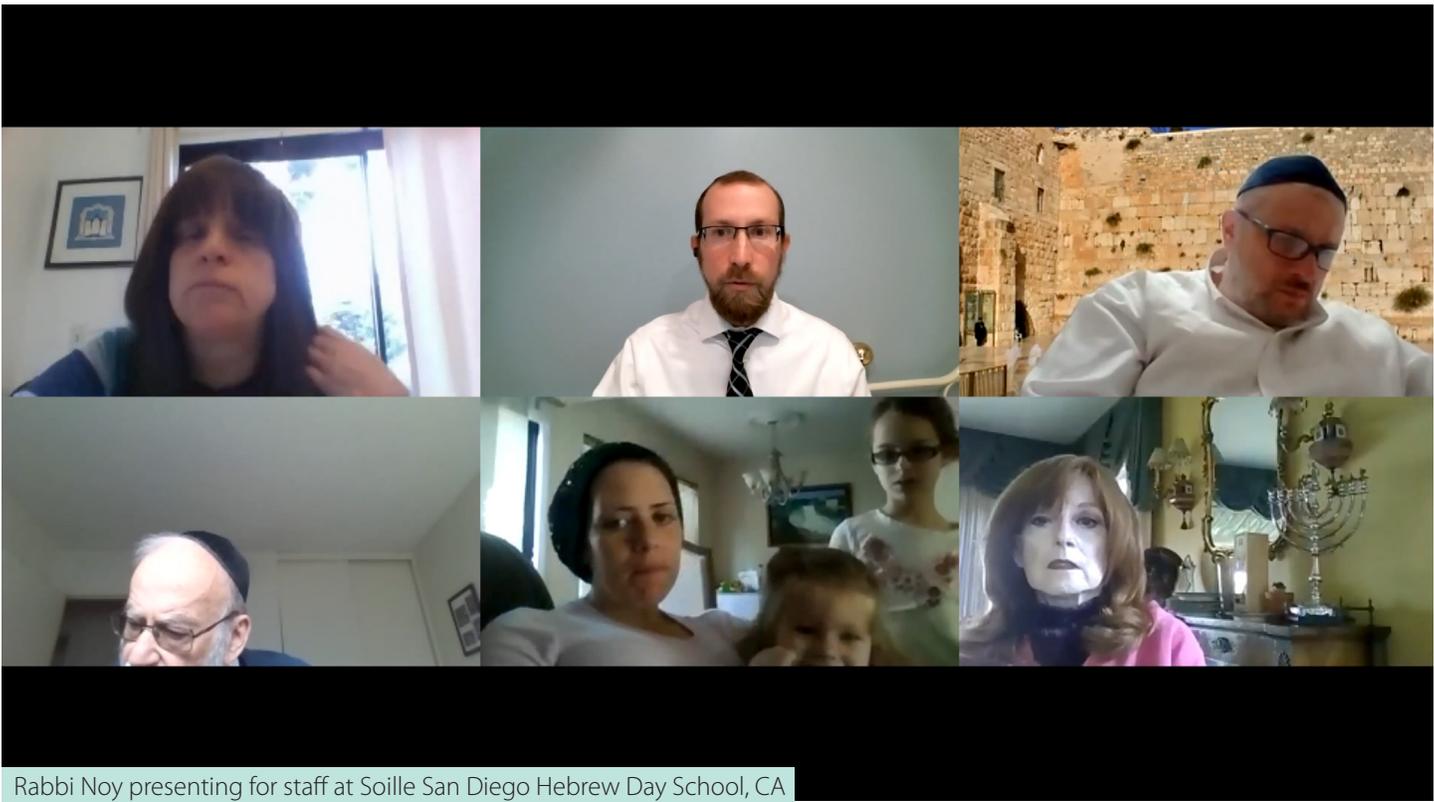
We closed school on Motzaei Shabbos. On Sunday, all teachers watched a forty-five minute refresher video from Rabbi Noy highlighting the key features and usage of Google Classroom. On Monday, all the girls were able to pick up their Chromebooks. On Tuesday morning 9 am, we began a full day of classes.

Because of CoJDS we had the equipment, the training and the infrastructure to begin virtual learning immediately. It made a world of a difference. No scrambling. No uncertainty. No chaos. Just a smooth, seamless transition.

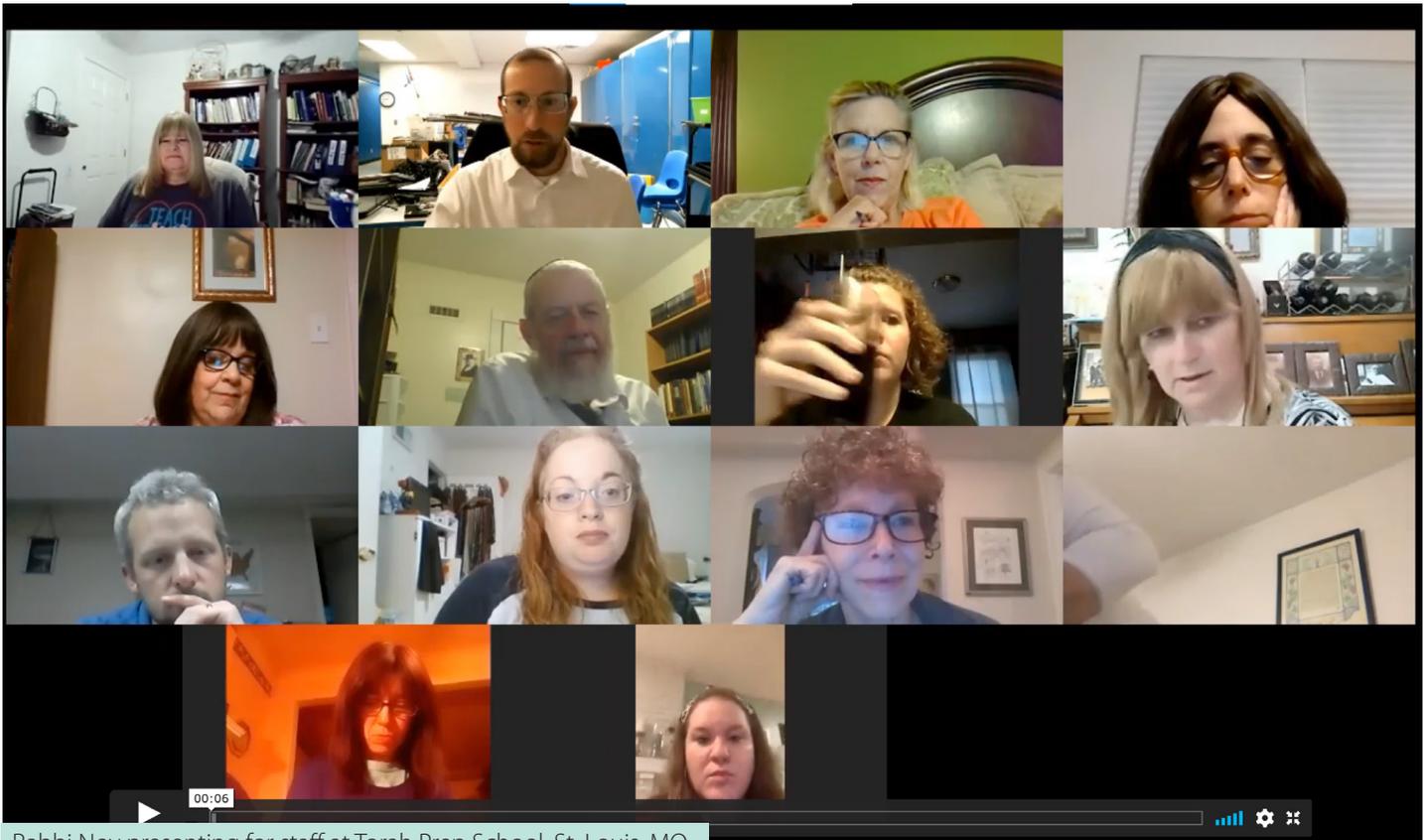
Thank you!

Appreciatively,

Rabbi Eliezer Y. Lehrer, Headmaster/Executive Director, Ora Academy, Rochester, NY



Rabbi Noy presenting for staff at Soille San Diego Hebrew Day School, CA



Rabbi Noy presenting for staff at Torah Prep School, St. Louis, MO

STRATEGIC PARTNERSHIPS

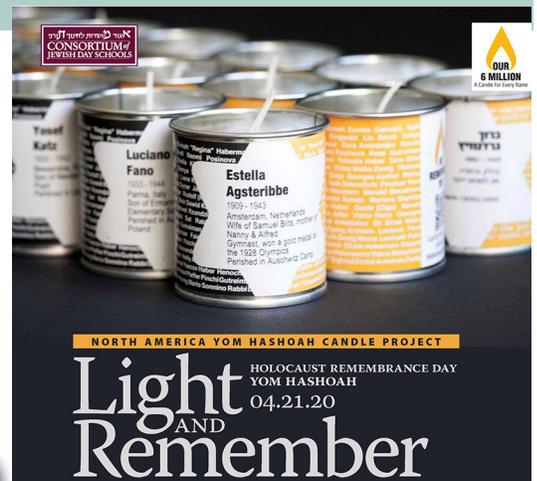
PARTNERSHIPS WITH NATIONAL AND LOCAL ORGANIZATIONS:

The Jewish community is blessed with many organizations looking out for its welfare which includes services in the area of Jewish education. It is 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, partnering with local organizations to coordinate efforts and pool talent. CoJDS understands education and is happy to share that expertise with everyone who can benefit. Any foundation or federation looking to outsource its professional development can find a valuable resource by tapping into our experiences and our workshops that have been most successful in various cities.

OUR SIX MILLION CANDLE PROJECT

The height of the COVID-19 pandemic in the US in March coincided with the time for the distribution of candles for *Yom Hashoah*. While most families and schools were in lockdown, CoJDS worked hard to pivot and find alternate ways to distribute candles to students despite the circumstances. As supermarkets and eateries were still processing deliveries at that time, CoJDS worked together with these establishments to distribute 15,000 candles to families. Several schools and Jewish federations also utilized the candles for meaningful *Yom Hashoah* commemorations at home.

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



Students of the Friedel Jewish Academy, Omaha, NE, in a virtual schoolwide Yom Hashoah commemoration, 04.21.20

Rabbi Adler,

Friedel Jewish Academy provided one candle to each school family. Part of our virtual commemoration included some students lighting their candle and sharing about the person they lit for. Thank you to CoJDS for adding this meaningful component to our learning each year. May we all come together for joyous occasions,

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

CHINUCH YEHUDI



One of the largest growing sectors of the American Jewish community is the Israeli population. Israelis now account for at least 15% of the total Jewish population in the USA today. This number is significant for two primary reasons:

- This sector consists of a major portion of the elusive “unaffiliated” Jews which is the largest growing segment of American Jews today.
- Israelis are generally more traditional and are more connected to Israel and Judaism than their American counterparts.

In plain language, this translates into the Israeli American population as the “low hanging fruit” due to their large numbers and the receptivity of their culture.

An organization called *Chinuch Yehudi* was founded in 2017 to assist Israeli parents living in the USA in transferring their children to Jewish day schools. The strategy of *Chinuch Yehudi* is to focus on US geographic areas with large Israeli populations and states with government school choice voucher programs.

CoJDS works in close partnership with *Chinuch Yehudi* to enroll children in Jewish day schools.

Chinuch Yehudi hires Israeli outreach professionals with strong connections in the Israeli-American community. These professionals create programs and classes geared specifically for the Hebrew speaking population with a special focus on their unique culture.



Chinuch Yehudi conducts Big Sister Program in South Florida

After a personal relationship is developed, the staff acts as a coach to advise parents regarding the regional day school options best suited for their child. The staff member advocates for parents in accessing the scholarship options both within the schools and from outside organizations to create an attractive financial aid package. *Chinuch Yehudi* provides financial assistance to those in need of student scholarships.

Once students are enrolled in day schools, *Chinuch Yehudi* provides consistent follow-up ensuring the child is succeeding scholastically, emotionally, and socially in his/her new environment.

For more information about *Chinuch Yehudi* please contact [Rabbi Chaim Bernstein](mailto:info@chinuchyehudi.us) at 203.232.1646 or at info@chinuchyehudi.us

KRIATIVE SOLUTIONS



Kriative Solutions
Kriah Instruction That Thinks Like A Child

Kriative Solutions Kriah program 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, contact [Mrs. Brocha Kresch](mailto:kriativesolutions@gmail.com) at kriativesolutions@gmail.com

MACHON MENORAS HACHOCHMAH: THE INSTITUTE FOR TORAH-BASED CURRICULA

Stems of our Menorah



The Machon creates general studies educational curricula for *yeshiva* high school students that combine standards-based excellence with content deeply rooted in the values of our *mesorah*. The Machon'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. This year, The Machon partnered with 12 *yeshivos* across the nation.

By the end of the school year, they will have produced an entire four-year Language Arts curriculum. This year, The Machon launched its unique **Learning Management System (LMS)**. This LMS, which also has a remote-grader, allows *yeshivos* to provide Machon curricula to their students with the added benefit of ensuring that a *hashkafically* appropriate teacher can act as a facilitator in the classroom.

In consultation with *Roshei Yeshiva* and academic and educational experts, research and development are currently underway for the history and science divisions of the organization. As well, initial conversations have begun to discuss the creation of a Middle School Language Arts curriculum.

For more information, please visit www.TheMachon.org or contact [Rabbi Mordechai Weissmann](mailto:RabbiMordechaiWeissmann@TheMachon.org), Director, at MWeissmann@TheMachon.org.

SULAMOT



Jewish day schools worldwide are facing a greater challenge than ever before to present Jewish heritage in a manner that is exciting and relevant.

Founded by [Rabbi Yosef Zvi Rimon](#), the Israeli-based organization, Sulamot, aims to assist teachers in a digital age where teachers are competing constantly with devices and modern media for their students' attention. Sulamot fuses Jewish texts with progressive pedagogy, enabling

Judaic studies teachers to motivate and inspire the students to learn *Torah* and grow in their *avodat Hashem*.

Educators on six continents turn to Sulamot for their expertise in developing innovative curricula that utilize Sulamot's unique methodology for teaching Judaic studies, giving students skills for independent learning and personal growth. It produces curricula in 5 languages, servicing hundreds of schools around the globe, providing programming for thousands of students and teacher training workshops for hundreds of educators.

In 2020, CoJDS partnered with Sulamot to advance *Mishna* pedagogy. In February 2020, a conference with representation from ten schools in the greater New York area was convened in the CoJDS offices. Together, the group formulated a set of standards in *Mishna* for students to aspire to master by 8th grade graduation. Sulamot and CoJDS staff reviewed the outcome of these discussions, with the expectation of creating a *Mishna* section on the JSAT 8 in future exams. Furthermore, a *Mishna* learning community was formed to assist in building a *Mishna* curriculum that meets the needs of the schools and students. Sulamot is proud to have created several curricular materials with input from these educators.

For more information about Sulamot and their curricula, please contact [Rabbi Dr. Uriel Lubetski](mailto:RabbiDrUrielLubetski@sulamot.org) at ulubetski@sulamot.org.

Current curricula available from Sulamot teach the basic skills and advanced analysis of *mishna* and *halacha*:

• **Sulamot LeCOMDaT (digital) (ages 9-13)**
selected mishnayot utilizing the COMDaT method

COMDaT is an acronym for five different mishna categories:

- זוּרָת (yellow)** - the coteret is the title of a mishna
- אָמֵר (red)** - an omer is a rabbinic saying listed in the mishna
- מִקְרָה (purple)** - the mikreh is the case presented in the mishna
- דִּין (green)** - the din is the mishna's ruling on the case presented
- טַעַם (light blue)** - ta'am is the reason behind the ruling of the mishna

There are so many science elements...

So many categories...

Baruch Hashem COMDaT only has five...
Much easier to remember :)

Baruch Hashem COMDaT only has five categories

• **Sulamot LaShas (print & digital) (ages 9-13)**
selected mishnayot from Rosh Hashanah, Brachot, Megillah, Bava Kamma, Bikkurim

Sample

מבנה ומרכיבים

When you learn Mishna, knowing the following terms will help you identify the different parts:

- זוּרָת** - This refers to the first part of the Mishna.
- אָמֵר** - This refers to the middle part of the Mishna.
- מִקְרָה** - This refers to the last part of the Mishna.
- טַעַם** - When a halacha of the Mishna is mentioned without saying who said it and there is no *אין* who disagrees, the Mishna is referred to as a *טעם*. Frequently, the author is Rabbi Meir.
- אין** - When a halacha of the Mishna is mentioned without saying who said it and there is an *אין* who disagrees, the first opinion is known as the *אין* (the first opinion).
- טעם** - The *טעם* frequently relate events that occurred either as a source for a halacha or as proof to the halacha.

In the first unit of this book we introduced you to the term "COMDaT." This is a tool that will help you divide, classify, and connect the different components (parts) of the Mishna. These keywords are the first step in understanding the Mishna. Let us review what the different parts are:

טַעַם	דִּין	מִקְרָה	אָמֵר	זוּרָת
Reason	Ruling	Case	Speaker	Title
Reason behind the ruling of the Mishna	Mishna's ruling on the case presented	Case presented in the Mishna	Speaker listed in the Mishna	Title of a Mishna

• **Sulamot LeBrachot (print & digital) (ages 9-13)**
iyun and *bekiyot* for the entire Masechet Brachot

• **Ethics and Values in Everyday Life (print with Hebrew and English editions) (ages 12-15)**
Topics in Damages, Guardians, Truth & Falsehood, Misleading & Deceiving, and Revealing Secrets & Spreading Information

PARTICIPATING SCHOOLS AT THE MISHNA CURRICULUM MEETING AT COJDS OFFICES 02.18.20:

Bi-Cultural Hebrew Academy
Hebrew Academy of the Five Towns and Rockaway
Hebrew Academy of Long Beach

Hebrew Academy of Nassau County
Joseph Kushner Hebrew Academy
Manhattan Day School
Ohr Chadash Academy

Ramaz
Yeshiva of Central Queens
Yeshiva of Flatbush
Yeshiva Har Torah



Rabbi Glass, Eli Tahrain, Uriel Lubetski in Sulamot offices in Efrat, Israel



CoJDS/Sulamot Mishna Curriculum Meeting, 02.18.20

ACHIEVEMENTS EDUCATIONAL SERVICES

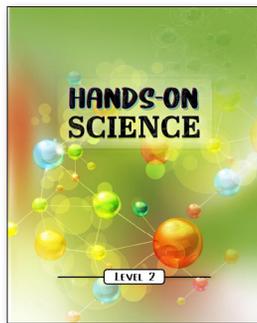


Recognizing the unique challenges general studies departments of Jewish day schools face, CoJDS has teamed up with Achievements Educational Services to fill this need.

Educational Services: Includes tutoring and mentoring services, Teacher and Substitute Placement services, School Staff Placement services, Teacher Training, Teacher Mentoring services, and Professional Development services.

Curriculum Development: Designed especially for Jewish schools, subjects include Fundamentals of Writing (grades 5-12), American History (grades 5-8), Hands-On Science (grades 4-10), Jewish History, STEM, Microsoft Word, and Excel.

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



Achievements Educational Services Database: School principals and administrators are able to scan the database of potential candidates available for teachers or substitute positions. Parents have the ability to browse a large database of available tutors and mentors. All providers in the database are screened and vetted by Achievements ES. Users are able to filter based on location, qualifications, and time available.

Professional Development: Training courses for new teachers are available in-person and via Zoom. Topics include common challenges facing new teachers, including classroom management and student motivation. Specialized courses are also available for American history and writing.

... NEW FOR 2020 ...

FOUNDATIONS

Providing Clarity. Inspiring Action. Igniting Passion.



Our teachers have shared that both their high school students and adult learners have found the lessons taught in the Foundations Curriculum to be a source of support and strength as they navigated the challenges of the past year. Participants responded that the concepts and perspectives learned in the program helped them stay focused on what genuinely matters in their lives and allowed them to maintain a more positive perspective during these challenging times.

Foundations was developed to bring students to desire investment in a vibrant *Yiddishkeit*. The curriculum guides 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 towards 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

Foundations Women's Adult Learning Groups have been successfully introduced in Dallas, TX; Lawrence, NY; Atlanta, GA; and Brooklyn, NY, with new groups forming in a number of other communities.

The Foundations Curriculum helps our students:

- cultivate integrity and personal honesty when approaching spiritual development
- foster greater personal development based on *Torah* values
- increase their potential for *Kiddush Hashem* with the awareness of being ambassadors for Judaism
- develop into adults who will be active members in their respective communities

The Foundations Curriculum is currently being taught in Orthodox girls' high schools around the country. Highly qualified, dynamic teachers have participated in over thirty-five hours of intensive training. The training involves clarifying core concepts and modeling educational strategies to be integrated into the classroom. In addition to receiving all course materials, teachers are also offered ongoing one-on-one coaching throughout the duration of the program.

Reflections from Temima Alumni:

The Foundations program continues to direct me on a day to day basis even though I have graduated Temima high school...I feel I have been given tools for life and I am forever grateful for this curriculum and for Mrs. Feldman who is our example of how to implement this program into our lives to the fullest. –M.M.

The Foundations Course that I took at Temima with Mrs. Feldman has had a very big impact on me. The practical lessons enable me to live a more elevated and spiritually attuned life. –S.G.

Valley Torah High School

Foundations is a great curriculum that methodically builds on the foundations of Yiddishkeit and helps students solidify who they are, what gives them value, and ultimately how to serve Hashem with everything they have...–Mrs. Shaindy Gross, Principal

I had a really great experience teaching this class...students were engaged throughout and were an integral part of the learning process. –Mrs. Esther Segal, Teacher

When you know you have a spiritual core and you can learn about it deeply, you really want to work on yourself. –Student

Foundations was taught in a unique way. Mrs. Segal did something different EVERY SINGLE CLASS... She incorporates every type of learning. This class really has lessons for life. –Student

Bet Yaakov Ateret Torah

Preparing and teaching this course has changed my life in so many ways. It has given me clearer answers to girls' questions. It has clarified concepts I've taken for granted. The preparation was difficult at first- but the students' positive feedback motivated me to keep at it. It has been an amazing experience... –Mrs. Rena Sorotzkin, Teacher

This course gave me a new perspective about my purpose in this world and how to utilize the unique tools given to me to be mekadesh shem shamayim... –B.S.

Bais Shifra Miriam

Yesodos is a very down to earth program that is practical and hands on. We can relate to it and bring it into our lives. –R.S.

In our classes we learned not to judge people by their size, family situations or kishoronos. We learned to notice the inner strength people have to live with their situations. We focused on the positive side of everyone and everything. –L.W.

Oros Bais Yaakov

I find I am teaching my students with a unique approach – not the usual teaching style. I can engage their minds to explore and think through topics that will help them lay a healthy foundation for life. The lessons...talk to the challenges the girls face in 2020. –Mrs. Chevy Kaufman, Teacher

If you were to ask me what my favorite subject is, my answer would definitely be our Yesodos classes on Wednesday morning. I find it so relatable and inspiring. I wake up Wednesday mornings with a bounce in my step and an extra wide smile on my face. –F.R.

I find this program very effective. It is changing how I view myself and others. I am also gaining clarity about who I am and what I can accomplish. I think this is an essential learning program for growing teenagers like myself. I am finding the real me! –R.S.

FOUNDATIONS IS CURRENTLY PART OF THE CURRICULUM IN THE FOLLOWING HIGH SCHOOLS:

Bais Yaakov, Baltimore, MD
 Bet Yaakov Ateret Torah, Brooklyn, NY
 Tichon Meir Moshe (TMM), Far Rockaway, NY
 Bais Yaakov, Los Angeles, CA
 Torah Academy for Girls (TAG), Far Rockaway, NY
 Shulamith HS for Girls, Cedarhurst, NY
 Temima HS for Girls, Atlanta, GA
 Atara Girls HS, Cincinnati, OH
 Bais Yaakov High School, Brooklyn, NY
 Bais Yaakov D’Khal Adas Yereim, Brooklyn, NY
 Valley Torah HS, Los Angeles, CA
 Bais Yaakov HS, Minneapolis, MN

Yeshiva of Brooklyn HS (YOB), Brooklyn, NY
 Oros Bais Yaakov, Lakewood, NJ
 Bais Shifra Miriam, Monsey, NY
 Torah Girls Academy of Texas, Houston, TX
 Hebrew Academy of Five Towns and Rockaways
 (HAFTR), Cedarhurst, NY
 Maayanos Seminary of Canada, Toronto, ON
 Hannah Sacks Bais Yaakov High School, Chicago, IL
 New England Academy of Torah, Providence, RI
 Kosloff Torah Academy HS for Girls, Bala Cynwyd, PA
 Bais Yaakov of Chicago, Chicago, IL
 Bais Yaakov Shiras Miriam HS, Monsey, NY



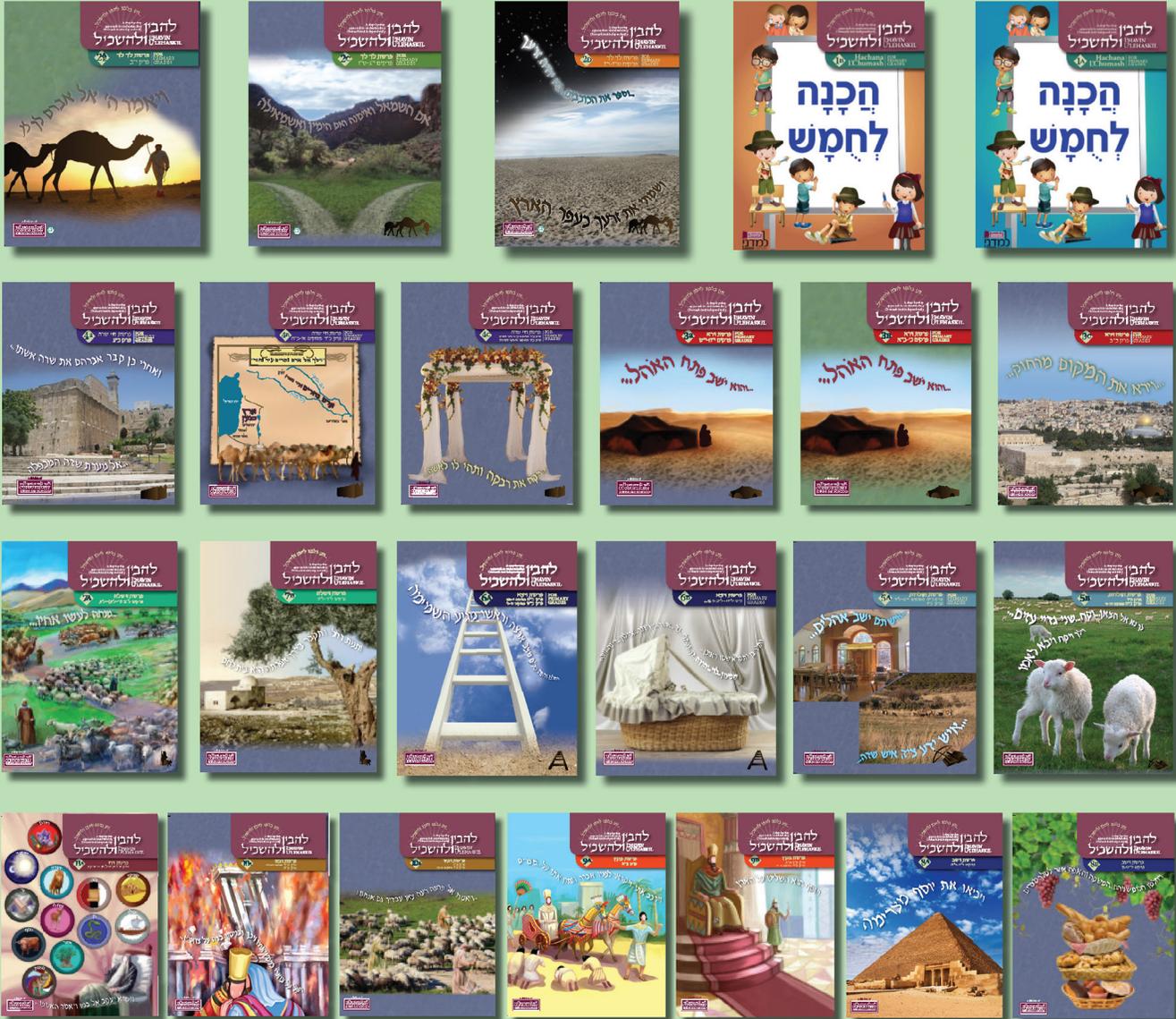
Foundations Teacher Training in CoJDS Cedarhurst office, July 2020



Presentation by Rebbetzin Sorri Teitelbaum, Young Israel of Lawrence Cedarhurst, July 2020

...ותו בלבנו לחבון ולהשכלה
 A step-by-step
 approach to understanding
 Chumash text independently
להבין ולהשכיל
L'HAVIN U'LEHASKIL

L'HAVIN U'LEHASKIL CHUMASH CURRICULUM



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

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 New York, NY 10019
www.cojds.org

Cedarhurst Office

395 Pearsall Avenue
 Cedarhurst, NY 11516
 516.368.3333

STAFFING

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

The Apploi platform is a user-friendly platform to streamline your process for recruiting and hiring staff. It allows schools to spread the widest net to find qualified candidates and filter out the most competent applicants

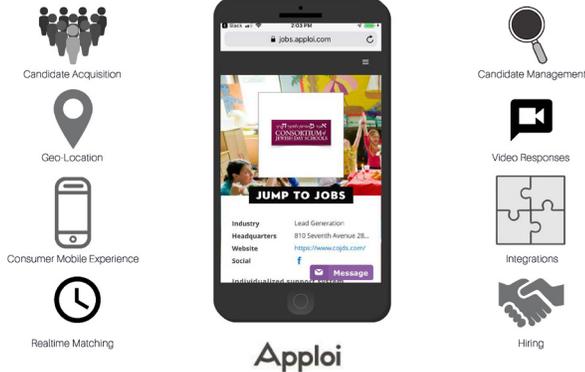
Recent updates to the Apploi system:

- Interview guides to help delegate to associates areas of focus and questions in the hiring process
- Interview scheduling that connects to your google calendar
- Easy view of applicants at various stages of the hiring process. Customize your own "view stage" based on your school's hiring system
- Improved job opening dashboard allows administrators to easily keep track of posted jobs and hiring process timeline

• • • NEW FOR 2020 • • •

INTRODUCING APPOI

HELPING SCHOOLS RECRUIT MORE SUCCESSFULLY



Apploi

MOBILE-FIRST EXPERIENCE



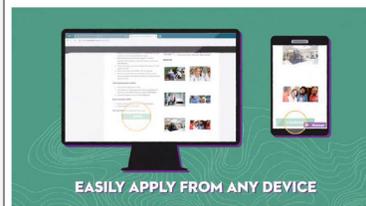
REACH TALENT ANYWHERE - ONLINE



- 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

Apploi

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

Apploi

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

Apploi

DATA & REPORTING TO DRIVE GREATER INSIGHTS & SUCCESS



- Candidate totals at every stage in your recruiting workflow
- Hiring Manager engagement
- Track source of applications
- Time to hire

Apploi

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 to 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.

[CLICK HERE FOR AVAILABLE PRESENTATIONS](#)



LEADERSHIP AND EDUCATION TRACK



RABBI HILLEL ADLER



TEMIMA FELDMAN



YOSSIE FRANKEL



ASHLEY CHARNOFF



RABBI YEHUDA FOGEL



BRITTNEY FRIEDMAN



RABBI ISAAC ENTIN



BATSHEVA FRANKEL



MIRIAM GETTINGER



RABBI DR. DAVID FOX



DR. JEFFREY LICHTMAN



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LARRY THOMPSON, M.ED.



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RABBI YAAKOV SADIGH



RABBI AVI WASSER

CONSULTANTS



RABBI GLENN BLACK
FUNDRAISING AND BUSINESS
MODEL FOR NON-PROFITS



LEV STARK
DIGITAL MARKETING
FOR DAY SCHOOLS



RICHARD HAGLER
BUSINESS OFFICE
AND BUDGETING



ALAN J. STEINBERG
FUNDRAISING

EARLY CHILDHOOD TRACK



ELANA FERTIG



CHAYA SHAPIRO



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