

2021

EXECUTIVE
REPORT

CONSORTIUM *of* JEWISH DAY SCHOOLS

איגוד מוסדות לחינוך יורני

CONSORTIUM *of*
JEWISH DAY SCHOOLS



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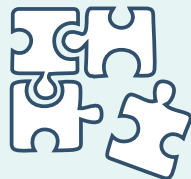
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EXECUTIVE REPORT



IT IS MY PLEASURE TO PRESENT THE EXECUTIVE REPORT FOR 2021.

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. The professional staff at CoJDS supports Jewish day schools across the world with Judaic curricula, standardized Judaic assessments, professional development, teacher training and tuition bridges for small community schools. Our staff has logged hundreds of hours in professional development to enable each school to fully maximize its individual mission.

As CoVID evolved in 2021, CoJDS has been assisting schools shift their focus back to excellence in *chinuch*. This year, CoJDS brought schools together at four major regional conferences in Cincinnati, Phoenix, Pittsburgh, and Central New Jersey. Presenting the **Responsibility Centered Discipline** (RCD) method, Larry Thompson is ensuring that Jewish day school students are learning tools to regulate and manage their responses, thereby creating a school environment conducive to learning. Facilitated by CoJDS, approximately 50 Jewish day schools to date have been trained in the RCD method.

This summer CoJDS hosted a successful **Principal Think Tank** entitled *The Many Facets of School Leadership* attended by over 100 school administrators either in person or via livestream. Leaders representing diverse schools and communities learned from each other, as well as from the distinguished presenters. In exploring leadership, two complementary themes emerged: the importance of setting mission-aligned goals and valuing individuals with their diversity of thought.

On day two administrators were introduced to CoJDS programs, among them, the extremely well received **Judaic Studies**

Achievement Test (JSAT). In the past year, the JSAT level 5 was administered in over 60 schools. With three years of JSAT data currently available, principals agree that the JSAT has taken the leap from the theoretical to being a very practical tool which is critical to a successful day school experience. To assist students in their preparation for JSAT level 8, JSAT level 7 and an online review course have recently been added to the JSAT portfolio.

The **Maurice Ralph Julis Principal Training Institute (PTI)** has expanded to develop a one-to-one mentorship training for new and aspiring principals. Drawing on the experience and wisdom of veteran principals, CoJDS helps prepare these future school leaders to serve Jewish day schools to meet the needs of the next generation. As a direct result of CoJDS commitment to professional leadership for Jewish day schools, this year we have also greatly

"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."

expanded the role of placement for school leaders, ensuring schools acquire and retain effective leaders.

CoJDS is dedicated to creating 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 in over 200 schools across North America, England, Chile, Australia, Mexico and Panama, has prompted us to continue developing the program for additional grades. New curricula in *chumash Sefer Shemot*, *navi* and *tefila* for middle school are currently being developed. We are pleased to report that *Shmuel Aleph* curriculum is currently being utilized in 22 schools across the North America and the new *Davening with Depth* workbook on *bracha achrona* is being piloted in eight schools.

CoJDS offers specialized training for teachers in Jewish day schools, webinars for teachers and administrators, marketing and recruitment workshops, and quality content for administrators. This summer alone, the *L'havin U'lehaskil* curriculum team provided almost 200 teachers with quality professional development tailored to their specific needs. CoJDS has placed experienced instructors in distance learning classrooms, who teach in real-time via video conferencing, elevating the out-of-town classroom experience to extraordinary heights in *limudei kodesh*.

We are very pleased to report that the **Journal of Jewish Day School Leadership** continues to address current issues. The most recent edition of the journal, featuring the importance of curriculum, 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 field of Jewish education.

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 to assist more Jewish families to join and remain in the day school movement.

A major focus of our organization is to establish deep and meaningful relationships with day schools and their leaders to better understand and serve the individual needs of these diverse educational institutions.

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

Please visit our website, COJDS.ORG, for recordings of trainings and conference sessions.



WHAT DEFINES **CoJDS?**



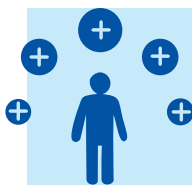
INCLUSIVITY

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.



TEACHER RECRUITMENT AND TRAINING:

CROSS RIVER LILMOD U'LILAMED PROGRAM

GOALS

- To recruit and train the next generation of Jewish educators for small to mid-size communities by engaging young men and women currently in advanced education
- To provide training to new Judaic teachers in their initial years in the classroom
- To assist in the placement of Judaic teachers prepared to invest in small to mid-size communities

For more information about Cross River Lilmod U'lilamed, please contact Rabbi Zecharia Weitz at zweitz@cojds.org

CROSS RIVER LILMOD U'LILAMED, a new division of CoJDS, was developed to support young men and women from out-of-town communities looking to segue into careers in Jewish education. Feedback from nearly every day school is that it has become consistently difficult to find professional educators. In smaller communities, this crisis is most acute: the mission and very survival of the school itself hinges on the quality of the Judaic department. Thanks to a generous corporate sponsorship from Cross River Bank, the **Lilmod U'Lilamed** initiative was founded to address this need.

LILMOD U'LILAMED:

Recruit and train future educators: CoJDS recruits young men already in programs such as community kollels to start their careers in their respective communities. The first year generated tremendous response with a dozen candidates participating.

Teacher training: The **Lilmod U'Lilamed Program** supports Judaic teachers in their first three years in the classroom. Studies indicate approximately one in three new teachers will leave the profession in their first five years in the classroom. Offering a thorough and intensive course curriculum, the program provides new teachers with the support and know-how to navigate the numerous challenges. Close to one hundred educators have participated in this part of the program.

Placement: CoJDS assists in placing the newly trained educators in teaching positions throughout the country. Over 60% of the participants of the first year's cohort were placed in positions for the 2021-22 school year.

Lilmod U'lilamed consists of two main components: a monthly webinar given by renowned educators from across North America and Israel, and the pairing of each member with a seasoned mentor from his/her local day school.

The curriculum for the program is designed to address core elements of effective education:

- Creating a positive classroom environment
- Designing potent and constructive lesson plans
- Identifying aspects of professionalism unique to Jewish education
- School culture
- Communication
- Curriculum and assessment

Mentorship with the local mentor will involve regular individual meetings as well as classroom visitations. All mentees are invited to several in-person tours or conferences over the year as well to provide a truly robust experience.

In response to the original Lilmod U'Lilamed initiative, HaRav Shalom Kamenetsky, Rosh Yeshiva, Talmudical Yeshiva of Philadelphia, said:

"The lack of teachers for the "out-of-town" Jewish day schools is a real problem, and [young men and women], such as yourselves, that already see the importance of [spreading and improving Torah education] in the outlying areas, can readily understand the need for better Jewish education in these places as well. It's a golden opportunity to be trained in pedagogy and possibly to consider a career in [educating our precious Jewish youth]."

CoJDS has turned to the team from Rosov Consulting to gain a systematic, arms-length sense of what the *Lilmod U'lilamed* program has been able to accomplish so far. The initial findings were that "*Lilmod U'lilamed responds to a real and profound staffing challenge for Jewish day schools, especially those outside of the tri-state area.*"

The program provides vital inspiration and collegueship, chizuk and chavershaft to the participating teachers, who can be overwhelmed as they move into classroom teaching for the first time."



(l-r:) Rabbi Binyamin Levin, Rabbi Akiva Gavrylin, Rabbi Zecharia Weitz, Rabbi Ari Zucker, Rabbi Aryeh Birnhack, Rabbi Heshy Glass, Ed.D.



SUCCESSFUL PLACEMENTS:



NAME: Rabbi Dovid Meissner

NEW POSITION: Rebbe
Ohr Torah, Cincinnati, OH

PREVIOUS POSITION: CoJDS Lilmod U'Lilamed Training Program
Cincinnati Community Kollel, Cincinnati, OH

"Lilmod U'lilamed program has been (and continues to be) a great experience for me, from the incredible presenters, who make themselves open and available to share their expertise and advice, to creating opportunities to get inside the school and observe from the 'inside'. I am also appreciative of those who run the program who take personal interest and make themselves available to help."



NAME: Rabbi Aryeh Birnhack

NEW POSITION: Rebbe
Hasten Hebrew Academy, Indianapolis, IN

PREVIOUS POSITION: CoJDS Lilmod U'Lilamed Training Program
Columbus Community Kollel, Chicago, IL



NAME: Rabbi Moshe Shmuel Carr

NEW POSITION: Rebbe
Halpern Akiva Academy, Calgary, BC

PREVIOUS POSITION: Calgary Community Kollel, Calgary, BC



NAME: Rabbi Doniel Daitchman

NEW POSITION: Rebbe
Yesodei Yeshurun of Elkins Park, PA

PREVIOUS POSITION: CoJDS Lilmod U'Lilamed Training Program
CBS Community Kollel, Somerton, PA



NAME: Rabbi Ari Zucker

NEW POSITION: Rebbe
Fasman Yeshiva High School, Skokie, IL

PREVIOUS POSITION: CoJDS Lilmod U'Lilamed Training Program
YU Torah Mitzion Kollel of Chicago, Chicago, IL

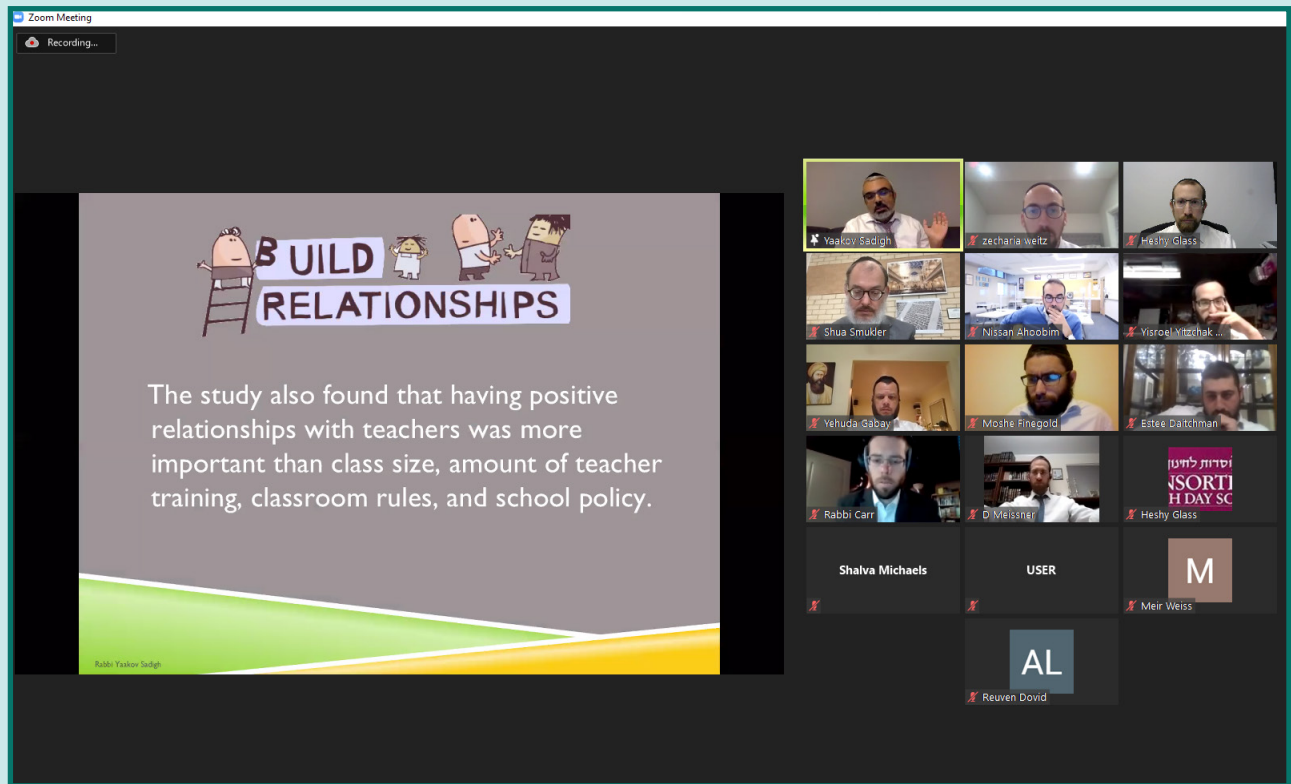
Shalom, Rabbi Fogel,

Thank you so much! That was an awesome survey of techniques and guidelines and felt like a crash course in my Master's from Azrieli. I'm definitely using these resources this summer as I plan for the year. Thank you so much!



NAME: Rabbi Binyamin Levin

POSITION: Rebbe
Torah Academy of Jacksonville, Jacksonville, FL



Rabbi Yaakov Sadigh, presenting for the Lilmod U'lilamed program



Rabbi Aryeh Birnhack, graduate of the first Lilmod U'lilamed cohort, teaching in the Hasten Hebrew Academy of Indianapolis

LILMOD U'LILAMED 2021-2022/5782 SCHEDULE



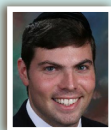
RABBI DOVID ENGEL

Head of School, The Toronto Cheder, Toronto, ON

NOVEMBER 2021

7:00PM EST

How to Keep Control of Your Classroom Without Being Punitive



RABBI YEHUDA FOGEL

Principal, Limudei Kodesh, HALB, Woodmere, NY

DECEMBER 2021

7:00PM EST

Effective Lesson Design



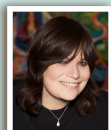
RAV REUVEN LEUCHTER, SHLIT"A

Manhig Ruchani, Ner Le'Elef, Israel

JANUARY 2022

7:00PM EST

Teaching Emuna



MRS. MIRIAM GETTINGER

Principal, Hasten Hebrew Academy, Indianapolis, IN

TUESDAY, 02.01.22

7:00PM EST

Testing, Testing 1, 2, 3...Assessment For, and Not of, Learning



RABBI YERACHMIEL GARFIELD, ED.D.

Head of School, Yeshiva Torat Emet, Houston, TX

TUESDAY, 03.01.22

7:30PM EST

Professionalism and Understanding Your School's Culture



CROSSRIVER BANK

MONDAY, 04.04.22

7:30PM EST

Financial Planning for a Mechanech



RABBI SHIMON SCHENKER

Associate Principal, Yeshiva University High School for Boys (MTA)

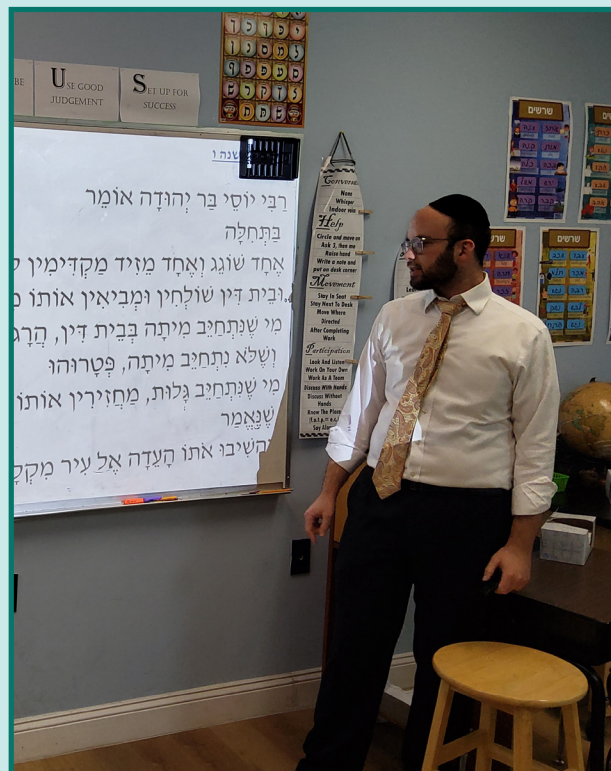
WEDNESDAY, 05.11.22

7:30PM EST

The Challenge of Teaching Students with Learning Difficulties



Rabbi Eliezer Hildeshaim, Torah Academy of Jacksonville



Rabbi Binyamin Levin, Torah Academy of Jacksonville

As we solidify and share the details and progress of our **Lilmod U'Lilamed and Lilmod U'Lilamed Induction Program**, we anticipate that, with *Hashem's* help, more and more schools will take advantage of the vital support we are offering. While there are limited seats available for full enrollment, access to our webinars and the opportunity to join the dynamic CoJDS family is something we want to extend to every member of the *Torah chinuch* force.

• • LOOKING AHEAD TO 2022 • •

NAME OF PROGRAM PARTICIPANT	COMMUNITY KOLLEL	SCHOOL TRAINING PARTNERSHIP	PLACEMENT FOR 2021-22 SCHOOL YEAR
Aryeh L. Birnhack	Columbus Community Kollel Columbus, OH	Columbus Torah Academy Columbus, OH	Hasten Hebrew Academy of Indianapolis
Aryeh Leib Aronzon	CBS Community Kollel Somerton, PA	Politz Hebrew Academy Philadelphia, PA	Lilmod U'lilamed second cohort
Moshe Finegold	CBS Community Kollel Somerton, PA	Politz Hebrew Academy Philadelphia, PA	Lilmod U'lilamed second cohort
Doniel Daitchman	CBS Community Kollel Somerton, PA	Politz Hebrew Academy Philadelphia, PA	Yesodei Yeshurun of Elkins Park, PA
Yisroel Yitzchak Akerman	Philadelphia Community Kollel	Kohelet Yeshiva Lab School Philadelphia, PA	Kohelet Yeshiva Lab School Philadelphia, PA
Dovid Tzvi Meissner	Cincinnati Community Kollel	Ohr Torah Cincinnati, OH	Ohr Torah Cincinnati, OH
Moshe Shmuel Carr	Calgary Community Kollel	Halpern Akiva Academy Calgary, AB	Halpern Akiva Academy Calgary, AB
Meir Weiss	Philadelphia Community Kollel	Columbus Torah Academy	Lilmod U'lilamed second cohort
Akiva Gavrylin	CBS Community Kollel Somerton, PA	Politz Hebrew Academy Philadelphia, PA	Regular substitute in Caskey Torah Academy and Politz Hebrew Academy, PA
Ari Zucker	YU Torah Mitzion Kollel Chicago, IL	Fasman Yeshiva HS Skokie, IL	Fasman Yeshiva HS Skokie, IL
Binyamin Levin	Jacksonville Torah Academy Jacksonville, FL	Jacksonville Torah Academy	Jacksonville Torah Academy Jacksonville, FL



Cross River is proud to partner with Consortium of Jewish Day Schools (CoJDS) to build a brighter Jewish future for students across the country. CoJDS' contributions will enhance our communities and all of K'lal Yisroel for years to come.

#Education #Development #Empowerment





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.

On July 12 and 13, approximately 100 school leaders attended CoJDS Principal Think Tank VIII: The Many Facets of Leadership, both in person and online, representing many communities across North America and beyond, including: Moscow, Russia; Manchester, England; Houston; Dallas; Pittsburgh; Jacksonville; Miami; Memphis; Providence; Calgary; Portland; Chicago; Rochester; Las Vegas; Los Angeles; Baltimore; Philadelphia; Indianapolis; Vancouver; St. Louis; Scranton; the NY tri-state area and more.

PRESENTS

PRINCIPAL THINK TANK^{VIII}

The Many Facets of School Leadership

MONDAY, JULY 12, 2021 9:00AM-5:30PM EST IN PERSON AND LIVE STREAM

8:30AM ARRIVAL AND REGISTRATION

9:00AM OPENING REMARKS

RABBI HESHY GLASS, Ed. D
National Chairman, CoJDS



9:15AM KEYNOTE ADDRESS

HARAV SHALOM KAMENETSKY
*Rosh Yeshiva,
Talmudical Yeshiva of Philadelphia, PA*



9:45AM THE FUNDAMENTALS OF LEADERSHIP: A CONVERSATION WITH



DENNIS WALCOTT

CEO, Queens Public Library

DR. MARIAN STOLTZ-LOIKE

*Dean, Lander College for Women
Vice President, Online Education,
Touro College*

FACILITATOR: DR. ELI SHAPIRO, Director of Educational Initiatives, CoJDS

11:00AM UPSTREAM LEADERSHIP: HOW STRATEGIC PLANNING CAN ELEVATE YOUR SCHOOL



RABBI YONI FEIN

*Head of School,
Brauser Maimonides Academy*

DR. CHAIM BOTWINICK

*General Studies Principal,
Lubavitch Hebrew Academy*

FACILITATOR: ELI HAGLER, Executive Director, Brauser Maimonides

12:15PM LUNCH

**1:30PM LOOKING BACK, LOOKING FORWARD: CHANGING LEADERSHIP
IN CHANGING TIMES**

AHUVAH HEYMAN

School Director, Bnos Yisroel of Baltimore



**2:30PM FINANCIAL HEALTH IN THE SCHOOL COMMUNITY –
A LEADERSHIP PROPOSAL**

GEDALIA LITKE, Esq

Financial Literacy Consultant, LSJ



3:30PM BREAK

**3:50PM ATTRACT, RETAIN AND SATISFY! THE 9 THINGS EVERY JEWISH SCHOOL LEADER MUST KNOW
ABOUT CONNECTING TO THEIR COMMUNITY IN THIS DIGITAL WORLD**

LEV STARK

*Executive Director,
Valley Torah High School*



5:00PM CLOSING REMARKS

HARAV AHRON LOPIANSKY

*Rosh Yeshiva,
Yeshiva of Greater Washington*



PRINCIPAL THINK TANK^{VIII}



l-r: Mr. Shimon Pluchenik, HaRav Ahron Lopiansky, HaRav Shalom Kamenetsky, Rabbi Heshy Glass, Ed.D., Dr. Eli Shapiro

97% of participants surveyed reported the conference
met or exceeded their expectations

100%
of live-stream participants reported it was
"a great way to participate without the challenges of travel"

*In order to accommodate all participants during summer 2021,
CoJDS developed a Think Tank format
with **limited seating and a livestream broadcast***

Leaders representing diverse schools and communities were able to learn from each other, as well as from the distinguished presenters. In exploring “The Many Facets of School Leadership,” two complementary themes emerged: the importance of setting mission-aligned goals, and valuing individuals with their diversity of thought.



Keynote Address

HAHAV SHALOM KAMENETSKY, Rosh Yeshiva, Talmudical Yeshiva of Philadelphia, PA

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

HaRav Shalom Kamenetsky spoke about valuing individuals as a key to leadership. He emphasized that one who has clarity of thought is not troubled by those with contrary views.



PRINCIPAL THINK TANK^{VIII}



The Fundamentals of Leadership: A CONVERSATION WITH

DENNIS WALCOTT
CEO, Queens Public Library

DR. MARIAN STOLTZ-LOIKE

Dean, Lander College for Women Vice President, Online Education, Touro College

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

NOTES FROM OUR PARTICIPANTS

"Really great! Both offered really great perspectives that were adaptive to all areas of leadership."

"So many valuable and important ideas were shared."

"Loved it and Dr. Shapiro was a great facilitator!"

Dennis Walcott and **Dr. Marian Stoltz-Loike**, in a conversation about "The Fundamentals of Leadership", shared their experiences as distinguished organizational leaders. They further explored the ideas of goal setting and flexibility as complementary approaches. Additionally, they emphasized investing in the school staff, listening to staff and students, and building with positivity.



Upstream Leadership: HOW STRATEGIC PLANNING CAN ELEVATE YOUR SCHOOL

RABBI YONI FEIN

Head of School, Brauser Maimonides Academy

DR. CHAIM BOTWINICK

General Studies Principal, Lubavitch Hebrew Academy

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

NOTES FROM OUR PARTICIPANTS

"The presenters were enjoyable to listen to and I was inspired by the work that they do"

"It made me think about roles and how to empower people"

"I felt there was so much to be learned"

Rabbi Yoni Fein and **Dr. Chaim Botwinick** laid out the importance of strategic planning. Data-driven and collaborative, strategic planning provides a framework for solving problems before they arise. With core values and vision at the center, strategic planning builds communal trust, incorporates the institution's culture, and sets the stage for everyone to grow in the same direction.

PRINCIPAL THINK TANK^{VIII}



Looking Back, Looking Forward: CHANGING LEADERSHIP IN CHANGING TIMES

AHUVAH HEYMAN, School Director, Bnos Yisroel of Baltimore

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

NOTES FROM OUR PARTICIPANTS

"This was a WOW session and really left me thinking!!!"

"She was great and provided chizuk in an engaging and entertaining style!"

"She had good, solid perspectives and I learned a lot from her presentation."

Mrs. Ahuva Heyman provided the keys to "Changing Leadership." Speaking from the heart, she emphasized being honest and vulnerable, leading with empathy, and creating an environment in which every girl can shine. With passion and humor, she enjoined school leaders to identify the unique strengths of each staff member, to use those strengths, and to reward and celebrate staff regularly.



Financial Health in the School Community – A LEADERSHIP PROPOSAL

GEDALIA LITKE, ESQ., Financial Literacy Consultant, LSJ

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

"A parent approached me with the idea of introducing in grades 4-8 practical economics and finance, and I jumped at her offer because of Mr. Litke's presentation!"

Gedalia Litke highlighted the responsibility of school leaders to promote financial literacy throughout the school community. He reiterated the idea that specificity helps goals in this arena as well.



Attract, Retain and Satisfy!

THE 9 THINGS EVERY JEWISH SCHOOL LEADER MUST KNOW ABOUT CONNECTING TO THEIR COMMUNITY IN THIS DIGITAL WORLD

LEV STARK, *Executive Director, Valley Torah High School*

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

"He was fantastic! I will definitely be following up with him!"

"I loved Lev Stark's presentation. I learned both big picture-why social media is important to my school and the practical-how to utilize social media to my school's advantage no matter what our budget is."

"Enjoyable and insightful"

Lev Stark demonstrated how to create a positive connection to the school that is shareable. Key components include defining yourself as a school, projecting that definition, and reinforcing positive memories. Using a unique blend of humor, empathy, and creativity, Lev exhibited low-budget marketing techniques that can create a memorable brand for the school.



Closing Remarks

HARAV AHRON LOPIANSKY, *Rosh Yeshiva, Yeshiva of Greater Washington*

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

In his closing remarks, **HaRav Ahron Lopiansky** explored tapping into the mindset of today's students and drawing them in. He explained that the power of speech enables man to take concepts and make them tangible. Educators, therefore, must constantly have a double focus: what is the language of the student, and what is the language that he needs to obtain? This enables teachers to meet the students where they are, and to subsequently raise them to ever-higher levels of achievement.

PRINCIPAL THINK TANK^{VIII}



PRINCIPAL THINK TANK^{VIII}



PRINCIPAL THINK TANK^{VIII}



PRINCIPAL THINK TANK VIII

The Many Facets of School Leadership

TUESDAY, JULY 13, 2021 10:30AM-2:00PM EST ONLINE ONLY

JOIN SESSIONS TO LEARN ABOUT THE MANY RESOURCES AVAILABLE THROUGH CoJDS AND OUR PARTNER ORGANIZATIONS. PARTICIPANTS WILL HAVE THE OPTION OF ATTENDING ANY SESSION DURING EACH TIME SLOT. SESSION TIMES: 10:30AM, 11:05AM, 11:40AM

12:30PM THINK TANK—MOVING FORWARD

A conversation about how CoJDS can meet your needs

RABBI HESHY GLASS, ED. D. | DR. ELI SHAPIRO | RABBI HILLEL ADLER

COJDS RESOURCES



**CAREERS &
PLACEMENT**

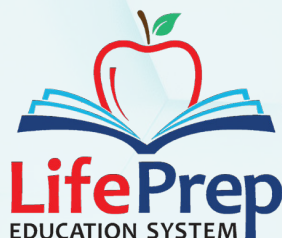


EdTech



**Lilmod
Ul'lamed**

GUEST RESOURCES



PRINCIPAL THINK TANK^{VIII}

Day two of Think Tank VIII presented participants with the opportunity to learn about the many resources that CoJDS offers, as well as those of CoJDS partner organizations. School leaders were able to enter more than a dozen unique breakout rooms dedicated to a variety of resources.

Administrators learned how to ensure that the **L'havin U'lehaskil Chumash** curriculum succeeds in their school, viewed a demo of the new **Quizalize** online assessment and **LhavinConnect** platforms, and learned about the value of the **JSAT** exam. Participants met with Rabbi Heshy Glass, CoJDS chairman, to learn how to maximize their potential as a school leader. School leaders learned ways to enhance their schools' **Educational Technology** infrastructure and were introduced to **Ap-ploi**, the CoJDS hiring platform.

At the conclusion of Think Tank, CoJDS chairman Rabbi Heshy Glass facilitated a candid conversation on *Moving Forward*, discussing how CoJDS can meet schools' needs. Several school leaders discussed various topics in Jewish education including: the expansion of JSAT to possibly include a version for small communities, the idea of defining a specific overall curriculum for all schools beyond *chumash* and Navi, how to attract quality teachers, and creating a teacher training certificate program.



Lastly, as a final wrap up to the conference, a vibrant conversation of small-community leaders was initiated by CoJDS to process the lessons from day one of Think Tank VIII as they apply to small and mid-size communities. The challenges of day school leadership in smaller communities differ in many ways from their counterparts in larger communities. Issues such as enrollment, Judaic staffing, community dynamics, Judaic curriculum strategies, and finances, create constant pressure on these school leaders.

SMALL COMMUNITY ROUNDTABLE DISCUSSION		
LED BY MRS. RIVKA GOTTLIEB, ROBERT M. BEREN ACADEMY, HOUSTON, TX		
Wilmington, DE	Allentown, PA	Myrtle Beach, SC
Rochester, NY	Charleston, SC	Indianapolis, IN
Houston, TX	Buffalo Grove, IL	Seattle, WA
Calgary, AB	New Orleans, LA	Vancouver, BC
Providence, RI	Albany, NY	Scranton, PA

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



featuring
Larry Thompson, M.Ed

CREATE A CULTURE OF CALM IN YOUR CLASSROOM AND SCHOOL ENVIRONMENT

Learn to respond to disruptive behavior and spiraling situations and inculcate a sense of behavioral responsibility amongst your students.

THE RCD METHOD WILL:

- Enhance school climate
- Improve classroom management
- Reduce disruptive behaviors
- Increase core competencies

**CoJDS brings Larry Thompson
to Jewish day schools across the USA**

● **Regional Conference Locations
2020-2021**

**SPEAKERS'
BUREAU**
2 0 2 2



COJDS.ORG



RESPONSIBILITY-CENTERED DISCIPLINE



CENTRAL EAST REGIONAL CONFERENCE

Monday, April 26, 2021

10:00AM-4:00PM

Cincinnati, Ohio

CINCINNATI HEBREW DAY SCHOOL



SOUTHWEST REGIONAL CONFERENCE

Sunday, June 13, 2021

11:00am-5:00pm

Phoenix, Arizona

SHERATON CRESCENT HOTEL AND CONFERENCE CENTER



WESTERN PENNSYLVANIA REGIONAL CONFERENCE

Monday, August 23, 2021

10:00AM-4:00PM

Pittsburgh, Pennsylvania

SHAARE TORAH CONGREGATION



CENTRAL JERSEY REGIONAL CONFERENCE

Tuesday, November 2, 2021

10:00am-4:00pm

Deal, NJ

HILLEL YESHIVA

Larry Thompson, author of *Roadmap to Responsibility* and *Give 'em Five*, is often called upon to deliver keynote presentations for state and national education conferences because of his knowledge, humor and passion for assisting today's students. He has helped thousands of educators and schools throughout North America break away from their traditional discipline models to a model that creates a responsible climate and responsible students. Larry has served in a wide variety of roles in education – from special education teacher to alternative and traditional high school principal. As creator of the Responsibility-Centered Discipline program, Larry understands that systems must be created that can be realistically implemented and sustained.

CENTRAL EAST REGIONAL CONFERENCE

CINCINNATI, OH | 04.26.21



SCHOOLS IN ATTENDANCE

Cincinnati Hebrew Day School, OH
CONFERENCE HOST

Atara Girls High School, Cincinnati, OH

Mesivta of Cincinnati, OH

Hasten Hebrew Academy, Indianapolis, IN

Rockwern Academy, Cincinnati, OH

Arie Crown Hebrew Day School, Chicago, IL

Montessori Torah Academy, Louisville, KY

Associated Talmud Torahs of Chicago, IL

Yeshiva Schools of Pittsburgh, PA



SOUTHWEST REGIONAL CONFERENCE

PHOENIX, AZ | 06.13.21
SHERATON CRESCENT HOTEL AND CONFERENCE CENTER



SCHOOLS IN ATTENDANCE

Torah Day School of Phoenix, AZ
Phoenix Hebrew Academy, AZ
Menachem Mendel Academy, Scottsdale, AZ
Akiba Yavneh Academy of Dallas, TX
Caskey Torah Academy, Wynnwood, PA
Chabad Hebrew Academy, San Diego, CA
Fasman Yeshiva High School, Skokie, IL
Harkham Hillel Hebrew Academy,
Los Angeles, CA
Hillel Academy of Denver, CO
Nefesh After School Religious Studies Program,
Scottsdale, AZ
Shearim Torah High School for Girls, Phoenix, AZ
Torah Academy of Jacksonville, FL
Yeshiva Torat Emet, Houston, TX
Cincinnati Hebrew Day School, OH
Pardes Jewish Day School, Scottsdale, AZ
Cheder Lubavitch of Arizona, AZ



WESTERN PENNSYLVANIA REGIONAL CONFERENCE

PITTSBURGH, PA | 08.23.21



SCHOOLS IN ATTENDANCE

Yeshiva Schools, Pittsburgh, PA
Hillel Academy, Pittsburgh, PA



CENTRAL JERSEY REGIONAL CONFERENCE

DEAL, NJ | 11.02.21



SCHOOLS IN ATTENDANCE

Hillel Yeshiva, Deal, NJ

CONFERENCE HOST

Shalom Torah Academy, Morganville, NJ

Politz Day School, Cherry Hill, NJ

Bnot Shirah of Deal, NJ

South Bend Hebrew Day School, IN

Yeshivat He'Atid, Teaneck, NJ

Bnos Menachem, Brooklyn, NY

Bais Yaakov Ateres Miriam, Far Rockaway, NY

Manhattan Day School, NY

Bais Yaakov Machon Ora, Passaic, NJ

Bnos Zion of Bobov, Monsey, NY

Caskey Torah Academy, Wynnwood, PA

Kosloff Torah Academy Girls HS, Bala Cynwyd, PA





Consortium of Jewish Day Schools invites you to an Early Childhood Regional Conference Engaging the Whole Child

Shalom Torah Academy, Morganville, NJ
Tuesday, November 2, 2021 | 10:30AM-2:30PM

10:30AM-12:00PM

SESSION 1: Seeing Your Students in 3D CHAYA SHAPIRO



In this workshop, teachers will learn the skills of addressing problematic behavior in the classroom by using Morah Chaya's 3D method. The 3D method incorporates the concepts of mindful teaching, consistency, and responsibility-centered discipline to quickly and effectively turn difficult behavioral moments into teachable moments. Participants will leave with implementable skills that will change how they view their students, classroom culture and role as a teacher. 3D glasses included.

Morah Chaya Shapiro is a graduate of the Toronto Seminary, where she pursued a bachelor's degree in human services. She has over two decades of experience in early childhood education teaching kindergarten at Torah Academy for Girls in Manhattan. She is a certified JNTP teacher coach and mentor. Morah Chaya's warm, supportive style and ability to identify and utilize the strengths of each individual student consistently earn her accolades from parents and teachers alike. Through the use of differentiated instruction she has built a reputation as a teacher whose classroom lessons serve as role models for preschool teachers worldwide.

12:00PM-1:00PM

LUNCH

1:00PM-2:30PM

SESSION 2: Promoting Social Competence in Young Children ESTHER KIRSCHBAUM



In this workshop, we examine the important life skills of social competence, analyze the Black and Chase study on promoting young children's social competence and then apply the results of the study in the classroom.

Esther Kirschbaum is director of early childhood at Shulamith School for Girls in the Five Towns. Prior to becoming early childhood director at Shulamith, Esther was the early childhood director at Bais Yaakov of Queens for over twenty five years. She was on staff at Stern College for Women teaching a course in education. Esther has presented professional development workshops to directors and teachers on a wide range of topics related to the field of early childhood for over thirty years. Esther is committed to leading a program that strives for excellence and one that provides young children with a high quality education based on research and best practice.

\$36 per person. Group discounts available

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810 Seventh Avenue, 28th floor
New York, NY 10019
www.cojds.org

Cedarhurst Office
395 Pearsall Avenue
Cedarhurst, NY 11516
516.368.3333



SPEAKERS' BUREAU
2022



COJDS.ORG



"I reached out to the Consortium to inquire about our elementary and middle school staff joining the training with Larry Thompson in Deal. I spoke with Dr. Shapiro about ideas for presenters on a similar topic geared specifically to our preschool staff. It was way beyond our expectations for CoJDS to organize an entire conference for early childhood educators based on that request. We had the fantastic opportunity to host teachers from many different schools across New Jersey and beyond. The presentations were relevant, the topics resonated, and everyone walked away with new ideas. Morah Chaya Shapiro discussed seeing your students in "3D"- how to turn behavioral challenges into teachable moments, while Mrs. Esther Kirschbaum presented on developing social competence in young children, a key factor in children's development. Thank you for giving us the opportunity for our teachers to collaborate and learn!"

Mrs. Aviva Hoberman

Principal, Shalom Torah Academy of Central New Jersey, Morganville, NJ





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 2021 . . .

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.

Thanks to a grant from the “Gloria Kaylie’s Kids are our Future Scholarship”, CoJDS was able to enroll over 50 children in day schools throughout the US. 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.

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 18 additional children in the three Portland Jewish day schools; [Maayan Torah Day School](#), [Maimonides Jewish Day School of Portland](#), and [Portland Jewish Academy](#). The contribution by the Stern Grandchildren’s fund increased 19% for the 2021-22 school year.

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

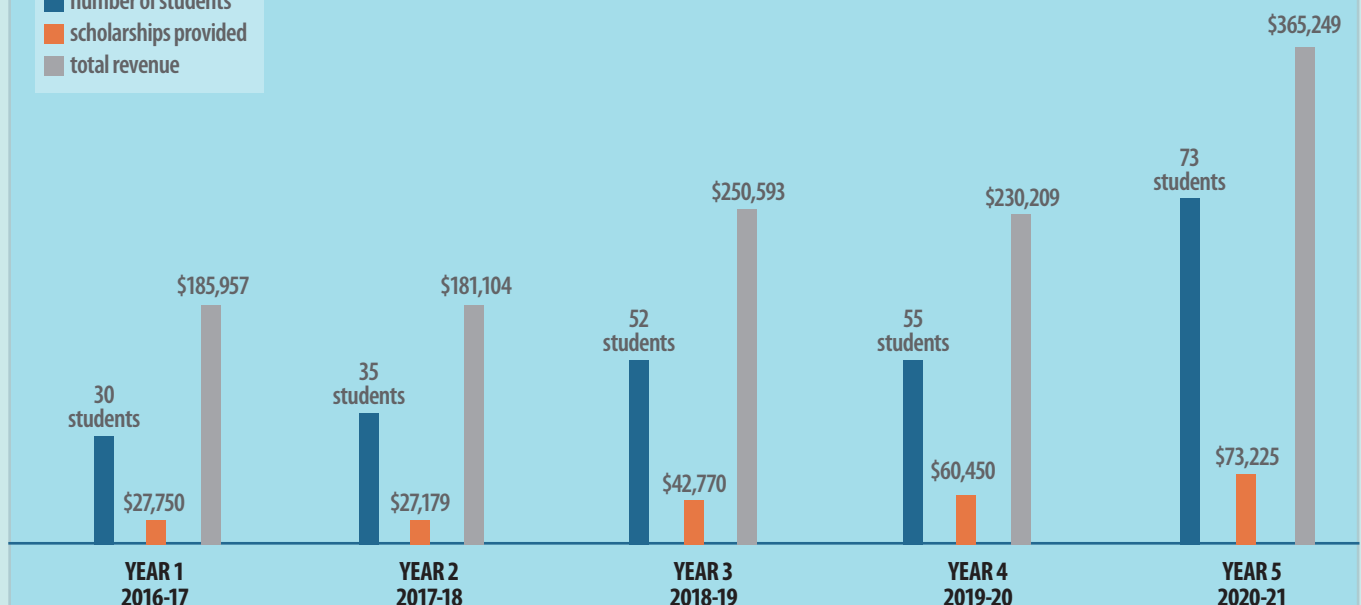
Striar Hebrew Academy, *Sharon, MA*

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

Hebrew Preparatory School, *Austin TX*

GROWTH OF SCHOLARSHIP PROGRAM

■ number of students
■ scholarships provided
■ total revenue



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 engaged in providing this option to as many children as possible.

WE USE A MULTI-LEVEL APPROACH TO MAXIMIZE IMPACT.

TUITION BRIDGE SCHOLARSHIPS: Utilizing a unique targeted system, we provide schools leverage in completing registration for families at risk of withdrawing registration due to concerns about their tuition agreement. Through providing scholarships in these select cases we are also increasing the revenue of the school in what would otherwise be an empty seat in the class. During the 2020-21 school year, our investment has yielded a return of investment of \$365,249 in tuition revenue for schools. CoJDS follows the progress of each individual student to ensure the requisite care is given to incorporate the beneficiary families within both the school and broader community. A CoJDS representative negotiates each case with the school in order to maximize buy-in from both the school's scholarship committee and to increase investment from parents.

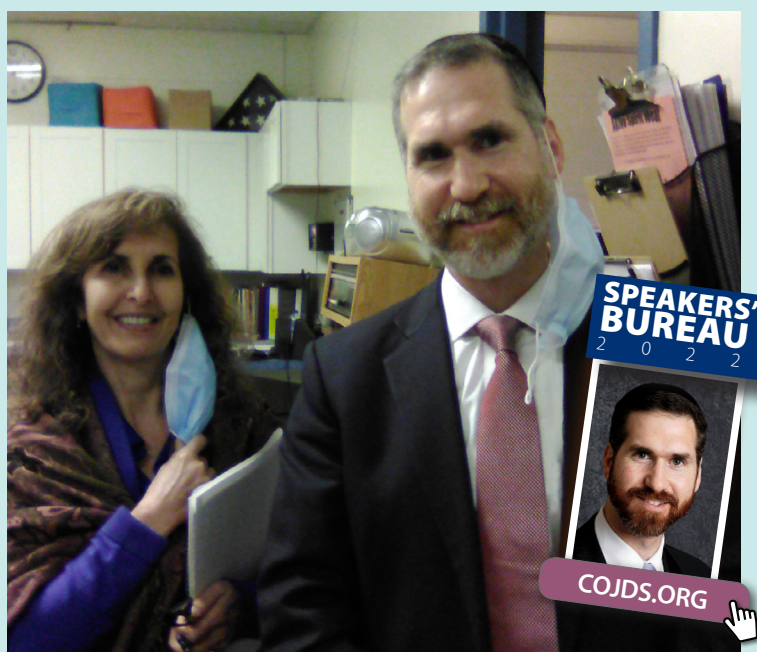
MARKETING CONSULTATION: We provide schools with targeted marketing tools designed for maximum impact on millennial parents. Services include custom-made brochures, parent ambassador groups, staff training, and social media marketing plans.

CoJDS takes into account a school's limited budget providing services at little or no cost. Materials are shared from non-competing schools as a national collaborative effort amongst various day schools.

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.

*Rabbi Hillel Adler meets with Tirtza Kohan,
Judaic Studies Coordinator, Akiva Academy,
Youngstown, OH January, 7, 2021*



Dear Rabbi Adler,

This has been a most unusual year and Baruch Hashem, we have been live, in-school for most of the school year. Our staff members are working diligently and we have put numerous safety protocols in place to ensure the maximum safety for all. We are looking forward to restrictions easing for the remainder of the school year as directed by the CDC. We are grateful that CoJDS provides financial assistance for families that may not otherwise be able to choose a day school education at LYA. I am including some remarks from the teachers regarding these families...

The support from the Consortium of Jewish Day Schools is vital to the success we have witnessed and to the future success of our students. As you see from the quotes from our teachers, the students are continuing to thrive at LYA.

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

Rabbi Adler:

The families that the Consortium sponsored this year continue to be very appreciative of the tuition assistance from your organization. This has been a time of great financial hardship for our families; without your continued support, they would not be able to remain at the JDS.

During this difficult year, we proved our strength as a Jewish day school--academically and communally as we highlighted the power of an education-driven by Jewish values, with its focus on social and emotional growth. We were able to continuously provide the gift of Jewish education in-school, at home, and in a hybrid setting during this challenging year. We are most grateful for the support you have shown our school so we were able to ensure the safest and best possible experience for our students.

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

_____ had been a part of the Gan for three years, but we decided to put him in Portland Public Schools. ..After the rocky start he had at public school, he is thriving at Maimonides. The small school atmosphere and personal attention is really beneficial to him. There is no pressure to conform, religiously. We are Conservative Jews that enjoy traditional Judaism, to an extent. We never realized how much we would like our children having a traditional Jewish education. We were fine with our kids going to Neveh Shalom for religious school, like we did growing up. . . .

Since we are not able to afford the full cost of tuition on our own, MJDS was gracious enough to help us with the cost. For this, we are so incredibly grateful. As parents who wanted to send our kids to public school, we feel blessed Hashem sent us down this path and we are thankful to have our son here, and eventually our daughter.

A beneficiary parent of the Portland Stern family fund

I am happy to report that all of the 10 children who your scholarship helped send to our school will be returning next year. All of the students excelled both academically and socially, receiving individualized attention, and enjoying the benefits of the warmth and caring environment in our school. All of these students felt very welcome and comfortable in our school and made many friends. Your scholarship program enabled children in difficult family situations to attend our school. Seven of the students come from broken homes and are being raised by single parents. For some, there is a second parent in the picture and for some, there is not. For some, there is even a parent who does not care at all if their child gets a Jewish education and would not consider contributing financially for tuition. One child's father had just recently passed away. **There is no way that any of these families would have been able to attend our school without your help.** We really appreciate all of the help that your programs give us.

Rabbi Moshe Rodman, Principal, Desert Torah Academy, Las Vegas, NV

over

\$1,500,000

in tuition revenue generated for 24 schools 2016-2022

Hi Rabbi Adler,

Thank you again for helping us in saving another Jewish soul...

Rochel Levertov,
Director, Hebrew
Preparatory School of
Austin, TX

The ____ parents are divorced. The dad has taken an exceptional interest in yiddishkeit because of his kids' relationship to Torah Academy. ____ comes to school every Friday in Shabbos suit because he loves Shabbos! He is a star student and a role model for the school.They all plan on returning next year IYH and **thanks to the incredible help from CoJDS this will be able to happen!**

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

Dear Rabbi Adler,

We cannot adequately describe the appreciation that we have for your partnering with us.

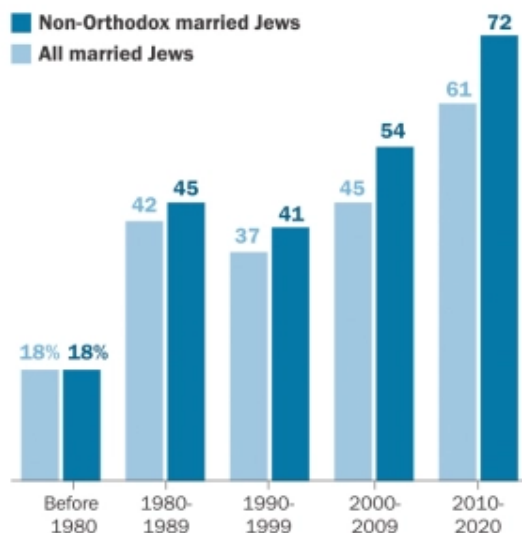
Thank you for all that you and the rest of the staff at CoJDS do. Especially in these tumultuous and uncertain times, the resources you provide are invaluable. You and your partners enable us to provide the best Jewish education possible. In turn, this has a tremendous impact on the development of the precious children in our care. Knowing that there are generous individuals who care about furthering Jewish education as much as we do is a tremendous boost, which helps us accomplish the mission of passing on Jewish values and traditions to the next generations.

Rabbi Yossi Chesney, Slater Torah Academy, New Orleans, LA

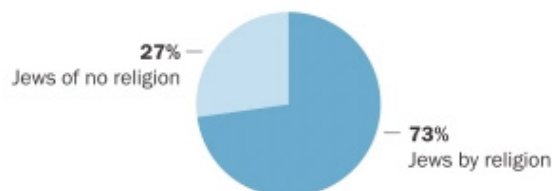
**A STUDY RELEASED BY THE PEW RESEARCH CENTER ON MAY 11, 2021,
FOUND A GRADUALLY INCREASED LEVEL OF ASSIMILATION AMONG YOUNGER AMERICAN JEWS**

**Intermarriage more common among
Jews married more recently**

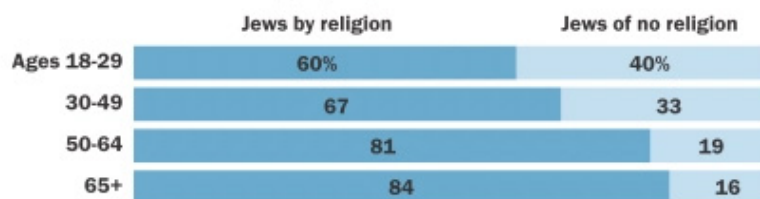
% of married U.S. Jews with a non-Jewish spouse,
by year of marriage



Jewish identity in the United States, 2020



U.S. Jewish identity, by age

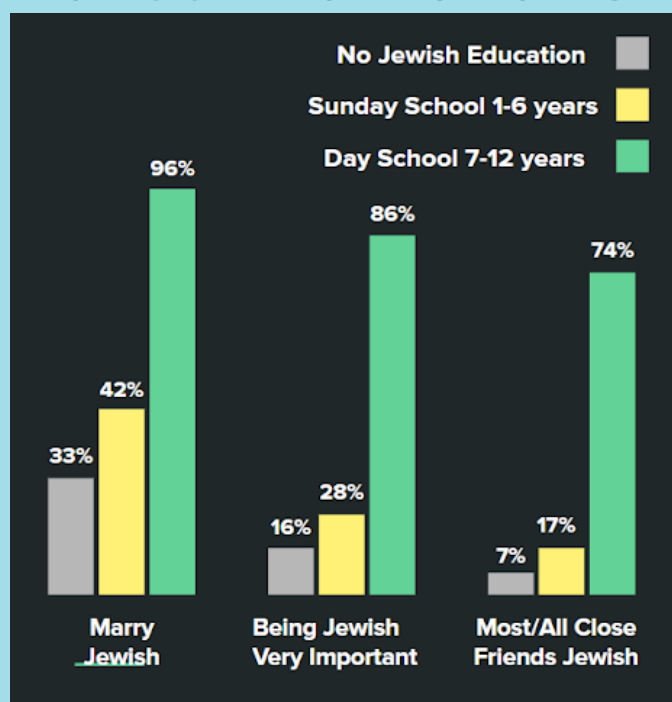


Note: Figures may not add to 100% due to rounding.
Source: Survey conducted Nov. 19, 2019-June 3, 2020, among U.S. adults.
Jewish Americans in 2020

PEW RESEARCH CENTER

Source: Jewish Americans in 2020, Pew Research Center, Released May 2021

**STUDIES HAVE SHOWN JEWISH DAY SCHOOL EDUCATION TO BE THE MOST EFFECTIVE FORM
OF ENGAGEMENT TO REVERSE THIS TREND**



Source: The Impact of Childhood Jewish Education on Adults' Jewish identity:
Steven M. Cohen, Laurence Kotler Berkowitz 2004



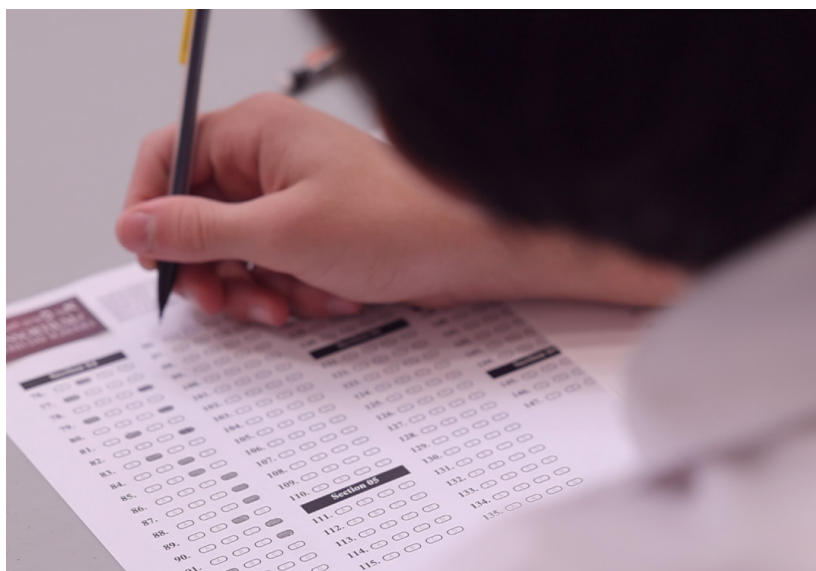
JSAT

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 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 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 5,000 students have taken JSAT Level 5 and over 6,000 students have taken JSAT Level 8. The data generated from these exams will be used to reevaluate educational practices and help improve student achievement.

In 2021, CoJDS released the JSAT Level 7 exam to assess students in grades 7-8. Giving this exam to seventh graders offers essential data to administrators and teachers they can use to pinpoint areas of weakness in their students, giving them the option to improve their skills before taking the JSAT in 8th grade. This exam, which was previously given as a full-length JSAT Level 8 exam, has been taken by over 2,000 students and thoroughly analyzed for statistical validity. As a result, schools will get the same rich data they expect from our other JSAT exams.

Coupled with the new JSAT online review course, JSAT 7 can help improve student knowledge and success on JSAT 8.

This past summer, CoJDS released a new online *chumash* skills and vocabulary course to help students master many of the JSAT standards related to *chumash* skills. Using these self-guided interactive courses, students can test themselves on all the vocabulary words covered in the exam and all nineteen *chumash* decoding skills and receive immediate feedback regarding how they did. In addition, the review course comes with a guide detailing what students need to know for each of the standards covered. Initial feedback has been very positive.

"I was very hesitant to administer the JSAT 8 test. We have shorter kodesh hours and some of our students come from religiously weak homes. I thought that many of our students would not fare well. Perhaps it would be better to continue improving the rigor and content covered in our curriculum and then take the test next year.

Rabbi Glass...strongly encouraged me to administer it this year... I took his advice... I am proud to share that overall most of the students did very well. Their knowledge of Chumash and yedios haTorah is much greater than I anticipated. At the same time there's always room to grow and improve. The results of this comprehensive test will help guide the students, Rabbeim and moros to develop an even greater level of growth in Torah and mitzvos.

Thank you for your leadership and guidance. And thank you for giving the Rabbeim the tools to perfect their craft in helping develop the next generation of b'nei Torah."

Rabbi Shalom J. Horowitz, M.Ed., MSCC, Head of School, Jacksonville Torah Academy, FL

NEW ONLINE JSAT SKILLS REVIEW COURSE

Select the שָׂרָשׁ (or שֵׁם קָצָם) of the following word:

וְהַעֲמִידְתִּיהוּ

Your answer is correct!

ע.מ.ד.

Your score 163

Your time 7.62s

JSAT Level 8 - Chumash Skills

Get to the root! (שָׂרָשׁ)

Review this support material first:

JSAT L8 Chumash Skills - All.pdf

JSAT L8 Standard 01.pdf

Ready to try again? Get those 3 stars!

Try again

Retake quiz

Check your results

JSAT L8 - Standard 01:

0 1 577 0 1

Earn your crown by scoring 80% or above on the exit quiz for this unit.

You have collected 1 star for this unit so far.

Get three stars for the exit quiz to initialize your memory strength bar for this unit.

JSAT Level 8 - Chumash Skills

01

Get to the root! (שָׂרָשׁ)

02

Uh oh...missing root letters?

03a

Seeing double? Singular or plural?

03b

0 1 577 0 1

Basha Mindell

SCHOOLS THAT HAVE ADMINISTERED JSAT 5, 7 AND 8 SINCE ITS INCEPTION

Academies at Gerrard Berman Day School, Oakland, NJ

Adolph Schreiber Hebrew Academy of Rockland, New City, NY

Ahi Ezer Yeshiva, Brooklyn, NY

Akiba Academy of Dallas, Dallas, TX

Akiba-Schechter Jewish Day School, Chicago, IL

Akiva Academy, Calgary, AL

Ateres Bnos Ita, Las Vegas, NV

Atlanta Jewish Academy, Atlanta, GA

Bais Rivkah, Brooklyn, NY

Bais Yaakov of Queens, Kew Gardens, NY

Barkai Yeshivah Middle School, Brooklyn, NY

Beit Rabban Day School, New York, NY

Ben Porat Yosef, Paramus, NJ

Beth Jacob of Boro Park, Brooklyn, NY

Bi-Cultural Hebrew Academy, Stamford, CT

Bnos Aliya, New York, NY

Bnos Malka Academy, Forest Hills, NY

Bnot Yaakov of Great Neck, Great Neck, NY

Brauser Maimonides Academy, Ft. Lauderdale, FL

Bruriah Middle School, Elizabeth, NJ

Carmel Academy, Greenwich, CT

Cheder Chabad of Baltimore, Baltimore, MD

Cheder Lubavitch Morristown, Morristown, NJ

CMCH SCHOOL, Atlanta, GA

Congregation Tzemach Tzedek, Skokie, IL

Denver Academy of Torah, Denver, CO

Derech Hatorah of Rochester, Rochester, NY

Eitz Chaim Schools, Toronto, ON

Emek Hebrew Academy, Sherman Oaks, CA

Esformes Hebrew Academy, Ormond Beach, FL

Halpern Akiva Academy, Calgary, AB

Harkham Hillel Hebrew Academy, Beverly Hills, CA

Hasten Hebrew Academy of Indianapolis, Indianapolis, IN

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

Hillel Academy of Pittsburgh, Pittsburgh, PA

Hillel Torah North Suburban Day School, Skokie, IL

Hilll Yeshiva, Deal, NJ

Jewish Education Center, Elizabeth, NJ

Jewish Foundation School, Staten Island, NY

Joseph Kushner Hebrew Academy, Livingston, NJ

Katz Hillel Day School of Boca Raton, Boca Raton, FL

Kinneret Day School, Riverdale, NY

Lubavitch Hebrew Academy, Margate, FL

Lubavitch on the Palisades, Tenafly, NJ

Lubavitcher Yeshiva Academy, Longmeadow, MA

Luria Academy of Brooklyn, Brooklyn, NY

Maayan Torah Day School, Portland, OR

Magen David Yeshivah, Brooklyn, NY

Manhattan Day School, New York, NY

Margolin Hebrew Academy, Memphis, TN

Mazel Day School, Brooklyn, NY

Menachem Mendel Seattle Cheder, Seattle, WA

Mill Basin Yeshiva Academy, Brooklyn, NY

Mizrahi Torah Academy, Plantation, FL

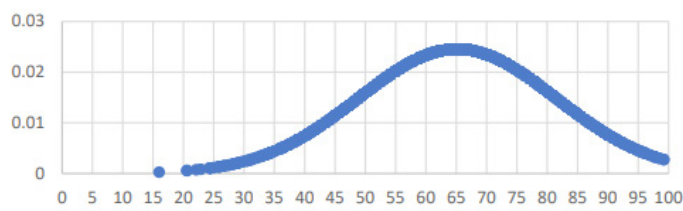
Nefesh After School Religious Studies Program, Scottsdale, AZ

Netivot HaTorah, Thornhill, ON

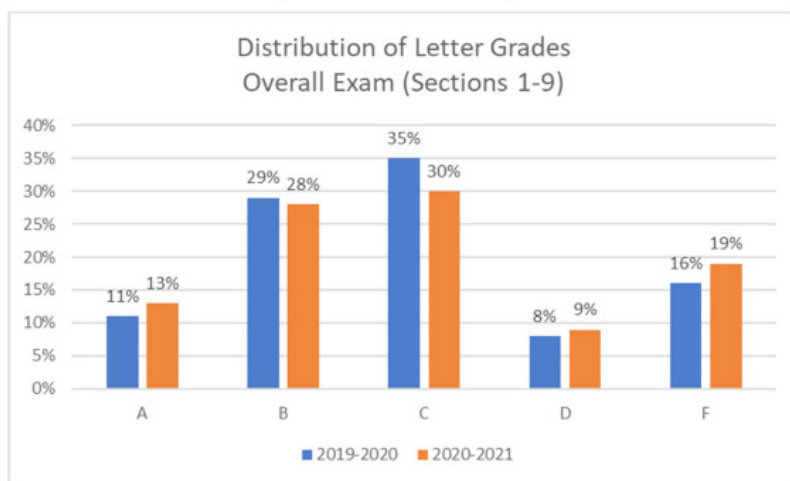
North Shore Hebrew Academy, Great Neck, NY	Torah Academy of Boca Raton, Boca Raton, FL
Ohr Chadash Academy, Baltimore, MD	Torah Academy of Jacksonville, Jacksonville, FL
Park East Day School, New York, NY	Torah Day School of Ottawa, Ottawa, ON
Phoenix Hebrew Academy, Phoenix, AZ	Torah Day School of Phoenix, Phoenix, AZ
Rabbi Pesach Raymon Yeshiva, Edison, NJ	Torah Prep, St. Louis, MO
Rambam Day School, Savannah, GA	Vancouver Hebrew Academy, Vancouver, BC
Robert M. Beren Academy, Houston, TX	Westchester Day School, Mamaroneck, NY
Rohr Bais Chaya Academy, Tamarac, FL	Westchester Torah Academy, Harrison, NY
Rosenbaum Yeshiva of North Jersey, River Edge, NJ	Yavneh Academy, Paramus, NJ
Rudlin Torah Academy, Richmond, VA	Yavneh Hebrew Academy, Los Angeles, CA
SAR Academy, Bronx, NY	Yeshiva Derech HaTorah, Brooklyn, NY
Schechter Manhattan, New York, NY	Yeshiva Har Torah, Bellerose, NY
Sha'arei Bina Torah Academy for Girls, Hollywood, FL	Yeshiva Ketana of Long Island, Inwood, NY
Shalom Torah Academy, Morganville, NJ	Yeshiva Ketana of Queens, Flushing, NY
Shulamith School for Girls of Brooklyn, Brooklyn, NY	Yeshiva Ketana Ohr Reuven, Suffern, NY
Shulamith School for Girls of Cedarhurst, Cedarhurst, NY	Yeshiva Merkaz Hatorah, Staten Island, NY
Silverstein Hebrew Academy, Great Neck, NY	Yeshiva of Central Queens, Flushing, NY
Sinai/RYNJ, River Edge, NJ	Yeshiva of Greater Washington, Silver Spring, MD
Solomon Schechter Day School of Bergen County, New Milford, NJ	Yeshiva Shaarei Zion Girls School, Piscataway, NJ
Solomon Schechter School of Queens, Queens, NY	Yeshiva Tiferes Moshe, Kew Gardens, NY
South Bend Hebrew Day School, South Bend, IN	Yeshiva Torat Emet, Houston, TX
South Peninsula Hebrew Day School, Sunnyvale, CA	Yeshivah of Flatbush, Brooklyn, NY
Staten Island Hebrew Academy, Staten Island, NY	Yeshivat Akiva - Farber Hebrew Day School, Southfield, MI
Tenaflly Chabad Academy, Tenaflly, NJ	Yeshivat Bitahon, Brooklyn, NY
The Moriah School, Englewood, NJ	Yeshivat He'Atid, Teaneck, NJ
The Rabbi Haskell Lookstein Middle School of Ramaz, New York, NY	Yeshivat Lev Torah, Brooklyn, NY
The Shefa School, New York, NY	Yeshivat Netivot Montessori, East Brunswick, NJ
The Toronto Cheder, Toronto, ON	Yeshivat Noam, Paramus, NJ
	Yeshivat Shaare Torah Boys Elementary School, Brooklyn, NY



Distribution of Overall Score for all
Test Takers (Grade 8 - 1,932
Students)
Mean = 65 SD = 16.34

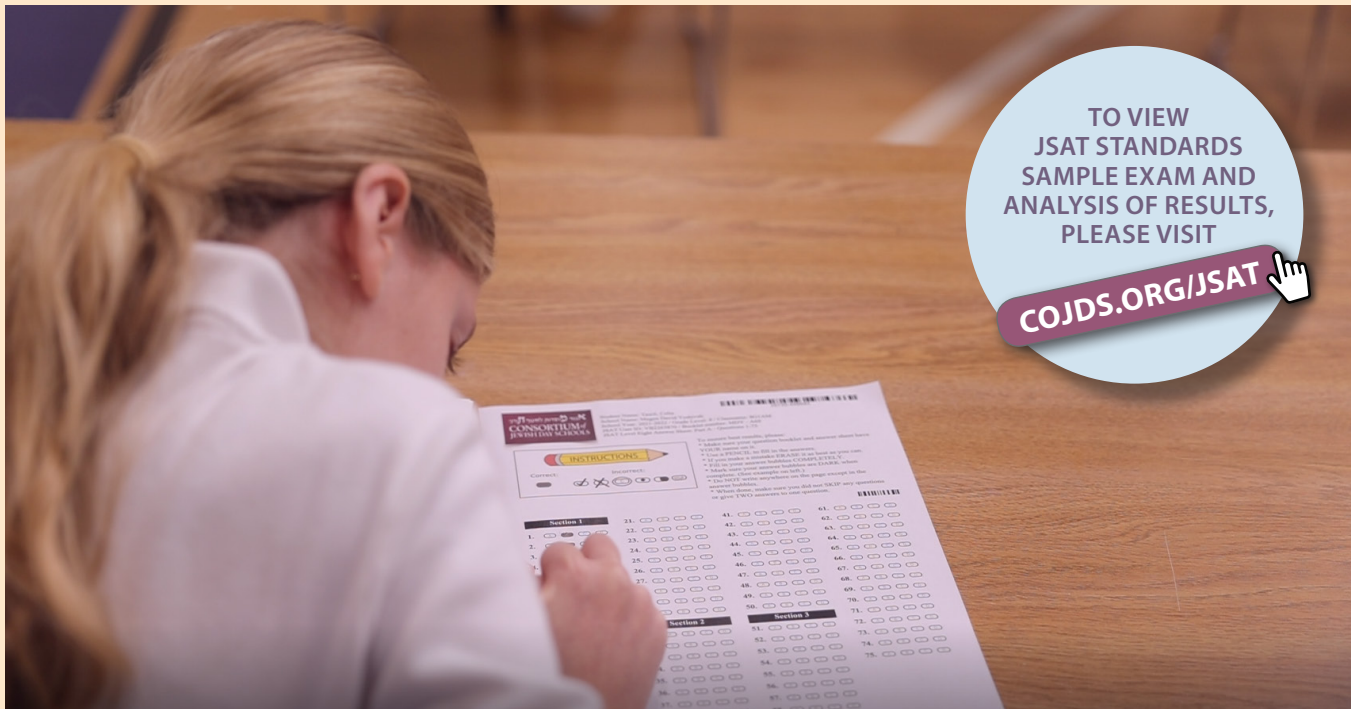


Distribution of Letter Grades (Overall / Sections 1-9):



sample JSAT 8 report

Decoding Standards	# of Q:	2019-2020	2020-2021	Diff
Standard 01: Student can identify the three-letter שרש of a word.	2/1	93%	82%	-11
Standard 02: Student can identify the three-letter שרש of a word even when one letter of the שרש is absent.	2/1	68%	72%	+4
Standard 03: Student can identify a noun as singular or plural.	2/1	93%	96%	+3
Standard 04: Student can identify a singular noun as masculine or feminine.	1/1	89%	75%	-14
Standard 05: Student can identify a plural noun is masculine or feminine.	0/1	-	86%	-
Standard 06: Student understands that the number and gender of a noun determines the number and gender of its adjective. (איש גדול / אישה גדולה)	2/1	86%	86%	-
Standard 07: Student can translate the prefixes of משה וקלם when they appear with nouns e.g. למצרים, ממצרים.	1/1	95%	77%	-18
Standard 08: Student can translate a combined or contracted prefix e.g. בנות or והאיש (ב = ב+ה).	1/1	76%	81%	+5
Standard 09: Student can translate two words that appear in a combined form e.g. הבית של פרעה = בית פרעה.	0/1	-	81%	-
Standard 10: Student can translate the suffixes of singular nouns that show possession, e.g. נדתי, נדתי.	1/2	78%	68%	-10
Standard 11: Student can translate the suffixes of plural nouns that show possession e.g. נדתי.	2/2	59%	69%	+10
Standard 12: Student can translate a word that has a תוספת.	0/1	-	51%	-
Standard 13: Student can identify the meaning of the word e.g. מצרים = to Egypt.	1/1	79%	46%	-33
Standard 14: Student can translate Hebrew numbers from 1-999,999 e.g. 127 = עשרים ושבע.	0/1	-	23%	-
Standard 15: Student can translate a verb in the past tense e.g. שמר, שמרת, שמרת.	2/2	64%	68%	+4
Standard 16: Student can translate a verb in the present tense e.g. שומר.	1/1	50%	57%	+7
Standard 17: Student can translate a verb in the future tense e.g. אשמע, תשמע.	0/1	-	48%	-
Standard 18: Student can recognize a command in a verb e.g. שמר.	0/1	-	53%	-



TO VIEW
JSAT STANDARDS
SAMPLE EXAM AND
ANALYSIS OF RESULTS,
PLEASE VISIT
COJDS.ORG/JSAT

over
11,000
students have taken a JSAT exam since its inception



Students at Magen David Yeshiva, Brooklyn, NY, taking the JSAT level 8 exam



STAFFING

GOALS

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

HEAD-OF-SCHOOL PLACEMENT SERVICES:

CoJDS assists both schools looking to fill administrative positions and job hunting educators. Both sides of the equation are held in strictest confidence with an eye on fulfillment of long term goals. Several aspects differentiate our services from the many placement services in existence.

CoJDS PROVIDES:

- **Experience:** We recognize the characteristics of a successful school leader from our own leadership experience and from providing many school leaders support via curriculum, assessments, professional development, and marketing assistance.
- **Reach:** Our staff is in contact with principals and school lay leaders across North America. Our job postings are sent to over 3,000 educators currently in the field.
- **Diversity:** CoJDS understands the needs of all schools, regardless of size, demographic, or religious affiliation.
- **Relationships:** CoJDS has an ongoing relationship with leaders in over 200 day schools as a direct result of hosting conferences and webinars, providing Judaic curriculum and JSAT assessments. These connections give CoJDS the unique ability to make solid recommendations.
- **Follow up:** Our service continues for a minimum of one year with regular follow up with the new administrator and the school board to ensure a successful transition. In addition, CoJDS ensures that the level of *chinuch* is elevated in each school it services by coordinating the implementation of its high level Judaic resources into each school.

For more information about staffing, please contact Rabbi Heshy Glass at hglass@cojds.org

HEADS OF SCHOOL PLACEMENTS

ארגון מוסדות לחינוך יומי
CONSORTIUM of
JEWISH DAY SCHOOLS



NAME: Rabbi Chaim Greenwald

NEW POSITION: Head of School
Politz Day School, Cherry Hill, NJ

PREVIOUS POSITION: Head of School
Halpern Akiva Academy, Calgary, BC

I am deeply grateful to Rabbi Glass and the Consortium for recommending me for the position of Head of School at Politz Day School of Cherry Hill. Not only did Rabbi Glass recommend my candidacy, was there for me and the school every step of the way as we proceeded through the interview and hiring process. He made the effort to come visit the school and is constantly in touch to make sure the transition goes smoothly for myself and our school. The vision of Rabbi Glass and the supporters of COJDS is making a difference in schools throughout the continent and lifting the level of education for all learners by supporting and servicing our most precious commodities, the leaders and teachers of our schools.

Thank you, Rabbi Glass, and the entire CoJDS Family!

— Rabbi Chaim Greenwald



NAME: Mrs. Aviva Werberger

NEW POSITION: Middle School Assistant Principal
Bruriah, Elizabeth, NJ

PREVIOUS POSITION: Director of Technology
Shaare Torah Girls High School, Brooklyn, NY



NAME: Mrs. Temima Feldman

NEW POSITION: Head of School
Park East Day School, New York, NY

PREVIOUS POSITION: General Studies Principal
Torah Academy for Girls, Far Rockaway, NY

"Working with Rabbi Glass and CoJDS on transitioning to Head of School at the Rabbi Arthur Schneier Park East Day School made the move seamless. Having an advocate in the process, as well as the guidance from Rabbi Glass was invaluable every step of the way, from making the initial decision to understand the nuances of the job description and even in negotiating salary. I appreciate their support and assistance."

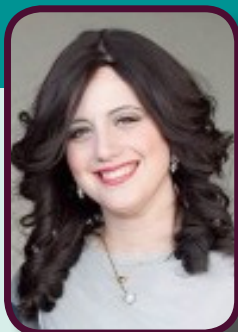
— Mrs. Temima Feldman



NAME: Rabbi Yehuda Gabay

NEW POSITION: Associate Principal
Cincinnati Hebrew Day School, Cincinnati, OH

PREVIOUS POSITION: Director Judaic Studies
Instituto Alberto Einstein, Panama City, Panama



NAME: Mrs. Penina Teitelbaum

NEW POSITION: Principal
Hanna Sacks Bais Yaakov High School, Chicago, IL

PREVIOUS POSITION: Principal
Atara Girls High School, Cincinnati, OH



NAME: Mrs. Penina Noy

NEW POSITION: Principal
Bnos Aliya, Girls Montessori Elementary School
New York, NY

PREVIOUS POSITION: Assistant Principal, General Studies
Torah Academy for Girls, Far Rockaway, NY



NAME: Mrs. Elka Ginsparg

NEW POSITION: Principal
Shulamith School for Girls Elementary School,
Cedarhurst, NY

PREVIOUS POSITION: Assistant Principal
Hanna Sacks Bais Yaakov, Chicago, IL

"With great excitement and anticipation, we are thrilled to announce the appointment of Mrs. Elka Ginsparg as the new principal of the Shulamith School for Girls elementary school....we have been very blessed to have had the support and assistance of Rabbi Heshy Glass of CoJDS throughout this process. His constant guidance, insight and effort was integral to the successful conclusion of this search."

Public message to the parent body of Shulamith School for Girls from the board of directors upon the installment of Mrs. Elka Ginsparg as principal



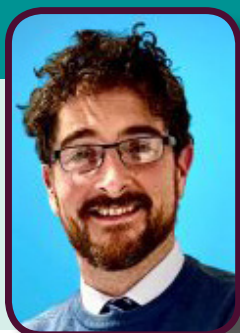
NAME: Rabbi Dovid Sass

NEW POSITION: Menahel of the Lower School
Talmudical Academy of Baltimore, Baltimore, MD

PREVIOUS POSITION: Head of School
Menorah Academy, Edmonton, Alberta

"Rabbi Glass was not only essential in helping us identify appropriate candidates, but he also was instrumental in guiding us, as well as the potential candidate, through the whole process! His skill, insight, and demeanor were invaluable."

— Dr. Joel Pleeter, HOS Search Committee for the Talmudical Academy of Baltimore



NAME: Rabbi Barak Cohen

NEW POSITION: Head of School
Vancouver Hebrew Academy, Vancouver, BC

PREVIOUS POSITION: Head of Jewish Studies
Masada College Torah Stream, Sydney, Australia

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

WHAT is Apploi?

- Apploi is one of the fastest-growing staffing platforms. CoJDS is able to offer it to Jewish day schools at a heavily discounted price.

WHO should use Apploi?

- Any school searching for staff. Currently, Apploi is most useful for schools seeking general studies teachers or general support staff. Schools that advertise on major job boards such as Indeed and Zip Recruiter can post on the same sites for a fraction of the cost.

WHY should a school sign up for Apploi?

- To spread the widest net possible to attract maximum qualified candidates. Filter candidates with tools such as video clip summaries and screener questions. Ease the hiring workflow by managing candidates and efficient responses.

The special pricing for Jewish day schools can only be received through CoJDS.

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

On March 16, 2021,

Inc. Magazine announced that Apploi ranked number 1 for software

and number 7 overall on its second annual Inc.

5000 Regionals: New York

City Metro list, the most

prestigious ranking of the

fastest-growing New York City

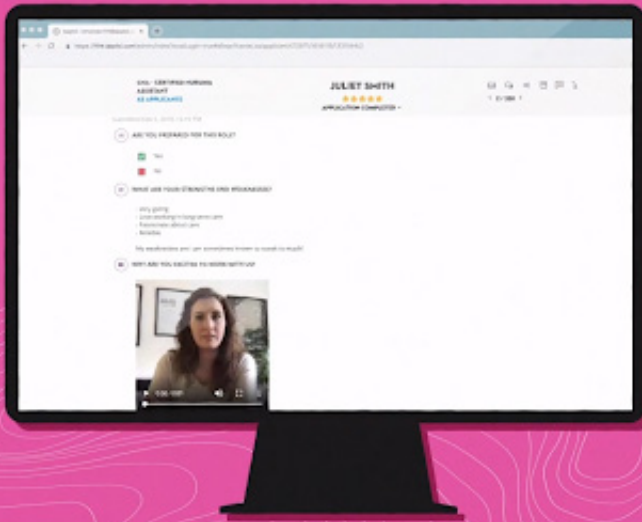
Metro area-based private

companies.

**Inc.5000
Regionals**

— NY METRO —

Nº 7  **2021**



**FILTER CANDIDATES:
REQUEST A VIDEO CLIP**

Inc.5000

Nº

19

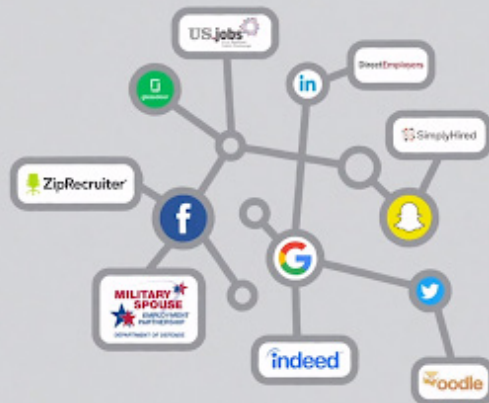
2021

IND SOFTWARE

Press

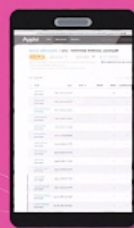
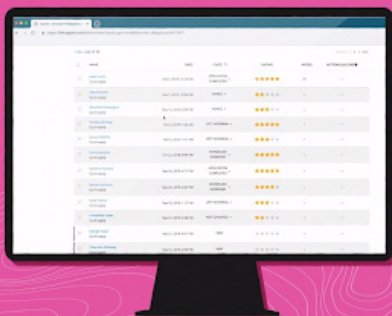
**Apploi Climbs to Top 3% on
Inc. 5000 list of America's
Fastest Growing Companies**

Inc. 5000 just revealed that Apploi was named the 19th fastest-growing private software company and earned the rank of No. 179.

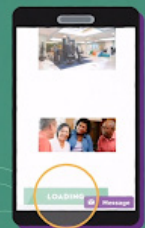
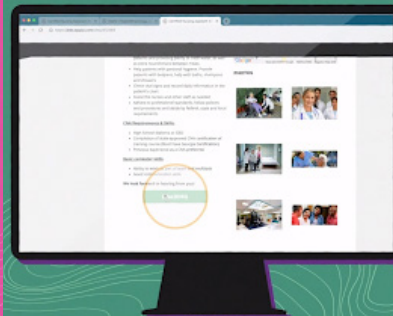


COJDS.ORG/JOBS

POST A JOB, WE'LL SEND IT EVERYWHERE



FILTER, REVIEW, MANAGE AND COMMUNICATE



EASILY APPLY FROM ANY DEVICE

SCHOOLS USING APPLOI

Adolf Schreiber Hebrew Academy of Rockland (ASHAR), New City, NY

Bais Yaakov of Boston, Boston, MA

Caskey Torah Academy of Philadelphia, Wynnewood, PA

Derech Hatorah Rochester, Rochester, NY

EMEK Hebrew Academy, Sherman Oaks, CA

Esformes Hebrew Academy, Ormond Beach, FL

Farber Hebrew Day School, Southfield, MI

Hebrew Academy of Long Beach (HALB), Woodmere, NY

Harkham Hillel Hebrew Academy, Beverly Hills, CA

Hebrew Academy of Miami (RASG), Miami Beach, FL

Hillel Academy of Denver, Denver, CO

Hillel Torah, Skokie, IL

Jewish Educational Center (JEC), Elizabeth, NJ

Kohelet Yeshiva, Merion Station, PA

Maayan Torah Day School, Portland, OR

Magen David, Brooklyn, NY

Mesivta of Las Vegas, Las Vegas, NV

Missouri Torah Institute, Chesterfield, MO

North Shore Hebrew Academy, Great Neck, NY

Park East Day School, Manhattan, NY

Politz Day School, Cherry Hill, NJ

Rabbi Pesach Raymon Yeshiva (RPRY), Edison, NJ

Rudlin Torah Academy, Richmond, VA

Rosenbaum Yeshiva of North Jersey (RYNJ), River Edge, NJ



Shulamith HS for Girls, Cedarhurst, NY

Shulamith of Brooklyn, NY

Silverstein Hebrew Academy, Great Neck, NY

Sinai Schools, Paramus, NJ

South Bend Hebrew Day School, South Bend, IN

Stream School: Chabad of NE Queens, Bayside, NY

The Hebrew Academy, New City, NY

Torah Academy of Boston, Brookline, MA

Torah Loving Care, Rochester, NY

Torah Prep School of St. Louis, MO

Torat Emet, Houston, TX

YBH of Passaic, NJ

Yeshiva of Central Queens, NY

Yeshiva Darchei Torah, Far Rockaway, NY

Yeshiva Day School of Las Vegas, Henderson, NV

Yeshiva Ketana of Long Island, Inwood, NY

Yeshiva Ketana of Manhattan, NY

Yeshiva of Flatbush, Brooklyn, NY

Yeshiva of Great Neck, NY

Yeshiva Ohr Yisrael, Chestnut Hill, MA

Yeshiva Shaarei Tzion, Piscataway Township, NJ

Yeshiva Torah Temimah, Brooklyn, NY

Yeshiva Toras Chaim, Denver, CO

Yeshiva Toras Chaim Toras Emes, North Miami Beach, FL

Yeshivat Noam, Paramus, NJ





CURRICULUM

CHUMASH CURRICULUM - L'HAVIN U'LEHASKIL

GOALS

- to offer a standardized *Chumash* curriculum where skills continue to 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 textual analytical 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 used in approximately 200 schools, the L'havin U'lehaskil curriculum broke new ground in the teaching of Torah in day schools and yeshivot throughout the world. What makes this curriculum unique and has driven its success?

SKILL BUILDING: The curriculum is designed to help students become independent learners of *Torah*. 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*, *Yiddish* or Spanish. Many principals and teachers testify that *L'havin U'lehaskil* graduates can easily translate verses they are reading for the first time anywhere in *Chumash*.

As the curriculum advances in older grades, it continues to build skills that are necessary for learning on a higher-level. This includes grouping together pesukim that correlate, titling them by topic, reading Biblical commentaries and being able to compare them.

DATA-DRIVEN INSTRUCTION: Online assessments assist the teacher in evaluating each student's knowledge, level, and progress, while ensuring the effectiveness of his or her own teaching methods. This data ensures teachers can support the student's successful skill building and comprehension.

CONTINUITY AND PROGRESSION: The L'havin structure provides teachers with the clear knowledge of what the students learned previously. A map of scope and sequence ensures there are no gaps in the acquisition of skills. Additionally, wordlists with *shorashim* (root words) and high frequency words, flashcards, and binders all enable the students to build a word bank that transfers into all Judaic studies subjects. A pacing guide helps teachers and administrators ensure completion of the curriculum.

FLEXIBILITY FOR TEACHER CREATIVITY: The program does not dictate to teachers how to teach the text; it leaves room for every individual teacher, classroom, and school to make meaning of *Chumash*. Schools with a short amount of time for Judaic studies will benefit from the program, while schools that are interested in teaching *Tanach* with the original text will find the curriculum an invaluable tool.

CONTINUED SUPPORT: *L'havin U'lehaskil* involves administrators and educators through communication and collaboration. CoJDS employs a curriculum team to provide workshops, evaluations, and on-site assistance to teachers, individualizing the program for the vast array of schools. Teacher training is always available throughout the academic year, as well as multiple summer training sessions. Pre-recorded webinars and lessons teaching the basic skills are available on cojds.org.

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

L'HAVIN U'LEHASKIL CURRICULUM TEAM:

COJDS CURRICULUM COORDINATOR:

Rachel Schuh

CURRICULUM ADVISORS:

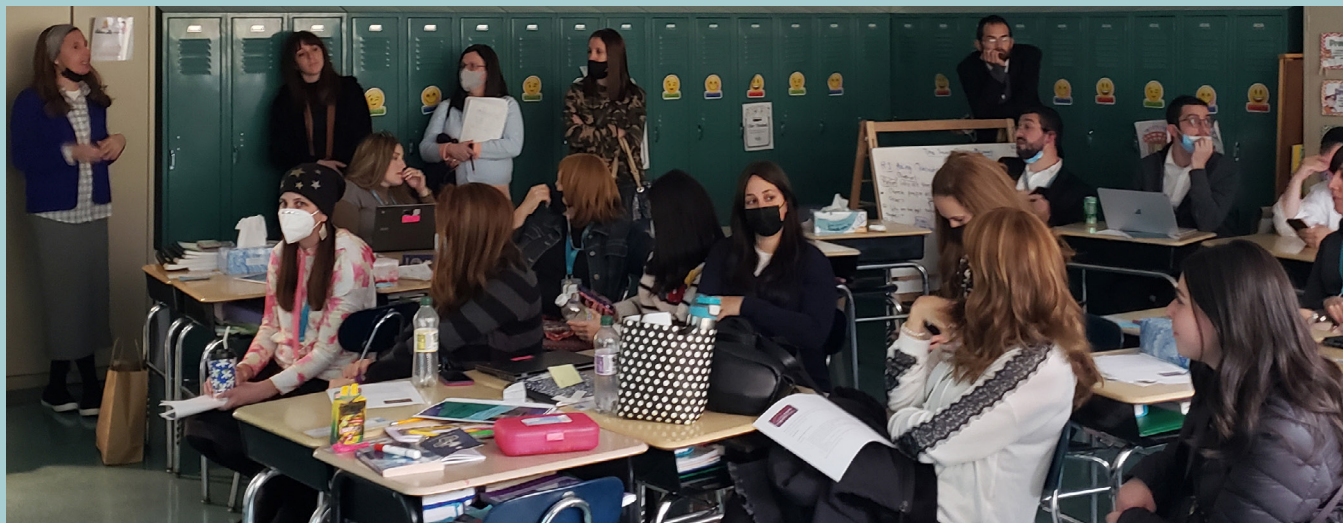
Morah Mimi Fuchs
Rabbi Moshe Gutstein
Morah Elissa Hochbaum
Morah Esther Levy
Morah Ahuva Raitman

COJDS SCHOOL COORDINATOR

Basha Mindell



L'HAVIN U'LEHASKIL TEACHER TRAINING AND SUPPORT



“As a new HOS, it was a great chizuk to see the engagement of the students that use the L'havin U'lehaskil program for Chumash. The Rebbeim and Moros love it and the children are actively engaged, learning and incorporating the skills that they acquire. The built in chazara of the skills are also so fundamental and important. We owe a huge hakaras hatov to CoJDS for developing and offering these wonderful tools and books for students around the world.

Thank you for giving the Rebbeim and Moros the tools to perfect their craft in helping develop the next generation of b'nei Torah.”

– **Rabbi Shalom J. Horowitz, M.Ed.,**
MSCC, Head of School,
Torah Academy of Jacksonville, FL

IN PERSON TEAM TRAINING

Team training begins with a review of goals and expectations for each grade as well as an exploration of the common challenges that can arise. In person meetings are an opportunity to work on topics that are integral to teaching with *L'havin*, including lesson planning, differentiated instruction and pacing.

Another option of in person training involves classroom observations combined with review sessions to provide immediate feedback from the lesson. Teachers often share with advisors what they find challenging, so this observation allows the advisor to see what is working while providing helpful suggestions for improvement.

TEACHER TRAINING

The *L'havin* curriculum team is committed to providing teacher training to support and facilitate the implementation of the *L'havin U'lehaskil* curriculum in any school that wants assistance. A thorough intake is done to learn about each school's culture, history, and current learning goals. Recommendations are made and a tailored approach is created for each school which may include in person teacher training, one-on-one teacher training, and/or virtual observations and training. The *L'havin* curriculum team remains in close contact with the curriculum coordinator or Judaic principal to facilitate effective implementation.

ONE-ON-ONE TEACHER TRAINING

The *L'havin* team provides one-on-one teacher training when necessary, where the teacher gets personalized guidance with follow up provided when applicable. This can be done in person, via Zoom or by phone. Training is provided until the teacher feels comfortable using the *L'havin* curriculum on their own.

“Thank you for yesterday’s informative presentation. Teachers appreciated the opportunity to hone in on differentiation in their Chumash classes and will certainly use what they learned to further develop their L'havin lessons for students of various abilities. Thank you for your ongoing partnership and support.”

– Dr. Shira Hammerman, Director of Faculty Learning and Professional Development, Jewish Educational Center



L'havin U'lehaskil curriculum advisor, Elissa Hochbaum in Los Angeles with Shaindy Stewart of Gindi Maimonides, Eitan Lipstein from Yavneh Day School, Rabbi Zach Swigard from Harkham Hillel Academy, and Rabbi Levi Solomon from Emek Hebrew Academy.

NEW L'HAVIN TEACHER TRAININGS

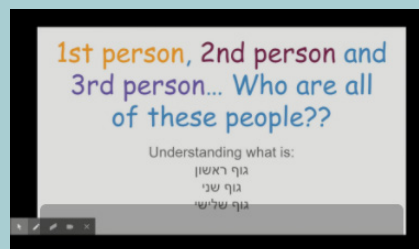
Every school has new teachers joining the staff. In order to service our schools best, CoJDS Curriculum Advisor, Rachel Schuh, developed a series of webinars for new L'havin teachers. With separate training for second, third and fourth grade teachers, these webinars provide new teachers of L'havin U'lehaskil with a basic understanding of each workbook, in addition to the program as a whole. These webinars are certainly a helpful tool for new teachers and are always accessible on our website, even before they start teaching. We hope to add topical training to our repertoire of webinars.



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

CORE CHUMASH SKILLS TRAINING VIDEOS

A key aspect of the *L'havin U'lehaskil chumash* curriculum is the learning of textual skills. In order to help teachers and students understand these skills better, CoJDS has created core *chumash* skills videos. These videos go through all of the basic skills that appear in the workbooks and teach the students how to approach learning these skills. These videos are a very helpful tool for teachers in reviewing the skills themselves, while assisting them with an approach to teach their students. All core *chumash* skills videos can be found on our website, cojds.org.



SUMMER TRAININGS FOR NEW AND SEASONED TEACHERS

This past summer, the *L'havin U'lehaskil* curriculum team gave a total of 12 training sessions for 2nd, 3rd and 4th grade teachers of *L'havin*. Half of the sessions were for teachers new to the *L'havin* curriculum, where the teachers gained an understanding of the overall scope and sequence of the program, familiarity with the various exercises and pages, and general support. The other half of the sessions were continuing education trainings for current *L'havin* teachers designed to help them improve current teaching practices and make accommodations for the learning loss that occurred as a result of COVID. The sessions provided an opportunity to get a thorough review of the foundations of the *L'havin U'lehaskil Chumash* program. These sessions are invaluable before a new academic year, giving teachers a burst of excitement with which to enter the classroom.

VIRTUAL TRAINING

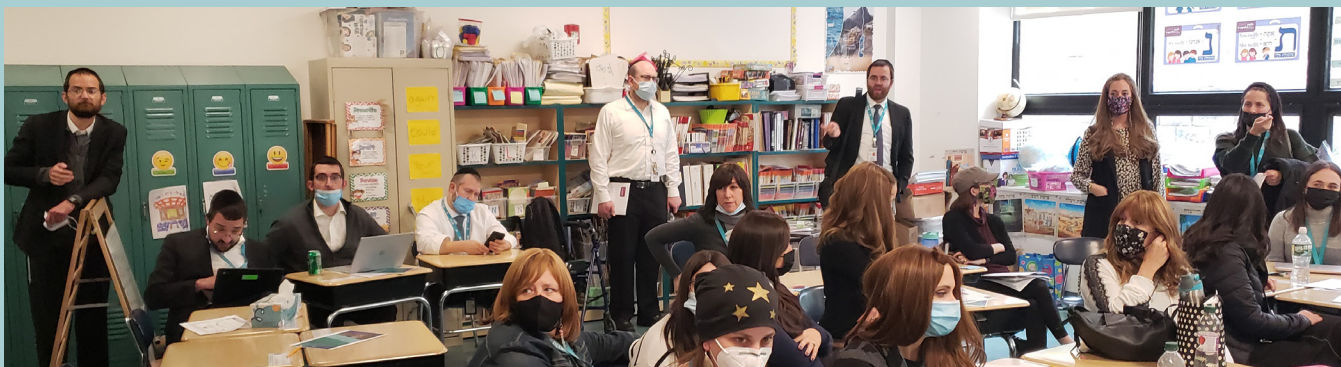
CoJDS provides schools with virtual individualized Zoom training as needed. A major benefit of the virtual training model is that teacher training can take place at a convenient time for everyone. Training can also be tailored directly to meet the needs of the Judaic staff or an individual teacher.

After a L'havin U'lehaskil presentation, **Devorah Ouzzan** of Yeshiva Torat Emet in Houston, TX, remarked,

“Thank you for a fantastic presentation! I would LOVE to see the L'havin U'lehaskil program in action!”

VIRTUAL OBSERVATIONS

Virtual observations, which became popular during COVID, offer a unique opportunity for an advisor to visit a classroom during a lesson, without travelling or disturbing the classroom. With this model, the *L'havin* team can help teachers with their teaching style and provide important feedback, without the burden of travel. This allows our team to enter classrooms all over North America and beyond.



L'HAVIN RESPONSE TO LEARNING LOSS FROM COVID

While most schools were very successful in keeping their schools open, they had to make major adjustments due to COVID. Some students have not been in a regular learning environment in a year and a half, which has greatly impacted the learning process. As a result, significant learning loss needs to be addressed. The curricular team at CoJDS has been working with administrators and teachers of our schools to assess the students' academic levels and create modifications to the *Chumash* curriculum scope and sequence. CoJDS continues to support schools with confidence that all students will succeed in bridging the gap.



L'HAVIN QUIZALIZE ASSESSMENTS are an essential tool for a curriculum designed to evaluate how students have developed their skills. *L'havin* assessments are offered on an online platform, allowing for immediate results. All question are linked to the *L'havin U'lehaskil* standards. Divided by unit, so teachers

can asses their students as needed, assessments provide teachers with important feedback to inform their teaching. The *L'havin* assessments are customizable allowing teachers to create a unique experience for their students.

Each student interaction is tagged to a *L'havin* standard, resulting in clear, easy to read data, which can inform further teaching as well as help set administrative goals for the school as a whole. *L'havin* curriculum advisors are available to help administrators and teachers review results, recognize the successes of the school's implementation of *L'havin* and develop a plan for the next steps in support of their students.

אם יש את נפשכם לקבר את מתי מלפני:
"שמעוני" ופגעו לי בעפרון בן צחר

What are the סופיות on the word "שמעוני"?

ני ' ל סופית no

What is the correct translation of the
ישלח on the word תחילית?

Your answer is correct!

he will

Your score 200 Your time 10.77s Next

Grades	id	Topic Name	Skill /Subtopic Description
2 3 4 5	01	Nouns – יחיד/יחידה/רבים/רבות	Student can identify if a noun is יחיד/יחידה/רבים/רבות (with and without context)
- 3 4 5	02	Identifying Parts of a Word	Student can identify three parts of a word
- 3 4 5	03	שורשים	Student understands that a שורש usually has three letters
- 3 4 5	04	שורשים	Student can identify the three letters of a שורש
- 3 4 5	05	שורשים	Student can identify the letters of a שורש even when one of its letters have been dropped
2 3 4 5	06	Nouns – תחילות	Student can identify the תחילות that come before a noun
2 3 4 5	07	Nouns – תחילות	Student can translate תחילות that come before a noun
2 3 4 5	08	Nouns – סמיכות	Student understands how סמיכות is used to indicate possession
2 3 4 5	09	Verbs – תחילות	Student can identify the תחילות that come before a verb
2 3 4 5	10	Verbs – אותיות איתן – תחיליות	Student can correctly translate a "תחילית א"
- 3 4 5	11	Verbs – אותיות איתן – תחיליות	Student can correctly translate a "תחילית י"
- 3 4 5	12	Verbs – אותיות איתן – תחיליות	Student can correctly translate a "תחילית ב"
2 3 4 5	13	Verbs – אותיות איתן – תחיליות	Student can correctly translate a "תחילית ת"
2 3 4 5	14	Verbs – אותיות איתן – תחיליות	Student shows understanding that a "תחילית י" + verb + "י סופית" = they will (י.א.א.א)
2 3 4 5	15	Verbs – תחיליות – השאלה	Student can identify ה' השאלה
- 3 4 5	16	Verbs – תחיליות – ההיפוך	Student shows understanding that when a ה' ההיפוך is added to a word it changes the tense

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Resources **Activity List** **Mastery** **Gradebook** **Need help?**

CoJDS - L'havin U'L... Consortium of Jew... שרשי Skills

שרשי Skills		G4:33 Student recognizes שרשי script	G4:34 Student can differentiate between שרשי letters that look similar	G4:35 Student can identify the שרשי תפילת
Performance 56%	Skills Tested 3/3	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
Sort: Lowest first	Performance	67%	0%	100%
Student 2	33%	50%	33%	100%
Student 1	67%	100%	67%	100%
Student 3	67%	100%	67%	100%

Results Table

Attempt All ▾ Lowest first ▾ % ▾

Attempt #1	Student 1	view	75%
Attempt #1	Student 2	view	78%
Attempt #1	Student 3	view	86%

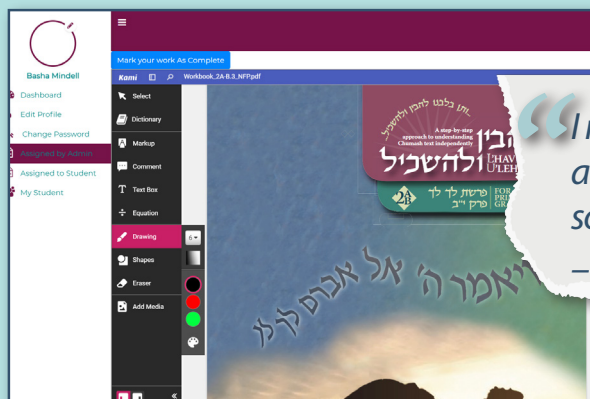


L'HAVINCONNECT

The direction in education is clear: digital resources are an important tool in the classroom. CoJDS hired a team of developers to create **LhavinConnect**, a new online platform for *L'havin U'lehaskil* workbooks. At school or at home teachers can easily login and annotate their *L'havin* workbooks. Student accounts are available so teachers can assign pages for classwork, homework or assessment purposes, to be completed and sent back to the teacher, all via our new online platform. The platform is easy to use with advanced options for tech savvy teachers; teachers and students appreciate its smooth interface. *LhavinConnect* is a web-based product, and can be used with any type of screen, allowing schools to save on software and hardware costs.

To request access to lhavinconnect, please email Basha Mindell at bmindell@cojds.org

- Web-based
- No software necessary
- Built-in annotation tools
- Use with any board
- Student accounts available

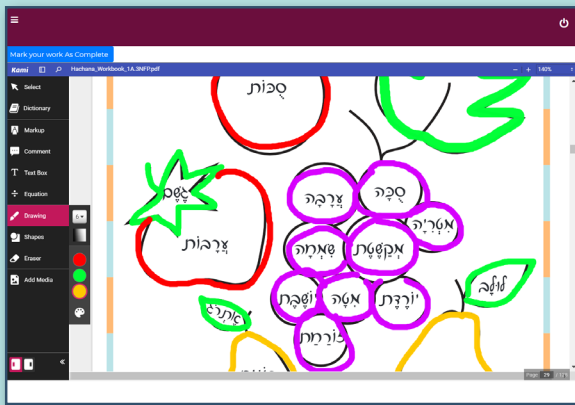


“I really enjoy the platform. It saves the PDF, allows preparation ahead of time and to have some interaction with the students.”
– *lejezkel Ravel, Ohaley Jinuj, Panama*

523
teachers

in
139
schools

have digital access to their L'havin workbooks



FEATURES:

- Uses full set of Kami annotation tools
- All edits save automatically
- Teacher can assign pages to students
- Students can annotate on the document and submit

COJDS Teacher

- Dashboard
- Edit Profile
- Change Password
- Assigned by Admin
- Assigned to Student
- My Student

Mark your work As Complete

Hachana_Workbook_1A.3NFP.pdf

Fill in the circle with the correct answer.

1. A word that is **נקמה** refers to:

(A) (C)

(B) (D)

2. A word that is **זכר** refers to:

(A) (C)

(B) (D)

3. In general, a word that is **זכר**:

(A) ends with a "ות"

(B) **does not** have an "ending"

(C) ends with a "ח"

Page 52 / 128

COJDS Teacher

- Dashboard
- Edit Profile
- Change Password
- Assigned by Admin
- Assigned to Student
- My Student

Assign to Students

Show 10 entries Search:

Assign Date	PDF Name	Description	Last Edit	Assigned To	Status	Action
11/1/2021 7:20:39 PM	Edited_Hachana_Workbook_1A.3NFP.pdf - 1/28/2021 7:54:11 PM	Please do pages 4-6 for HW :) can give detailed instructions here		Miriam Haneviah	InCompleted	View
11/1/2021 7:20:39 PM	Edited_Hachana_Workbook_1A.3NFP.pdf - 1/28/2021 7:54:11 PM	Please do pages 4-6 for HW :) can give detailed instructions here	11/1/2021 7:23:12 PM	Moshe Rabbeinu	Completed	View

Showing 1 to 2 of 2 entries

Previous **1** Next

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'ksav* with *Torah she'b'al peh* (written *Torah* and Oral *Torah*) and introduces *parshanim* beyond *Rashi* to middle school students. The next set of *parshiot* of *Sefer Shemot* are currently being written with all of these curricular goals in mind.



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I have been teaching 5th grade limudei kodesh for 11 years. I am so excited to teach Sefer Shemos this year with L'havin U'lehaskil! It is beautiful, organized and gives wonderful direction for both skills and hashkafa. When I introduced Chumash, my students asked if we would be learning with L'havin. When I said "yes", they all cheered! Thank you so much for this wonderful program and continued hatzlacha in all your avodas hakodesh!

Sincerely,

Sarah Leibowitz, Bnos Malka Academy, Flushing, NY

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.

"I chanced upon the L'havin chumash program and was blown away by the systematic approach to teaching Chumash... I reached out to CoJDS and got in touch with Rabbi Glass. Since I am the dean of a chassidish Yiddish speaking school, I wanted the materials in Yiddish. Rabbi Glass was more than eager to team up with me and within two weeks we collaborated and prepared the first version in time for the first week of school.

Our students consider the book a "fun book" and love learning with it. The skills introducing them to the chumash proved to be amazing and we are so glad we were able to team up to be part of this program. Introducing students to the skills necessary to navigate the chumash, and providing a map ahead of time proved to be an amazing gift - something that was not available to Yiddish speaking students until today."

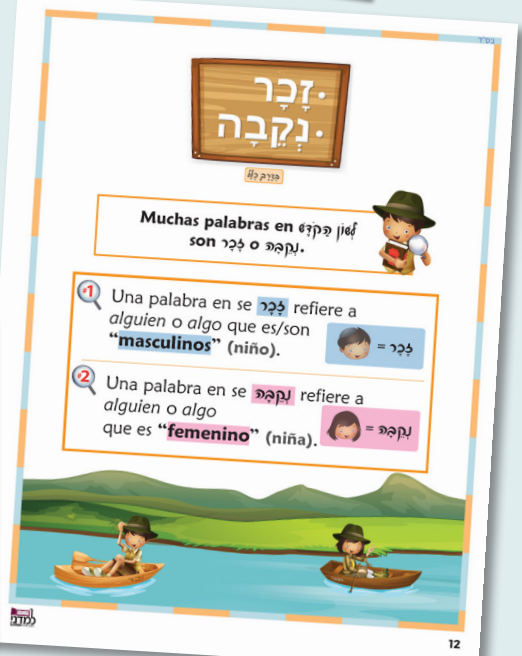
– **Rivky Bronner**, Bnos Zion of Bobov



• • NEW FOR 2021 | L'HAVIN YIDDISH • •



L'HAVIN SPANISH





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*
Cheder Menachem, *Los Angeles*
EMEK Hebrew Academy, *Sherman Oaks*
Gindi Maimonides Academy, *Los Angeles*
Harkham Hillel Hebrew Academy, *Beverly Hills*
Hebrew Academy of Huntington Beach, *Huntington Beach*
Irvine Hebrew Day School, *Santa Ana*
Jewish Virtual Academy, *Los Angeles*
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*
The Cheder of the Bay, *Pleasanton*
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*
Lanaar Elementary School, *Surfside*
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*
Yeshiva Toras Chaim Toras Emes Academy, *Miami Beach*

GEORGIA

Atlanta Jewish Academy, *Atlanta*
Chaya Mushka Children's House, *Atlanta*
Rambam Day School, *Savannah*
Torah Day School, *Atlanta*

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*

KENTUCKY

Louisville Jewish Day School, *Louisville*

LOUISIANA

Slater Torah Academy, *New Orleans*

MARYLAND

Bais Yaakov of Baltimore, *Baltimore*
Beth Tefiloh Dahan Community School, *Baltimore*
Cheder Chabad, *Baltimore*
Darchei Noam Montessori, *Baltimore*
Melvin J. Berman Hebrew Academy, *Rockville*
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

Ateres Bnos Ita, *Las Vegas*
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*
Shiras Bais Yaakov, *Deal, NJ*
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

Abraham Joshua Heschel School, *Manhattan*
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 Bnos Aliya, *Manhattan*

Bais Yaakov of Boro Park, *Brooklyn*
Bet Yaakov Lev Torah, *Brooklyn*
Beth Rivkah, *Brooklyn*
Bnos Bais Yaakov, *Far Rockaway*
Bnos Binah Munkatch, *Monsey*
Bnos Israel School, *Brooklyn*
Bnos Malka Academy, *Queens*
Bnos Tzion of Bobov, *Spring Valley*
Bnos Yisroel School, *Brooklyn*
Bnot Yaakov, *Great Neck*
Brooklyn Heights Jewish Academy, *Brooklyn*
Chabad Cheder of Long Island, *Lake Grove*
Chabad Girls Academy, *Crown Heights*
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 Heritage Day School/Ohr Temimim, *Amherst*
Jewish Institute of Queens, *Queens*
Kesser Bais Yaakov, *Monsey*
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*
North Shore Hebrew Academy, *Great Neck*
Park East Day School, *Manhattan*
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*
Yesodei Bina, *Brooklyn*

OHIO

Cincinnati Hebrew Day School, *Cincinnati*
Columbus Torah Academy, *Columbus*
Hebrew Academy of Cleveland, *Cleveland Heights*
Ohr Torah, *Cincinnati*

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*
Hillel Academy, *Pittsburgh*
Jewish Day School of the Lehigh Valley, *Allentown*
Kohélet Yeshiva, *Merion Station*
Politz Hebrew Academy, *Philadelphia*
The Silver Academy, *Harrisburg*
Yeshiva Schools-Boys, *Pittsburgh*
Yeshiva Schools-Girls, *Pittsburgh*

RHODE ISLAND

Providence Hebrew Day School, *Providence*

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*
Torah Day School of Houston, *Houston*
Yeshiva Torat Emet, *Houston*

VIRGINIA

Rudlin Torah Academy, *Richmond*

WASHINGTON

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

WISCONSIN

Bader Hillel Academy, *Milwaukee*
Yeshiva Elementary School, *Milwaukee*

AUSTRALIA

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

CANADA

Akiva Academy, *Calgary, AB*
Beth Rivka, *Montreal, QC*
Eitz Chaim Schools, *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*
Kadima, *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

Broughton Jewish Cassel Fox Primary School,
Manchester, UK
Lubavitch Primary School, *London*

HOLLAND

Stichting Joodse Kindergemeenschap Cheider,
Amsterdam, Netherlands

MEXICO

Or Hajayim, *Mexico City*

PANAMA

Magen David Academy
Ohaley Jinuj

ONLINE

Shluchim Online

11.22.21

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 *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 created a new virtual *parsha* curriculum, filling an important need for quality content for Judaic studies. Created by *Morah* Elissa Hochbaum, veteran middle school teacher and CoJDS curriculum advisor, this new virtual *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.



[COJDS.ORG/ORDER](https://cojds.org/order)



NEW CURRICULA NAVI

CoJDS continues to expand its curricular offerings.

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. CoJDS offers a brand new Sefer Shmuel Navi curriculum, appropriate for both the middle school and high school levels.

This Sefer Shmuel curriculum features a teacher's guide 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 second volume is in the process of being written and designed.

SCHOOLS USING THE NEW SHMUEL ALEPH

Bader Hillel Academy, Milwaukee, WI

Bais Yaakov Bnos Aliya School, NY, NY

Bais Yaakov of Baltimore Middle School, Baltimore, MD

Beth Rivkah Academy of Montreal, QC, Canada

Beth Rivkah of Brooklyn, NY

Beth Shalom Academy, Kingston, PA

Bnot Yaakov, Great Neck, NY

Chaya Mushka Children's House, Atlanta, GA

Cheder Chabad Girls School of Long Island, NY

Cheder Chabad of Philadelphia, PA

Cincinnati Hebrew Day School, Cincinnati, OH

Harkham Hillel Hebrew Academy, Los Angeles, CA

Hasten Hebrew Academy, Indianapolis, IN

Hebrew Academy of Cleveland, OH

Hebrew Academy of Long Beach, Woodmere, NY

Jewish Educational Center, Elizabeth, NJ

Kesser Torah College, Sydney, Australia

Louisville Jewish Day School, Louisville, KY

Lubavitch Educational Center (Girls), Miami, FL

Lubavitch Hebrew Academy, Margate, FL

Phoenix Hebrew Academy, Phoenix, AZ

Providence Hebrew Day School, Providence, RI

Rabbi Pesach Raymon Yeshiva, Edison, NJ

Robert M. Beren Academy, Houston, TX

Sha'arei Bina Torah Academy for Girls, Hollywood, FL

Silverstein Hebrew Academy, Great Neck, NY

Stichting Joodse Kindergemeenschap Cheider, Amsterdam

The Cheder of the Bay, Pleasanton, CA

The Hebrew Academy of New City, NY

Torah Day School of Houston, TX

Torah Day School of Phoenix, AZ

Yeshiva Day School of Las Vegas, NV

Yeshiva Shaarei Tzion Girls Elementary, Piscataway, NJ

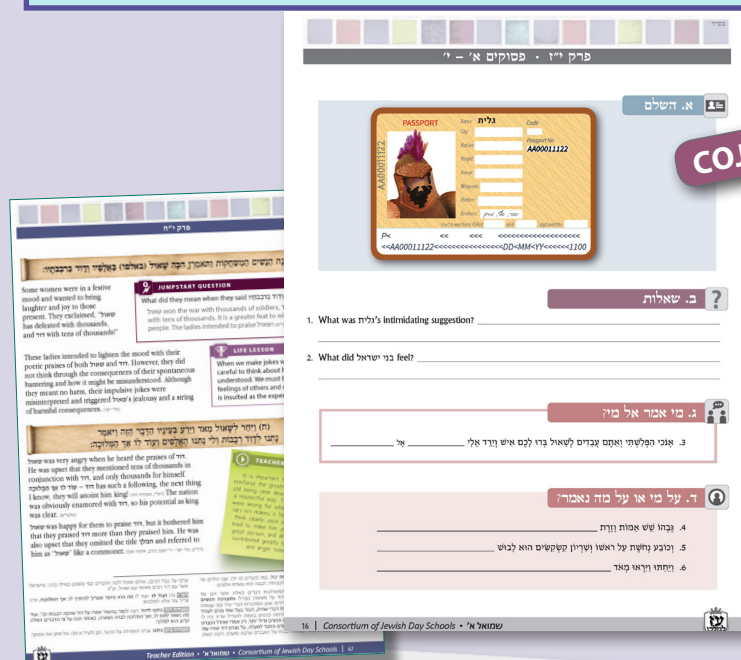
Yeshiva Torat Emet, Houston, TX

Yeshivat HeAtid, Teaneck, NJ

A WORD FROM THE AUTHOR OF THE OZE L'MALKO SHMUEL ALEF CURRICULUM, MRS. SARA CHAIYA FEINSTEIN



It is incredibly rewarding to know that my work is making such an impact on teachers and students alike. The feedback we have received on the *Shmuel Alef* curriculum indicates that we have merited to achieve our goals; teachers are delighted with the engaging, authentic and user-friendly materials and are asking for more! It has been a pleasure to partner with the talented and dedicated team at CoJDS, who have enhanced the curriculum with creative ideas in educational material, design, and presentation. As a result of the Consortium's vast educational network, the *Oze L'malko* curriculum is being used in schools all over the continent and as far as Australia and the Netherlands! I feel blessed to have a part in the amazing *harbatzas Torah* efforts of CoJDS!



[COJDS.ORG/ORDER](https://cojds.org/order)



"I have been teaching *Shmuel Alef* for 20 years. Since there was no curriculum, I've spent countless hours gathering the best commentaries to make the Navi meaningful for my students. I was so excited to see this curriculum and I get even more excited as I use it. My students love the beautiful workbook and there are creative ideas that I never would have thought of. Additionally, I am so happy that this exists so that new teachers have everything they need, literally at their fingertips, to be able to make Navi come alive and be meaningful for their students. I look forward to the second part, as well as versions of this curriculum for the other Neviim. I highly recommend it on my Chabad principals WhatsApp group and to others. Thank you for creating it!"

– **Rivka Fishman**, Torah Day School of Houston, TX

"The teacher edition and student books are stunning! The design and layout make it so appealing for students to learn from... I also love all the extra activities, like writing a newspaper, that allows for creativity and to show understanding in an informal way.

For me as the teacher, the amount of detail and mefarshim you have made accessible to me is a huge huge gift!! I would never have had access to all these mefarshim, the life lessons are beautiful and the direction to help the teacher structure the class with the explanation for each pasuk and all the extras is so so helpful!"

– **Avital Jacobs**, Kesser Torah College, Sydney, Australia

BIRKAT HAMAZON

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

A WORD FROM THE AUTHOR OF THE "DAVENING WITH DEPTH" CURRICULUM, RABBI YAACOV FEIT, COJDS CURRICULUM DEVELOPER AND PROJECT MANAGER



After writing curriculum for the last ten years at the Joseph Kushner Hebrew Academy, partnering with COJDS to bring *Torah* to life has been a dream come true! It is a real *zechus* to work with such a talented and dedicated team at CoJDS; together we have succeeded in creating a workbook that is visually pleasing, clear, organized, and engages all learners. I have such *hakaras hatov* to have been able to impact students all over the country, well beyond the walls of my classroom. It's especially rewarding to know that this material will be both helping teachers reach those students and inspiring the *tefilos* of students from across the country.

Davening With Depth: Understanding *Shmone Esrei*

The second in the *Davening With Depth* series, *Understanding Shmone Esrei* will be an interactive guide to *Shmone Esrei* designed to make this daily *tefila* more meaningful.

DAVENING WITH DEPTH:
UNDERSTANDING
ברכה אחרונה

Rabbi Yaacov Feit

COJDS.ORG/ORDER

SPECIAL EDUCATION ROUNDTABLE

On January 11, 2021, members of the CoJDS Curriculum team met with a group of administrators and educators for a Special Education *L'havin U'lehaskil* discussion. The goal was to obtain feedback on what aspects of the workbooks are useful in addition to what type of challenges are being experienced in the classroom. Teachers and administrators presented suggestions of what they would like to see edited or added in the future. Topics ranged from speech and language concerns, enabling students to retain skills, encouraging independence, minimizing the frustration of mechanical writing and growing confidence. As a direct result of this initiative, CoJDS curriculum advisors worked with The Moriah School teachers to tailor the *L'havin* workbooks to fit their 4th grade special education classroom. CoJDS will continue to explore the need for special workbooks for special education applications.

Attendees:

Shani Motechin, Teacher, The Moriah School
 Draizy Schreiber, Teacher, The Moriah School
 Malka Gerstle, Teacher, The Moriah School
 Sarah Faige Goldblatt, Administrator,
 Bais Yaakov Detroit
 Aura Lurie, Administrator, Sinai Schools SAR
 Tzippy Staum, Administrator, Sinai Schools RYNJ
 Miriam Nekritz, Administrator, Sinai Schools RYNJ
 Alisa Salomon, Speech Therapist, Sinai Schools RYNJ

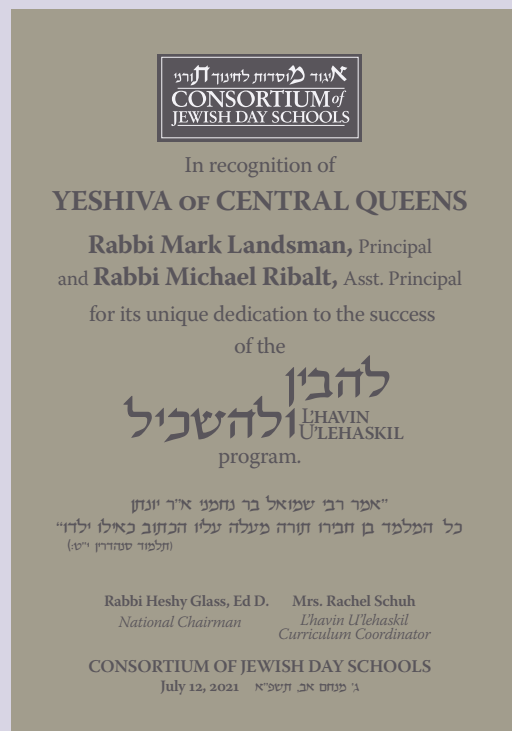
"I am so appreciative that you and your team are always tweaking your already excellent product to make it even more accessible to students. I have found that despite the challenges, my students are able to grasp many of the L'havin skills and are becoming much more adept at independent learning.

Thanks for the great work you do!"

– Draizy Schreiber, Teacher, The Moriah School



CoJDS Chairman Rabbi Heshy Glass presents award of excellence in Judaic education to Yeshiva of Central Queens, NY



JUDAIC STUDIES DISTANCE LEARNING INITIATIVE

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.

CoJDS was able to work with our community to not only meet our needs but exceed our expectations. CoJDS paired Nefesh with an exceptional teacher based out of Denver, who is outstanding in her ability to teach the CoJDS Chumash curriculum and to engage the students in a way that excites them to learn. All students are progressing in their skills and knowledge. It has been a gift to have her teaching our students.

This model is conducive to bringing students together despite geographic differences; certainly transportable to other 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 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 her, 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... Many schools struggle with finding high quality Judaic Studies teachers to move to their communities and join their faculty. This distance learning provides an 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.*

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

FOUNDATIONS



Providing Clarity. Igniting Passion. Inspiring Action.

The Foundations curriculum was developed to guide young women in developing their own personal identity rooted in *Torah* and *shmiras hamitzvos*. Foundations equips young women to realize their unique potential as *Torah* Jews. In 2021, thirty girls' high schools are utilizing the Foundations curriculum.

Schools using the the Foundations curriculum span a broad ideological and cultural spectrum. Schools range from Valley Torah Girls in Los Angeles to Bais Shifra Miriam in Monsey and from HAFTR in Lawrence to Vien in Borough Park. This year's summer teacher training included schools from the *Sephardic* community, Lakewood and Las Vegas.

A critical element of the project's success is the mandatory week-long teacher training. This intense instruction and coaching training has created a community of teachers skilled in transmitting sensitive and nuanced lessons, steeped in *ahavas yisroel*, who share a deeply charged passion to bring our students closer to *Hashem* and His *Torah*.

Training and support continues throughout the academic year ensuring the correct implementation of the program.

For more information about the Foundations curriculum, please contact Chana Noa Gelbfish at cngelbfish@gmail.com.

PARTICIPATING HIGH SCHOOLS

Atara Girls HS, Cincinnati, OH

Ateres Bnos Ita of Las Vegas, Las Vegas, NV

Bais Yaakov of Baltimore, Baltimore, MD

Bais Shifra Miriam, Monsey, NY

Bais Yaakov of Chicago, Chicago, IL

Bais Yaakov D'Khal Adas Yereim, Brooklyn, NY

Bais Yaakov HS, Brooklyn, NY

Bais Yaakov of Los Angeles, Los Angeles, CA

Bais Yaakov of Ramapo, Ramapo, NY

Bais Yaakov Shiras Miriam, Monsey, NY

Bais Yaakov Twin Cities, Minneapolis, MN

Bet Yaakov Ateret Torah, Brooklyn, NY

Bnos Bais Yaakov HS, Lakewood, NJ

Bnos Yakov Pupa Girls HS, Brooklyn, NY

Bnos Yisroel Girls School of Viznitz, Monsey, NY

Chedvas Bais Yaakov HS, Lakewood, NJ

Hanna Sacks Bais Yaakov, Chicago, IL

Hebrew Academy of Five Towns and Rockaways (HAFTR), Cedarhurst, NY

Kosloff Torah Academy HS For Girls, Bala Cynwyd, PA

Maayanos Seminary of Canada, Toronto, ON

Machon Sara HS, Far Rockaway, NY

New England Academy of Torah Girls HS, Providence, RI

Oros Bais Yaakov, Lakewood, NJ

Shulamith HS for Girls, Cedarhurst, NY

Temima, The Richard and Jean Katz HS for Girls, Atlanta, GA

Tichon Meir Moshe, Far Rockaway, NY

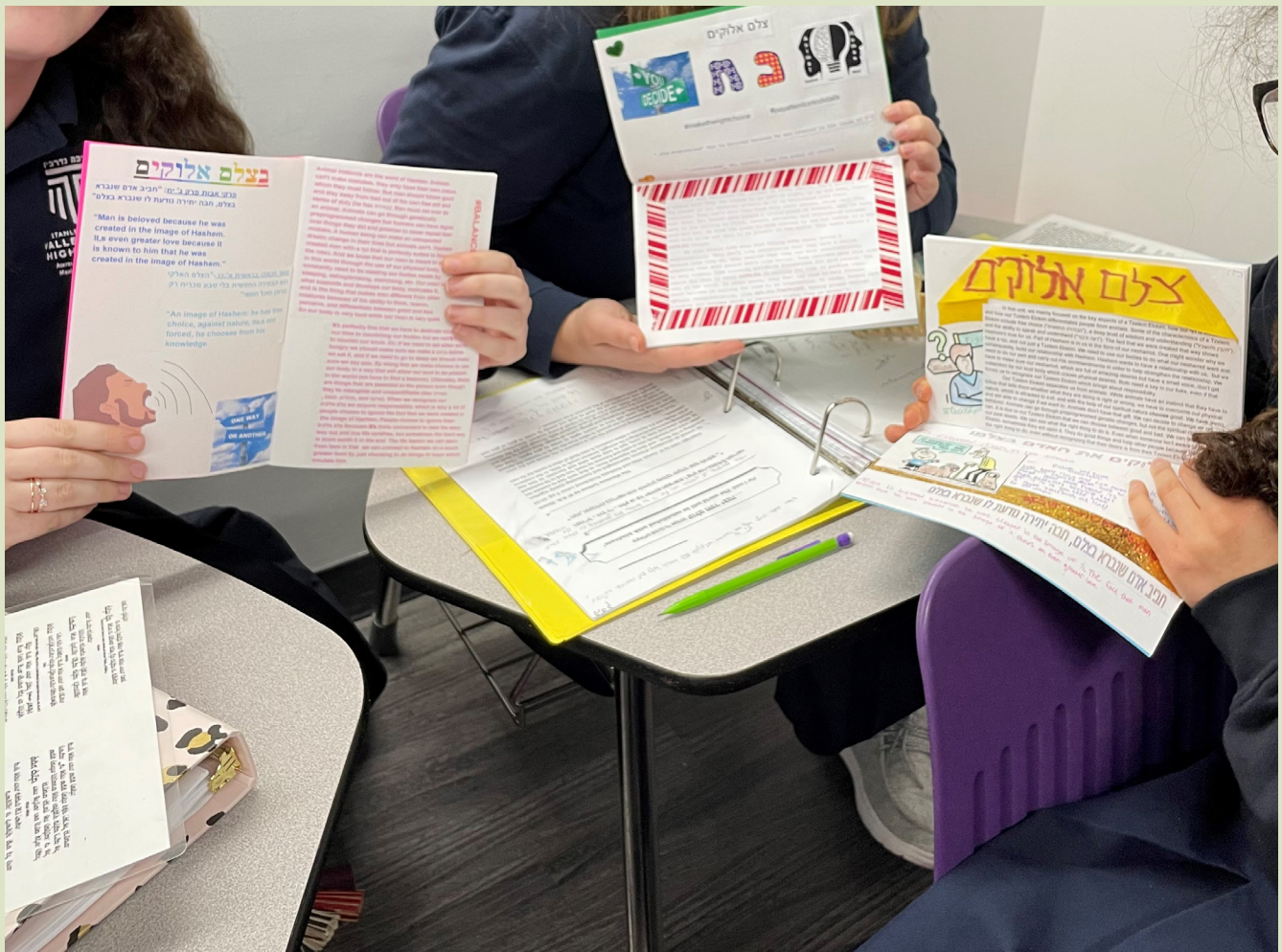
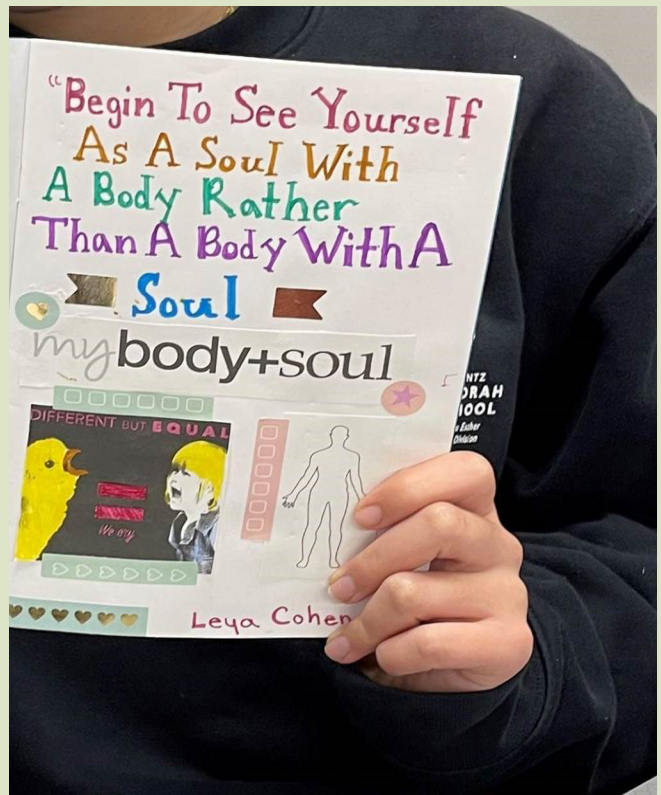
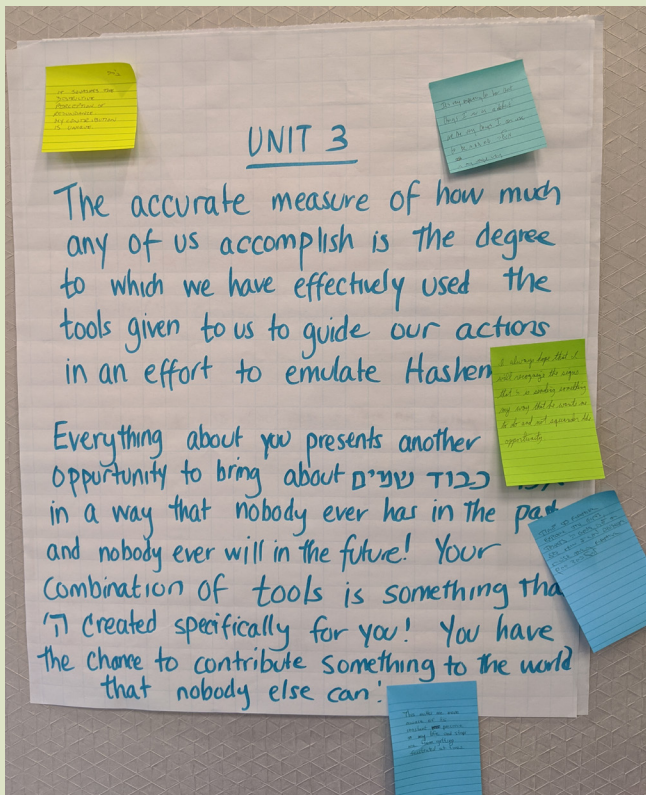
Torah Girls Academy of Texas, Houston, TX

Valley Torah Girls HS, Valley Village, CA

Yeshiva of Brooklyn Girls HS, Brooklyn, NY



Chana Noa Gelbfish (right), Foundations director, and Roizy Gobioff (left), Foundations teacher and mentor at summer training at CoJDS Cedarhurst office



STUDENT TESTIMONIALS

"When you know you have a spiritual core and you're able to learn about it deeply, you really want to work on yourself."
10th grader, Valley Torah, Valley Village, CA

"This program is making my daughter think and makes her feel so happy with who she is, both on her own and in our family, with a newfound confidence and pride."
Mother of a 10th grade student, Bais Shifra Miriam, Monsey, NY

"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*..."
11th grader, Bet Yakov Ateret Torah, Brooklyn, NY

"...I am so grateful that I was born Jewish. Some people approach religion as all or nothing...Judaism does not require you to be perfect- it requires you to do your best to live by G-d's commandments and act in His image...G-d wants you to "walk with Him", and if you fall He will help you get back up."
11th Grader, HAFTR, Lawrence, NY

"I find this program very effective. It is changing how I view myself and others. I am also gaining clarity on 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!"
10th Grader, Oros, Lakewood, NJ

TEACHER TESTIMONIALS

"It was the most eye-opening experience. It put words to concepts that I may have known previously, but I couldn't express as well. I now see examples of it everywhere in my life. I'm living it in a way I didn't before. The concepts come alive."
Rena Sorotzkin, Teacher, Social Worker, Brooklyn, NY

"This program gave me the ability to unify and solidify many disparate concepts in Yiddishkeit into a beautiful cohesive mission. Especially in times when there are many skewed ideologies prevalent in the world around us, this course is a roadmap that keeps me on the right path reaching higher."
Roizy Gobioff, Teacher, Borough Park

"I find that as a wife, mother, and member of society, teaching Foundations/Yesodos has made me more of a genuine person. I can focus more on what HKBH might want from me and worry much less about what others might think I should be doing."
Elisheva Samuels, Teacher, Monsey, NY (previously of Los Angeles, CA)

"What I gained from Yesodos, one benefit – there have been many – a heightened awareness and appreciation of what I can learn from how other people use their tools and how we all depend on each other to accomplish."
Rebbitzen Marsha Gibber, Teacher, Providence, RI

"The positive responses and clear internalization of the Foundations concepts are simply overwhelming. As a teacher and a Rebbitzen, this has been extremely satisfying. On a personal level as a Jewish woman, this has been life changing!"
Rebbitzen Sori Teitelbaum – Teacher, Lawrence, NY (pending Ramat Bet Shemesh, Israel)



PROFESSIONAL DEVELOPMENT: TEACHERS AND ADMINISTRATORS

GOALS

- to provide individualized professional development for school faculty
- to improve the quality of education in day schools
- to collaborate with local federations to provide professional development for Jewish day schools
- to disseminate a journal with contributions from experts in the field of education
- to help schools secure government funding for educational programming

For more information please contact CoJDS office at info@cojds.org

CoJDS provides a wide variety of professional development opportunities for educators in Jewish day schools aligned with their unique mission and environment.

- **Professional Development for Principals:** Since 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, etc. CoJDS values the vital role of our day school teachers and provides the support they need to become the best they can be. Most teachers do not have the resources or time to travel to national conferences in order to develop and maintain their professional edge, so we bring the workshops to them.

- **Curriculum Advisory Team:** CoJDS is committed to ensuring the success of the *L'havin U'lehaskil* curriculum in each school. Our curriculum team is headed by CoJDS Curriculum Coordinator, **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.

Our team observes teachers to provide invaluable feedback, helps teachers with scope and sequence, and coordinates 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.

Additional CoJDS Programming highlighted in this section:

- **School Visitations** *see pages 86-87*
- **Lilmod U'lilamed** *see pages 90-91*
- **Funding for Professional Development (PD)** *see pages 88-89*
- **New Principal Group** *see page 100*
- **Responsibility-Centered Discipline Training** *see pages 92-95*
- **Journal of Jewish Education Leadership** *see pages 96-98*
- **Women-In-Chinuch Network** *see page 101*

SCHOOL VISITATIONS:

CoJDS is committed to helping schools across the country utilize their government grants and title funding. On April 21, 2021, Dr. Eli Shapiro met with school leaders from Broward County *yeshivot* and day schools to explore maximizing government funding and grants through school collaboration.

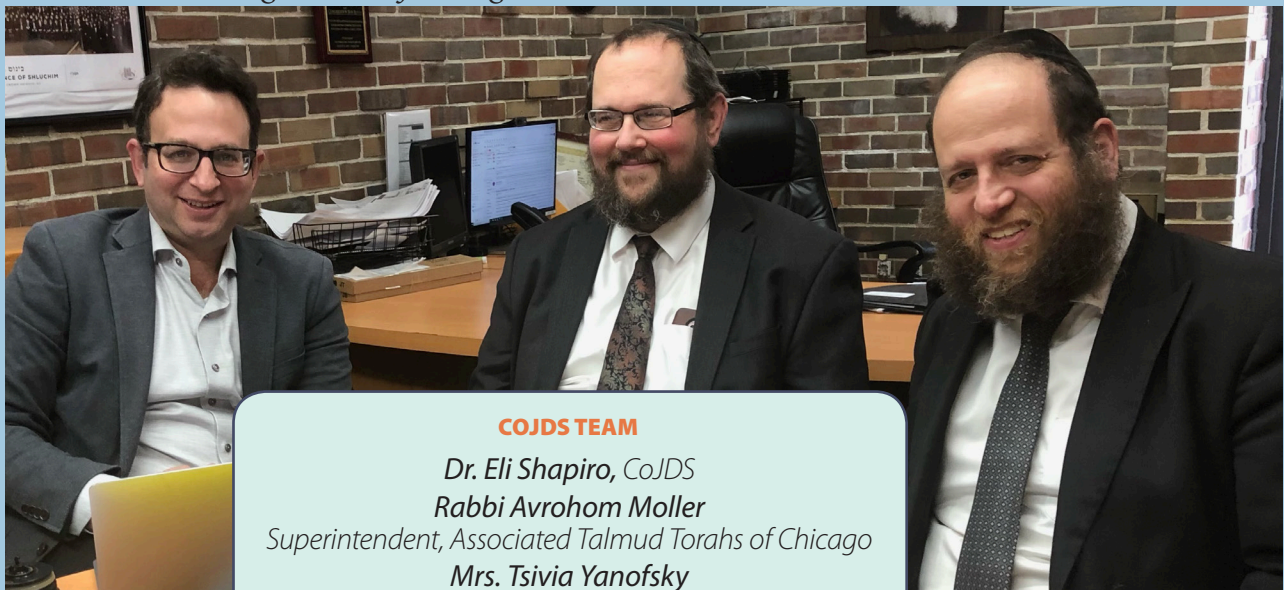


SCHOOLS IN ATTENDANCE

Brauser Maimonides
Lubavitch Hebrew Academy
South Florida Jewish Academy
Shaarei Binah
Rohr Bais Chaya Academy
The Jewish Academy

Lubavitch Girls High School of Chicago, IL, serves Chabad families from across the globe. They called on CoJDS to review current organizational and educational functioning and advise on best practices. The CoJDS team conducted a comprehensive review of the school through interviews of school faculty, parents and students as well as a full evaluation of curriculum and school policies and guidelines.

Dr. Eli Shapiro and Rabbi Avrohom Moller of ATT Chicago meet with Rabbi Baruch Hertz of the Lubavitch Girls High School of Chicago, 04.29.21



COJDS TEAM

Dr. Eli Shapiro, CoJDS
Rabbi Avrohom Moller
Superintendent, Associated Talmud Torahs of Chicago
Mrs. Tsivia Yanofsky
Principal, Manhattan High School for Girls



Rabbi Heshy Glass with Rabbi Chaim Greenwald, Head of School, Politz Day School, Cherry Hill, NJ, 10.21



Rabbi Heshy Glass with Rabbi Michael Weichselbaum, Principal, Bnos Malka Academy, Flushing, NY, 04.15.21

Rabbi Heshy Glass with Rabbi David Mahler, Principal, Gindi Maimonides Academy, at a principals meeting in Los Angeles, CA, 10.21

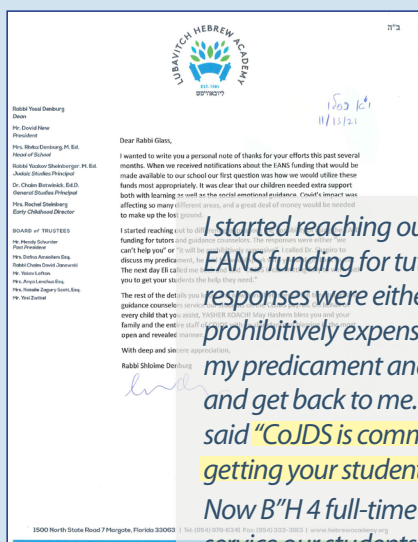


FUNDING FOR PD:

CoJDS has been able to assist schools in accessing over a million dollars of government funding for its PD and educational support services. This allows schools to benefit from high-quality services without impacting their budget line items and gives students the opportunity to experience the very best that Jewish education has to offer.

For more information about funding for Professional Development for your school, please contact Dr. Eli Shapiro at eshapiro@cojds.org

CoJDS assisted Jewish day schools schools to secure over
\$1,000,000
in government funding
for programs and services



I started reaching out to different groups about using EANS funding for tutors and guidance counselors. The responses were either "we can't help you" or "it will be prohibitively expensive". I called Dr. Shapiro to discuss my predicament and he said he would speak to you and get back to me. The next day Eli called me back and said "CoJDS is committed to fully working with you and getting your students the help they need".

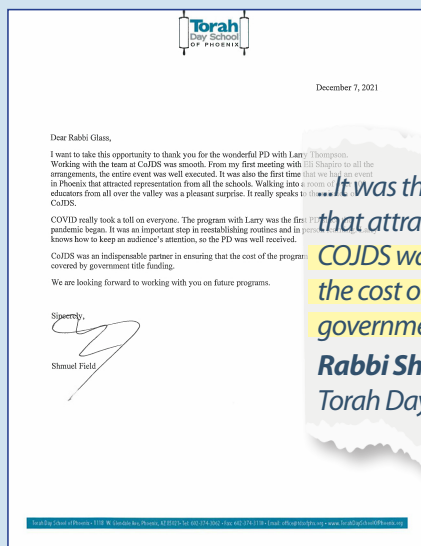
Now B"H 4 full-time tutors and guidance counselors service our students on the CoJDS payroll.

Rabbi Shloime Denberg,
Lubavitch Hebrew Academy, Margate, FL



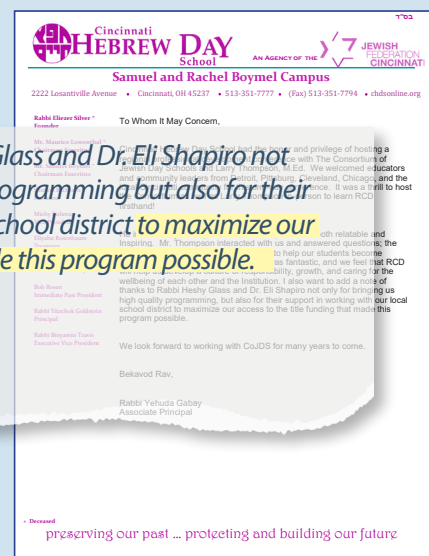
More than just an engaging speaker, [Larry] presented an approach that is clear and provides students with skills for life. He presented a framework that teachers can learn and use. Teachers left his session excited to practice and develop their newly acquired skills. They felt like they had finally been given the tools they were looking for to address challenging behaviors.

Rabbi Ezra Cohen-Saban
Magen David Yeshiva, Brooklyn, NY



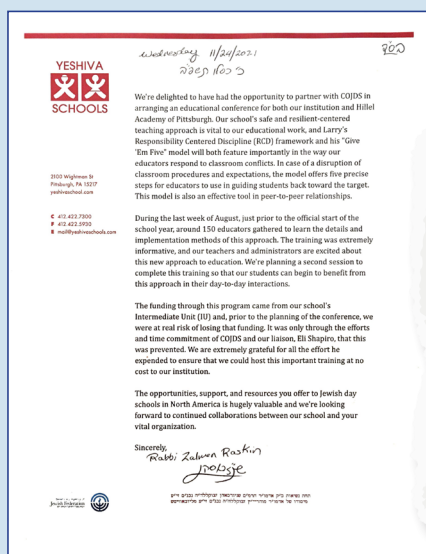
It was the first time that we had an event in Phoenix that attracted representation from all the schools... COJDS was an indispensable partner in ensuring that the cost of the program was completely covered by government title funding.

Rabbi Shmuel Field
Torah Day School of Phoenix, AZ



...A note of thanks to Rabbi Heshy Glass and Dr. Eli Shapiro not only for bringing us high-quality programming but also for their support in working with our local school district to maximize our access to the title funding that made this program possible.

Rabbi Yehuda Gabay
Cincinnati Hebrew Day School, OH



...The funding through this program came from our school's Intermediate Unit (IU) and, prior to the planning of the conference, we were at real risk of losing that funding. It was only through the efforts and time commitment of CoJDS and our liaison, Eli Shapiro, that this was prevented. We are extremely grateful for all the effort he expended to ensure that we could host this important training at no cost to our institution.

Rabbi Zalmen Raskin
Yeshiva Schools of Pittsburgh, PA

LILMOD U'LILAMED:

The Lilmod U'lilamed Program was created by CoJDS as a response to the staffing needs of many Jewish day schools. The goal of the program is to recruit and train the next generation of Jewish educators for small to mid-size communities by providing training and support to aspiring Judaic teachers and to men and women in their early years of teaching and assisting in their job placement. The two main aspects of the program consist of a monthly webinar series given by renowned educators and pairing the teacher with a seasoned mentor.

For more information, see pages 10-17



RABBI DOVID ENGEL

Head of School, The Toronto Cheder, Toronto, ON

How to Keep Control of Your Classroom Without Being Punitive

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

100% of participants felt Rabbi Engel's classes were effective

I loved the workshop last night and would be so appreciative if I could get the recording to share with the staff here.

Thank You,

*Jacqueline Borgen, Principal,
Early Childhood and First Grade, ASHAR*

When asked what they are enjoying about the classes, participants commented...

"very insightful"

"Hearing an experienced mechanech share his perspective and very concrete tips for what's effective."

"Rabbi Engel was enjoyable to listen to and he shared wonderful teacher stories and practical ideas for the classroom – at any grade level."

SPEAKERS' BUREAU
2 0 2 2



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

SCHOOLS THAT PARTICIPATED IN THE NOVEMBER 2021 SESSIONS WITH RABBI ENGEL

<i>Abraham Joshua Heschel Day School, New York, NY</i>	<i>Lubavitch Hebrew Academy, Margate, FL</i>
<i>Abrams Hebrew Academy, Yardley, PA</i>	<i>Magen Israel Center, Great Neck, NY</i>
<i>ASHAR, New City, NY</i>	<i>Mazel Day School, Brooklyn, NY</i>
<i>Akiva Academy of Calgary, AL Canada</i>	<i>Mesivta Tiferet Torah, Kew Gardens, NY</i>
<i>Arie Crown Hebrew Day School, Skokie, IL</i>	<i>Mill Basin Yeshiva Academy, Brooklyn, NY</i>
<i>Bader Hillel Academy, Milwaukee, WI</i>	<i>New England Jewish Academy, West Hartford, NY</i>
<i>Bais Yaakov High School, Brooklyn, NY</i>	<i>Nigri International Shluchim Online School, Brooklyn, NY</i>
<i>Beth Rivkah Academy of Montreal, QC Canada</i>	<i>Providence Hebrew Day School, Providence, RI</i>
<i>Beth Rivkah of Brooklyn, NY</i>	<i>Rosenbaum Yeshiva of North Jersey, River Edge, NJ</i>
<i>Bnos Malka Academy, Forest Hills, NY</i>	<i>Shalom Torah Academy, Morganville, NJ</i>
<i>Bnos Menachem, Brooklyn, NY</i>	<i>Shmuel Zahavy Cheder Chabad of Toronto, ON Canada</i>
<i>Bnot Yaakov Girls Elementary School, Great Neck, NY</i>	<i>Shulamith School for Girls, Cedarhurst, NY</i>
<i>Caskey Torah Academy, Philadelphia, PA</i>	<i>Soille San Diego Hebrew Day School San Diego, CA</i>
<i>Chabad Hebrew Academy, San Diego, CA</i>	<i>Talmudical Academy of Baltimore, MD</i>
<i>Cheder Chabad Girls School of Long Island, Lynbrook, NY</i>	<i>Torah Academy of Boca Raton, FL</i>
<i>Cheder Lubavitch of Arizona, Phoenix, AZ</i>	<i>Torah Academy of Buffalo Grove, IL</i>
<i>Cheder Lubavitch Schools of Morristown, NJ</i>	<i>Torah Academy of Jacksonville, FL</i>
<i>Columbus Torah Academy, Columbus, OH</i>	<i>Torah Day School of Atlanta, GA</i>
<i>Derech Emunah High School, Seattle, WA</i>	<i>Torah Day School of Dallas, TX</i>
<i>Desert Torah Academy, Las Vegas, NV</i>	<i>Torah Day School of Ottawa, ON Canada</i>
<i>Eitz Chaim Schools Toronto, ON Canada</i>	<i>Torah Prep School, St. Louis, MO</i>
<i>Fasman Yeshiva High School, Skokie, IL</i>	<i>Torah School of Greater Washington, DC</i>
<i>Hebrew Academy of Cleveland, OH</i>	<i>Vancouver Hebrew Academy, Vancouver, BC Canada</i>
<i>Hebrew Academy of Long Beach, Woodmere, NY</i>	<i>Westchester Day School, Mamaroneck, NY</i>
<i>Hebrew Academy of Miami, FL</i>	<i>Yeshiva Bnei Tzion of Bobov, Toronto, ON Canada</i>
<i>Hebrew Academy of the Five Towns and Rockaway, Lawrence, NY</i>	<i>Yeshiva Day School of Las Vegas, Henderson, NV</i>
<i>Hillel Torah North Suburban Day School, Skokie, IL</i>	<i>Yeshiva Ketana of Los Angeles, CA</i>
<i>International Torah Academy, Aventura, FL</i>	<i>Yeshiva Ketana of Queens, Flushing, NY</i>
<i>Jewish Institute of Queens, Elmhurst, NY</i>	<i>Yeshiva K'tana of Waterbury, CT</i>
<i>King David High School Vancouver, BC Canada</i>	<i>Yeshiva Tiferes Torah of Boca Raton, FL</i>
<i>Kohelet Yeshiva Middle and Lab School, Merion Station, PA</i>	<i>Yeshivat He'Atid, Teaneck, NJ</i>
<i>Lanaar Elementary School, North Miami, FL</i>	<i>Yeshivat Noam, Paramus, NJ</i>
<i>Long Island Hebrew Academy, Great Neck, NY</i>	<i>Yeshivat Ohel Torah, Brooklyn, NY</i>



VANCOUVER

SEATTLE

GIVE 'EM FIVE | A SUMMARY OF THE RCD METHOD

- **SUPPORT**

Use supportive statements that connect to your relationship with the student or identify a strength that she possesses.

- **EXPECTATION**

Let the student know the expectation you have for him in the class.

- **BREAKDOWN**

Communicate where you see the expectation breaking down or failing to be met.

- **BENEFIT**

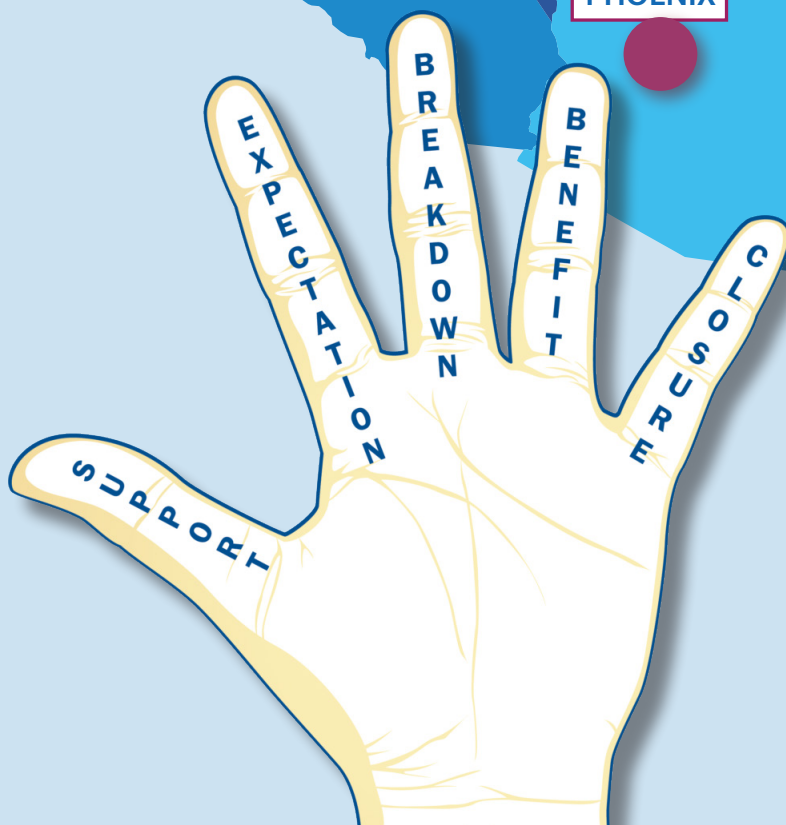
Tell the student how meeting the expectation benefits her.

- **CLOSURE**

Determine whether the situation has been resolved or whether the conversation is at a place where you can feel comfortable moving on.

PHOENIX

DALLAS





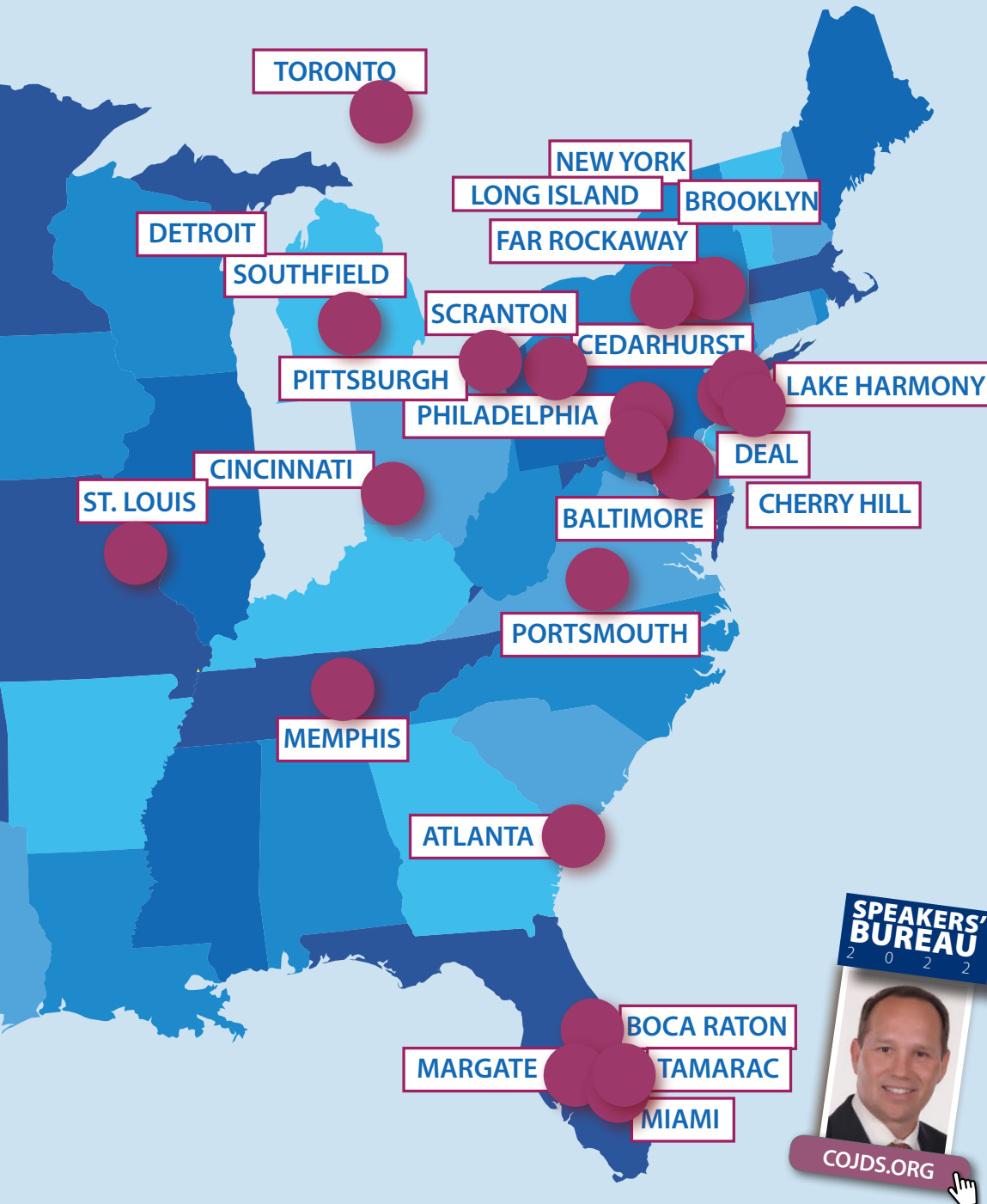
in conjunction
with



servicing

18,000
students

trained teachers in **50 schools**





Bais Yehudah
Southfield, MI



Beth Tfiloh Dahan Community School
Pikesville, MD



Caskey Torah Academy of Greater
Philadelphia
Wynnewood, PA



Politz Hebrew Academy of
Greater Philadelphia
Philadelphia, PA



Beth Shalom Academy
Scranton, PA



Beth Emet Elementary School
Cooper City, FL



Donna Klein Jewish Academy
Boca Raton, FL



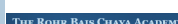
Cincinnati Hebrew Day School
Cincinnati, OH



Hebrew Academy of Miami
(RASG)
Miami, FL



Katz Hillel Day School
Boca Raton, FL



Rohr Bais Chaya Academy
Tamarac, FL



Katz Yeshiva High School
Boca Raton, FL



Yeshiva Toras Chaim Toras Emes
Miami, FL



Eitz Chaim Day Schools
Thornhill, Ontario



Hebrew Academy of Long Beach
Cedarhurst, NY



Hillel Day School
Farmington Hills, MI



Vancouver Hebrew Academy
Vancouver, British Columbia



Vancouver Talmud Torah
Vancouver, British Columbia



King David High School
Vancouver, British Columbia



Pacific Torah Institute
Vancouver, British Columbia



Richmond Jewish Day School
Vancouver, British Columbia



Shalhevet Girls High School
Vancouver, British Columbia



Lubavitch Hebrew Academy
Margate, Florida



Magen David Yeshivah
Brooklyn, NY



Manhattan High School for Girls
New York, NY



Margolin Hebrew Academy
Memphis, TN



Seattle Hebrew Academy
Seattle, Washington



Torah Academy for Girls
Far Rockaway, NY



Torah Academy of Boca Raton
Boca Raton, Florida



Torah Day School of Atlanta
Atlanta, GA



Torah Prep - Girls Division
St. Louis, MO



Torah Umesorah
Brooklyn, NY



Toras Chaim
Portsmouth, VA



Yeshiva Schools of Pittsburgh
Pittsburgh, PA



Hillel Academy of Pittsburgh
Pittsburgh, PA



Hebrew Academy of Nassau
County (HANC)
West Hempstead, NY



Ohr Torah Cincinnati
Cincinnati, OH



Atara Girls High School
Cincinnati, OH



Mesivta of Cincinnati
Cincinnati, OH



Hillel Yeshiva of Deal
Deal, NJ



Shalom Torah Academy
Morganville, NJ



Poltz Day School of Cherry Hill
Cherry Hill, NJ



Torah Day School of Phoenix
Phoenix, AZ



Phoenix Hebrew Academy
Phoenix, AZ



Menachem Mendel Academy
Phoenix, AZ

JOURNAL OF JEWISH DAY SCHOOL LEADERSHIP:

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. Our most recent journals focused on Project-Based Learning and Curriculum Development. 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

COJDS.ORG/JOURNAL 



I enjoy the array of topics that cover the many areas of our challenges during this time.

Rabbi Yaakov Sadigh,
Head of School, Katz Hillel
Day School, Boca Raton, FL

I very much enjoyed reading the recent edition of journal of Jewish day school leadership on School culture. I was hoping to discuss many of the issues you addressed with my administrative team.

Rabbi Stephen Knapp, Head of School, ES/MS, Hillel Yeshiva,
Deal, NJ

I just received my copies of the latest Journal. Beautifully written, edited, and designed. Yasher koach

Jeffrey Glanz, Director of MS Degree Program in Educational Administration, Michlalah-Jerusalem College

This was so interesting and thought provoking. I especially enjoyed Mrs. Gettinger's and also reading up on PBL in Gemara. Thanks for a fabulous Shabbos read!

Mrs. Mushkie Lipsker,
Curriculum & Program Director,
Jewish Online School

Social Skills and Social Challenges in Jewish Education: Pandemic and Beyond



66 CONSORTIUM OF JEWISH DAY SCHOOLS

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. Interspersing social skills 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 administration, sometimes held 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 algorithm. If we want healthy, well-ad-

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.

JOURNAL OF JEWISH DAY SCHOOL LEADERSHIP 67

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<https://www.cojds.org/video/>



THE EMPOWERED TEACHER

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A WEBINAR FOR ALL EDUCATORS -
LIMUDEI KODESH AND GENERAL
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A CONVERSATION AMONG ADMINISTRATORS

WEBINAR
SCHOOL CLOSURES



BUILDING RELATIONSHIPS

The Foundation of Effective Chinuch

THIS WEBINAR IS PART OF A SERIES OF 6 WEBINARS
PRESENTED TO OUR LILMOD U'LILAMED CHINUCH
TRAINING PROGRAM



SESSION A: Making the Right Preparations for Class

SESSION B: Doing Your Homework Right

SESSION C: Staying in Control the Entire Time Using GPS MPH RIG Tips

THIS WEBINAR IS PART OF A SERIES OF
WEBINARS PRESENTED TO OUR LILMOD U'LILAMED
CHINUCH TRAINING PROGRAM



להבין ולהשכיל

NEW TEACHER TRAINING

GEARED TO 1ST AND 2ND GRADE TEACHERS
NEW TO L'HAVIN



TEACHER TRAINING

INTRODUCING:

THE NEW COMPREHENSIVE
'א' שמואל CURRICULUM



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A proud sponsor of the
Consortium of Jewish Day Schools

NEW PRINCIPAL GROUP:

In 2021 CoJDS was involved in placing nearly 20 individuals in senior educational leadership roles. Understanding that even the most seasoned school administrators have challenges in new positions, CoJDS organized a cohort to support these leaders.

The group is facilitated by CoJDS Director of Educational Initiatives, Dr. Eli Shapiro.

CoJDS organized a virtual meeting for an accomplished group of school administrators. Each of the participants had undertaken a new administrative position for the 2021-2022 school year. Through this meeting, educational professionals from across the country were able to collaborate and support each other in dealing with the challenges that come along with such an undertaking. Some of the issues that were discussed included moving into a new community, learning a new school culture and one's identity within that culture, and running an Open House in a school that is brand new to the administrator.

Comparing the first year to a listening tour, school leaders were advised to find their identity, assess, and evaluate, learning the environment before setting the agenda. To that end, participants discussed the importance of establishing trusting relationships, team building, and giving staff opportunities to work with their strengths. Changes, if warranted, can start with three doable goals, in collaboration with both lay leadership and school staff.

One of the primary challenges that came to the fore is attracting, training, and retaining capable teaching staff. Creative ideas included training Judaic studies teachers in general studies education, adapting schedules to suit teacher preference, and offering training to talented assistant teachers who could become lead teachers in the future. Of course, teacher appreciation is also key, with special emphasis on across-the-board recognition.

Participants valued the opportunity to collaborate, brainstorm and share ideas that can be implemented going forward, as we strive to provide all of our students with a superior *chinuch*.

WOMEN-IN-CHINUCH NETWORK (WIN):

אגודת ישיבות ליהודים
CONSORTIUM of JEWISH DAY SCHOOLS

IS EXCITED TO PRESENT
WOMEN-IN-CHINUCH NETWORK
WEBINAR SERIES

to provide a framework for women dedicating their lives to Jewish education
to meet, collaborate, learn, and grow together.

Please join us for the two inaugural events:

SUNDAY, APRIL 18, 2021
11:00AM-12:00PM EST **REBBETZIN AVIVA FEINER**
Being Mechanech Myself as I Mechanech Others
Rebbetzin Aviva Feiner is the Rebbetzin of Cong. Kneseth Israel/The White Shul in Far Rockaway, N.Y. as well as a senior mechaneches at TAG High School. Rebbetzin Feiner is a sought-after lecturer, writer, kallah teacher, and community organizer. Rebbetzin Feiner co-founded the highly successful Chochmas Nashim Women's Learning Program in Jerusalem.

SUNDAY, MAY 23, 2021
11:00AM-12:00PM EST **MRS. DEVORA PINKUS**
Reaching and Teaching Every Child While Honing Their Strengths:
How can one person in a small school/large class/limited resources/ living out-of-town/fill-in-the-blank, reach and teach every child? An honest conversation, and some practical insight
Mrs. Pinkus, born and raised in a chinuch family, perpetuates this legacy with her own passion for education. She has over two decades of experience in mainstream, special and adult education, both in out-of-town and in-town settings. Mrs. Pinkus's focus is differentiated and inclusive instruction. She has created a program for intellectually gifted students that she hopes to incorporate into existing schools to better service the full range of student needs.

Free admission, registration required
New York Office Cedarhurst Office
810 Seventh Avenue, 28th floor 395 Pearsall Avenue
New York, NY 10019 Cedarhurst, NY 11516
www.cojds.org 516.358.3333

In the spring of 2020, harnessing the popularity of virtual programming due to the COVID-19 pandemic, Rabbi Glass identified a void and launched a revolutionary program.

Women in small to mid-size communities who are committed to inspiring the next generation were lacking a unifying force, direction, and encouragement. Rabbi Glass engaged Mrs. Penina Noy, a passionate educational leader to unite women *mechanechos* from across North America. In a series of inaugural events, over

100 participants joined the WiN- Women in *chinuch* Network to collaborate, learn, and strengthen their resolve to educate our young.

Rebbetzin Aviva Feiner spoke about *Being Mechanech Myself as I Mechanech Others*, while Mrs. Devora Pinkus discussed *Reaching and Teaching Every Child While Honing Their Strengths*. Mrs. Noy moderated a live Q&A and collaboration session at each session's conclusion. Based on the positive reviews CoJDS received following the two inaugural events, CoJDS looks forward to continuing the WIN program this year as well.

אגודת ישיבות ליהודים
CONSORTIUM of JEWISH DAY SCHOOLS

WOMEN-IN-CHINUCH NETWORK
WEBINAR SERIES

BEING MECHANECH MYSELF AS I MECHANECH OTHERS
REBBETZIN AVIVA FEINER

אגודת ישיבות ליהודים
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WOMEN-IN-CHINUCH NETWORK
WEBINAR SERIES

REACHING AND TEACHING EVERY CHILD WHILE HONING THEIR STRENGTHS
MRS. DEVORA PINKUS

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



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

For more information about receiving an EdTech consultation for your school, please contact Rabbi Baruch Noy at bnoy@cojds.org

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.



“We would like to thank you for your presentation at today’s Teachers’ Conference Day. Your efforts were much appreciated and most certainly will find their way into our classrooms.”

Mrs. Chani Friedman,
Associated Talmud Torahs
of Chicago

Rabbi Baruch Noy, CoJDS EdTech Consultant, presenting at Agudah Yeshiva Services conference for school administrators

SCHOOLS ASSISTED BY COJDS EDTECH CONSULTANT

Bnos Esther Malka, Lakewood, NJ

Bnot Yaakov, Great Neck, NY

CJE, Baltimore, MD

Esther Miller Bais Yaakov of St. Louis, MO

Hebrew Academy of Cleveland, OH

Hillel Day School, Pittsburgh, PA

Ora Academy, Rochester, NY

Politz Day School, Cherry Hill, NJ

Politz Hebrew Academy, Philadelphia, PA

Providence Hebrew Day School, RI

Slater Torah Academy, New Orleans, LA

Soille Hebrew Day School, San Diego, CA

South Bend Hebrew Day School, IN

The Idea School, Tenafly, NJ

Torah Academy for Girls, Far Rockaway, NY

Torah Academy of Jacksonville, FL

Torah Day School of Ottawa, ON

Torah Prep School, St. Louis, MO

Yeshiva Ketana of Long Island, NY

Yeshiva Shaarei Tzion Yeshiva Torat Emet, Houston, TX



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. Many communities are fortunate to have a local federation that 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

COJDS.ORG/ORDER 

CoJDS has partnered with the Israeli-based organization, Our Six Million (also known as *Shem Vener*), for the last few years, distributing memorial candles, each bearing the name of an individual killed in the Holocaust. Each candle has a QR code linking to more detailed information about the person. The program also provides extensive lesson plans for various age levels to provide a deeper meaning to memorial ceremonies conducted by schools. CoJDS is proud to partner with Our Six Million in bringing the project to North American schools.

For more information about the candle project please visit www.our6million.org or contact Rabbi Hillel Adler at hadler@cojds.org



NORTH AMERICA YOM HASHOAH CANDLE PROJECT

HOLOCAUST REMEMBRANCE DAY
YOM HASHOAH
**Light
AND
Remember**

10,464

*candles were distributed
to communities
across North America
by CoJDS in 2021*

COJDS DISTRIBUTED CANDLES TO THE FOLLOWING SCHOOLS AND INSTITUTIONS

Hasten Hebrew Academy, Indianapolis, IN

Kohelet Yeshiva Middle and Lab School, Merion Station, PA

Westchester Torah Academy, Harrison, NY

Westchester Day School, Mamaroneck, NY

Lubavitch on the Palisades, Tenafly, NJ

ASHAR, New City, NY

Katz Yeshiva High School of S. Florida, Boca Raton, FL

HAFTR, Lawrence, NY

Friedel Jewish Academy, Omaha, NE

Emek Hebrew Academy, Sherman Oaks, CA

Ohr Chadash Academy, Baltimore, MD

Atlanta Jewish Academy, Atlanta, GA

Northwest Yeshiva High School, Seattle, WA

Jewish Federation of New Mexico, Albuquerque, NM

Mid-Kansas Jewish Federation, Wichita, KS

Jewish Federation, Vineland, NJ

Jewish Foundation School, Staten Island, NY

Yeshiva Har Torah, Little Neck, NY

Yeshivat Bitahon, Brooklyn, NY

Kinnert Day School, Riverdale, NY

Mazel Day School, Brooklyn, NY

Pardes Day School, Scottsdale, AZ

Ma'ayanot High School, Teaneck, NJ

HALB, Woodmere, NY

Jewish Community Federation of the Mohawk Valley, Utica, NY

Seattle Hebrew Academy, Seattle, WA

Jewish Federation of the Quad Cities, Rock Island, IL

Israel Scouts of Atlanta-Shevet Lavie, Alpharetta, GA

Newburgh Jewish Community Center (JCC), Newburgh, NY

Caskey Torah Academy, Philadelphia, PA

Shulamith Cedarhurst, Cedarhurst, NY

The Silver Academy, Harrisburg, PA

Yavneh Academy, Paramus, NJ

Saul Mirowitz Jewish Community School, St. Louis, MO

TABC, Teaneck, NJ

RASG Hebrew Academy, Miami Beach, FL

CAJE Miami, Miami, FL

Torah High School of San Diego, San Diego, CA

Beth Tfiloh Dahan Community School, Baltimore, MD

Yeshiva of Flatbush Elementary, Brooklyn, NY

Jewish Federation of Greater Dayton, Dayton, OH

Barkai Yeshiva, Brooklyn, NY

Jewish Federation of NW Indiana, Homewood, IL

Yeshivat Yavneh, Los Angeles, CA

JCC GCI, Brooklyn, NY

Jewish Federation of Eastern CT, New London, CT

SAR High School, Riverdale, NY

Orloff CAJE, Miami, FL

Hillel Community Day School Rochester, Rochester, NY

Congregation Am Hayam, Oxnard, CA

Solomon Schechter of Queens, Flushing, NY

Schechter School of Long Island, Williston Park, NY

Jewish Federation of Western CT, Southbury, CT

• • NEW FOR 2021 • •

INTERACTIVE AUDIOVISUAL PROGRAMS FOR STUDENTS



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.

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** at 203.232.1646 or at info@chinuchyehudi.us



“Thanks to you, my children receive a Jewish education, are part of a warm Jewish community, and can shape their personalities as proud Jews with strong foundations.”

– Parent of a *Chinuch Yehudi* beneficiary

Chinuch Yehudi outreach program, South Florida

DIGITAL CITIZENSHIP

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.



For more information about the Digital Citizenship Project, please visit www.thedigitalcitizenship.com or contact Dr. Eli Shapiro at eli@thedigitalcitizenship.com

"It has been wonderful partnering with the Digital Citizenship Project for the past two years. Dr. Eli Shapiro and Mrs. Temima Feldman are experts in the field and their researched-based approach and professionalism are shown throughout the curriculum and in their faculty training. We have received very positive feedback from our students, teachers, and parents and are excited to continue our work together in the years to come."

-Rabbi Zach Swigard, Principal, Harkham Hillel Academy, Beverly Hills, CA

"Through Dr. Shapiro's unique way of blending humor with practical advice, our parents left the program feeling inspired, well-equipped, and prepared to tackle some of the struggles many families have with technology. He was so well-received by our parent body that several parents asked if we could bring Dr. Shapiro back again soon!"

-Rabbi Isaac Entin, Caskey Torah Academy, Wynnwood, PA



Temima Feldman presenting at Katz Hillel Day School, Boca Raton, FL



Sulamot's English Division, under the guidance of **Rav Yosef Zvi Rimon**, has developed skill-based, relevant, and engaging curricula that have revolutionized *Mishna* and *Halacha* education. Emphasis is placed on independent learning and personal growth. Curricula is available in 5 languages, servicing hundreds of schools around the globe, providing programming for thousands of students and teacher training workshops for hundreds of educators.

To receive more information, order our captivating printed and digital materials, or secure enriching professional development sessions, please contact **Rabbi Elad Munitz** at english@sulamot.org

עַל הַתְּפִלָּה An Introductory Guide to Prayer

Based on Rav Rimon's book on prayer, this project addresses three areas pertaining to prayer: structure and content of prayer, laws of prayer, and explanation of prayer. Throughout the discussion of these topics, students are presented with questions and issues relevant to the day-to-day life of a student. Students are asked to apply the sources they read to develop a better understanding and appreciation of prayer. *English and Hebrew versions available.*

.. NEW FOR 2021 | INTRODUCING AL HA'TEFILLAH ..



Books in the Sulamot LaMishna Series. Sulamot LaSukka coming in 2022

SCHOOLS AND INSTITUTIONS USING SULAMOT

Addlestone Hebrew Academy, Charleston, SC

Atlanta Jewish Academy, Atlanta, GA

Brauser Maimonides Academy (BMA), Fort Lauderdale, FL

Broughton Jewish Cassel Fox Primary School, Manchester, United Kingdom

Carmel School, Hong Kong

Carmel School, Perth, Australia

Denver Academy of Torah, Denver, CO

Farber Hebrew Day School, Southfield, MI

Hamilton Hebrew Academy, Hamilton, ON Canada

Harkham Hillel Hebrew Academy, Beverly Hills, CA

Hasmonean Primary School, London, United Kingdom

Hebrew Academy of Five Towns & Rockaway (HAFTR), Lawrence, NY

Hillel Torah Day School, Skokie, IL

Katz Hillel Day School, Boca Raton, FL

King David High School, Vancouver, BC Canada

Irvine Hebrew Day School, Santa Ana, CA

Maimonides School, Brookline, MA

Mazel Day School, Brooklyn, NY

Moriah College, Sydney, Australia

North Shore Hebrew Academy, Great Neck, NY

Ohr Chadash, Baltimore, MD

Rabbi Alexander Gross Hebrew Academy (RASG), Miami Beach, FL

Rimon Jewish Primary School, Golders Green, United Kingdom

Robert M. Beren Academy, Houston, TX

Seattle Hebrew Academy, Seattle, WA

The Silver Academy, Harrisburg, PA

Ulpanat Orot, Toronto, ON Canada

Yeshiva of Greater Washington, Silver Spring, MD

Yeshivah of Flatbush, Brooklyn, NY

Yeshivat Noam, Paramus, NJ

This book is the final installment in our five-semester system (that can be customized) for *mishna* study that covers approximately twenty *mishnayot* per semester.

.. LOOKING AHEAD TO 2022 | SULAMOT LA'SUKKAH ..

"Teaching mishna through Sulamot LeCoMDAT has been a game-changer for how my students interact with mishna. ... I am finding that many of my students are getting more comfortable with mishna, and how to break it down into "bite-size" pieces, because of Sulamot's CoMDAT approach. Thank you for your support in disseminating Torah in an understandable way to the masses!"

Rabbi Benjy Drory

Yeshivat Noam, Paramus, NJ

"I enjoy teaching using the COMDAT method, our children who come from a variety of backgrounds are able to all access the text at their own level. The variety of mishnayot presented gives an excellent breadth of the halachic system and the children enjoy debating the different cases and judgments. It is a fresh and modern approach to mishna teaching."

Mrs. Sarah Bernstein

Rimon School, London, UK

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 has partnered with 17 *yeshivos* across the nation. A subscription to The Machon includes access to resources across multiple disciplines and access to custom-made professional development videos as well as guidance for teachers and administrators throughout the school year.

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

"The Machon curriculum guides teachers through a well-crafted blend of content, literacy and reading reinforcement, and comprehensive religious texts. The curriculum assists in reinforcing the essential place general studies learning has in a mesivta setting."

- Dr. Jeffrey Levinson, General Studies Principal
Mesivta Yesodei HaTorah of Naugatuck, CT

Thank you, Machon, for creating an excellent curriculum that meets state core standards while promoting the values that are at the heart of our yeshiva. Your coursework challenges talmidim, actively engaging them in learning, and promotes content that is fully compatible with hashkafas haTorah.

- Rabbi Ami Zeiger

Menahel, Yeshiva Gedola of South Bend, IN

- New Courses in:
9th Grade Biology | 11th Grade American Jewish History | 6th Grade Language Arts
- Updated versions of all previous courses

.. LOOKING AHEAD TO 2022 | NEW COURSES ..



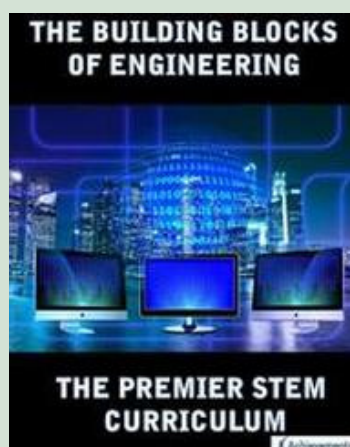


Achievements Educational Services has teamed up with CoJDS to address the unique challenges of general studies departments in Jewish day schools.

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



sample AES curricula

World of Literacy: Reading and literacy has never been this fun! Students love the beautiful images and engaging content of the over 70 lessons per course. Rather than having them read boring classics, students read original articles on a wide range of fun and engaging educational, non-fiction topics. From the Eiffel Tower to the White House, and from chocolate production to Niagara Falls, there is never a dull moment in World of Literacy. Each lesson contains a vocabulary section and is followed by engaging and thought-provoking questions based on Bloom's Taxonomy and Common Core standards.

Exploring the Past: World History Following the widely popular format and style of A History of America, this world history course (grades 5–8) covers from ancient civilizations into the Middle Ages. With reviews and tests based on Bloom's Taxonomy and Historical Thinking Skills based on Common Core standards, this course meets the highest standards of educational excellence while remaining interesting and engaging for the student. Students will learn about the rise and fall of powerful empires and gain insight into their cultures and daily realities. Teacher's Edition includes Jewish history that correlates to each time period.

Mastering Math: Achievements has partnered with Houghton Mifflin Harcourt to produce a math book that meets the high standards of quality you expect from an internationally acclaimed company, together with the cultural sensitivity you have come to expect from Achievements. This hybrid textbook–workbook is redone to include brand-new images and examples reflecting our Jewish values and culture.

... NEW FOR 2021 ...



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

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.

"The ATT has been convening a Teachers' Conference Day since the 1980s for its affiliated schools. It is an exciting day of learning and connection amongst hundreds of teachers both in Judaic Studies and General Education, from a broad spectrum of K-12 schools. Our conference features presenters and experts for all grade levels and *chinuch* perspectives. In the past years, we have been delighted to work with Dr. Eli Shapiro at CoJDS and the CoJDS Speaker's Bureau. Dr. Shapiro has helped us recruit great educators with terrific content which have been very well received. Our teachers have benefited from a richer program and the opportunity to learn from very credible presenters who understand our milieu."

– **Chani (Arlene) Friedman**, Associated Talmud Torahs, Skokie, IL

The Rabbi Dr. Leonard C. Mishkin Teachers Educational Conference

Sponsored in memory of Irving Weiss, z"l
לעולי נשמת ישראל בן זוב, ז"ל



The ATT's Teachers Educational Conference is dedicated to the memory of Rabbi Dr. Leonard C. Mishkin, ז"ל, who was its first Educational Director from 1933-1983. Under his leadership, the ATT grew into a dynamic organization comprised of its many affiliated schools, educational departments, and teacher welfare services.

*This program was made possible in part by
Catapult Learning*

Monday, February 15, 2021
ג' אדר, תשפ"א

**Professional
Development
Program**



Presented by:
**Associated Talmud Torahs
of Chicago**

***This conference will be virtual via Zoom.
Your registration email will be your login.***

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ATT is a partner with the Jewish United Fund in serving our community.

PARTIAL LISTING OF SAMPLE TOPICS AVAILABLE FOR PRESENTATION

Educational Game-Changers
 Differentiated Instruction in Action
 Integrating Curriculum for Maximum Impact
 Difficult Conversations: Mastering Meetings with Parents, Students, and Staff
 Customer Service for Schools
 Inspiring Judaism: Cultivating Positive Feelings and Passion for our Young Children
 Creating "MAGIC" in Your School
 Digital Citizenship: What Every Educator Needs to Know About Technology's Impact on Student Functioning
 Bullying, Cyber Bullying & Maladaptive Social Behavior
 Anatomy of an Engaging Lesson
 Effective Communication in the Era of Email and Entitlement
 Enhancing Classroom Management Skills with your Core Values
 Making Thinking Visible: Building Routines that Boost Student Engagement and Thinking Skills
 Breaking Through! The Eight Things Every Jewish School Needs to Know About Connecting to its Community in a Digital World
 Flipped and Distance Learning
 Parent Ambassador Workshop

LEADERSHIP AND EDUCATION TRACK



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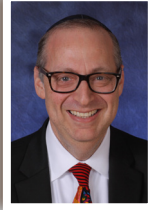


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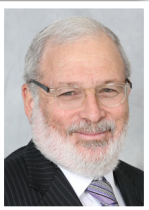
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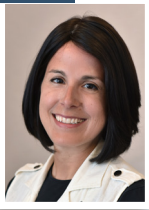


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ANNUAL NATIONAL WINTER CONFERENCE

FOR TEACHERS AND ADMINISTRATORS

Sunday, January 16, 2022

Katz Hillel Day School
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Addressing Learning Loss AND THE Social Emotional Needs of Our Students



OPENING REMARKS

HaRav Ahron Lopiansky
Rosh Yeshiva,
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KEYNOTE ADDRESS AND Q & A SESSION FOR ADMINISTRATORS

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Straus Chair in Psychology and Education,
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Education and Administration



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Rabbi David Meyer
Executive Director, PaJeS, UK



L'HAVIN ULEHASKIL TEACHER TRAINING

Rachel Schuh
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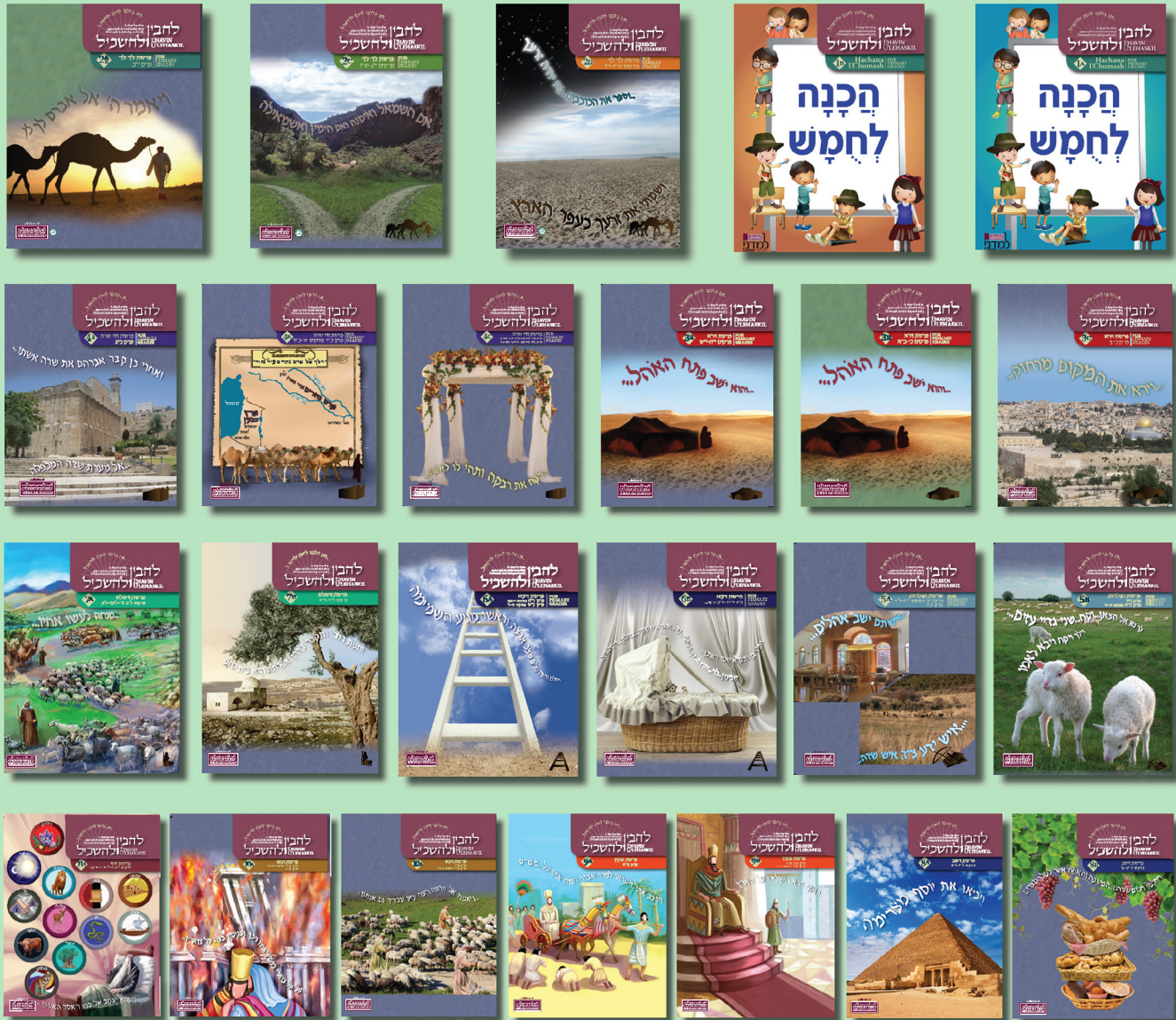
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A step-by-step
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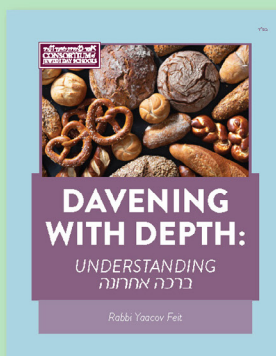
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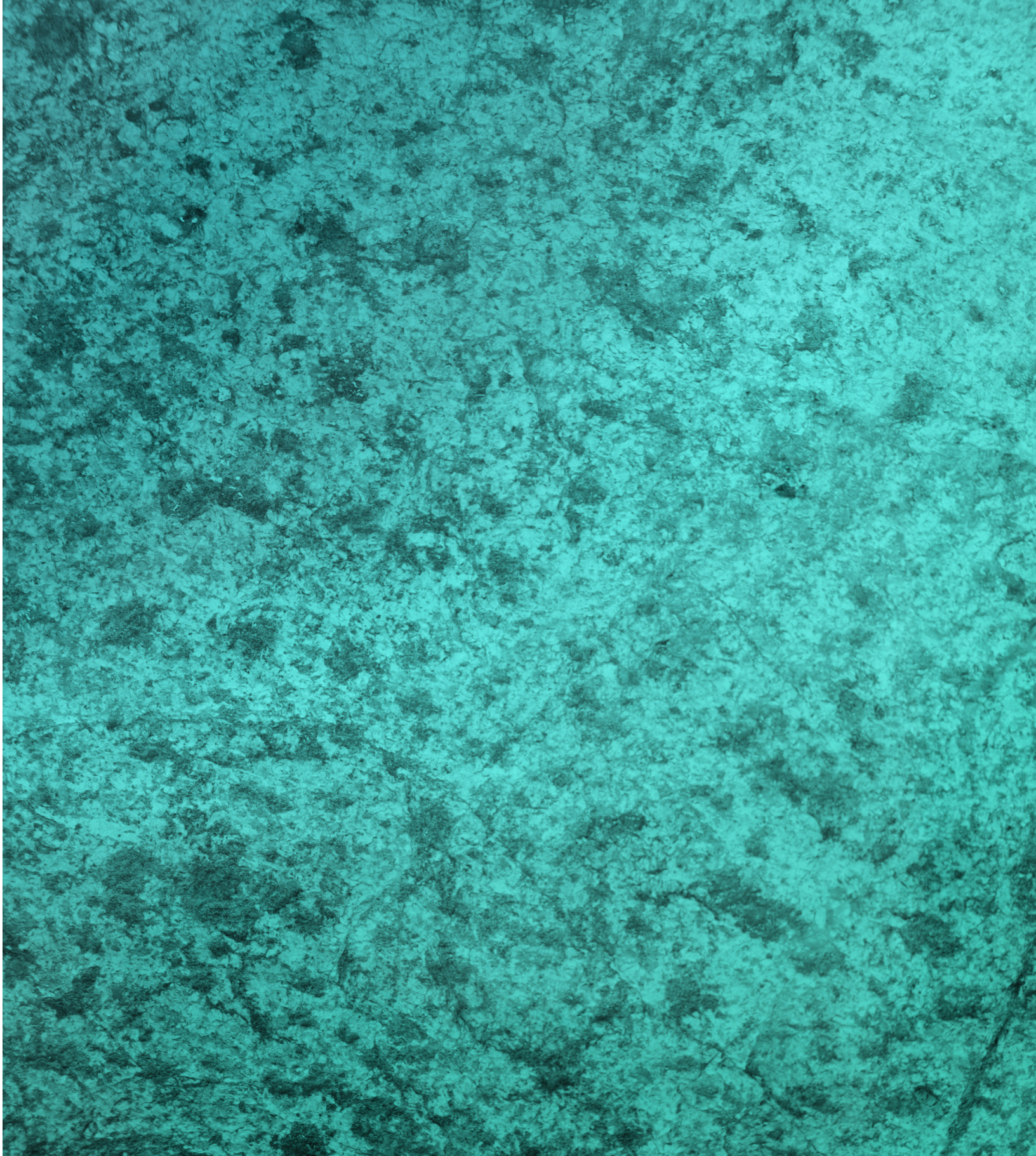
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