

2022

EXECUTIVE
REPORT

CONSORTIUM *of* JEWISH DAY SCHOOLS

ארגון מוסדות לחינוך יורני

CONSORTIUM *of*
JEWISH DAY SCHOOLS



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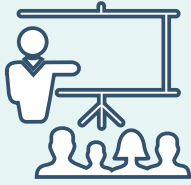
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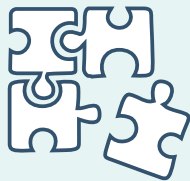
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EXECUTIVE REPORT



IT IS MY PLEASURE TO PRESENT THE EXECUTIVE REPORT FOR 2022.

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.

The year 2022 allowed CoJDS to again have face to face conferences, training sessions school visitations and to expand our programs. Since our association with AccuTrain began in 2018, CoJDS has brought 55 schools and communities together for presentations on the Responsibility Centered Discipline (RCD) method, guided by Larry Thompson. Many schools requested more advanced training for their teachers to ensure that Jewish day school students are learning tools to regulate and manage their responses, thereby creating a school environment conducive to learning. These trainings have been observed by over 1000 teachers. This past year, the program has been expanded to include workshops for parents, as well as the AccuTrain Innovative Summit at the NY Marriot Marquis.

During the summer CoJDS hosted a successful Principal Think Tank in partnership with Executive Directors Share (EDS).

Over 200 school leaders joined to learn about strategic planning and integrating all the parts of a school for success. *See page 26 for more details.*

The Think Tank was an opportunity to introduce administrators to CoJDS's JEDIT, the new initiative to help schools standardize their approach to IT and Edtech. *See page 35 for more details.*

During 2022, the Judaic Studies Achievement Test (JSAT) was administered in over 60 schools. With four 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, an online review course has been added to the JSAT portfolio. Over 13,000 Jewish day school students have been tested to date. *See page 48 for more details.*

We are especially proud of the establishment of the Cross River *Lilmod U'lilamed* program to support Judaic teachers in their first years in the classroom. The program offers a thorough and intensive curriculum of pedagogy and educational strategies. One-on-one mentorship ensures a personalized growth plan for each mentee. This past year, 25 fellows participated in the program. The program has expanded to include a cohort for female Judaic teachers. *See page 10 for more details.*

"WE LOOK FORWARD TO WORKING WITH MORE SCHOOLS, ADMINISTRATORS, PARENTS, AND EDUCATIONAL FOUNDATIONS DURING THE CURRENT SCHOOL YEAR TO ENCOURAGE MORE JEWISH FAMILIES TO JOIN THE DAY SCHOOL MOVEMENT."

The Maurice Ralph Julis Principal Training Institute (PTI) 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 expanded the role of placement for school leaders, ensuring schools acquire and retain effective leaders. CoJDS has partnered with numerous schools in establishing a Head of School Support and Evaluation Committee (HOSSEC) to help guarantee a successful relationship between the head of school and the board of directors.

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 250 schools across North America, 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 the *Shmuel aleph* curriculum is complete and currently being utilized in 74 schools across the North America. The new *Davening with Depth* workbook on *shemoneh esrei* is being piloted. *See page 88 for more details.*

Working closely with Rachel Schuh, CoJDS Curriculum Coordinator, all nine Jewish day schools in South Africa have been trained in and received *L'havin U'lehaskil* materials. This is being done in conjunction with the office of Chief Rabbi Warren Goldstein.

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*. *See page 74 for more details.*

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, dedicated to helping students with ADHD survive and thrive, 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 85 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. Special thank to Mrs. Gloria Kaylie, creator of the "Kids Are Our Future" Scholarship Fund. *See page 44 for more details.*

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.



A rectangular area with a vibrant, abstract background of purple and pink hues, resembling a nebula or a soft, ethereal light. The text is centered within this area.

WHAT DEFINES **CoJDS?**



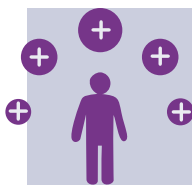
INCLUSIVITY

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.



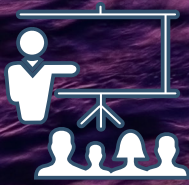
VISION

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.



ללמוד וללמד

LILMOD U'LILAMED TEACHER TRAINING PROGRAM:

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 was developed to support young men and women 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. Thanks to a generous corporate donation from Cross River, the *Lilmod U'Lilamed* initiative was founded to address this need.

In 2022 the CoJDS *Lilmod U'Lilamed* Program trained 25 fellows in 17 schools throughout North America who gained from the program's two primary components: 15 monthly webinars on pedagogy and educational strategies, and individual mentoring which provided one-on-one guidance. Fellowship participants also had an opportunity to attend conferences in Cleveland and New York. Teachers reported a significant growth in various target areas, many part-time Judaic teachers became full-time, and several teachers stepped into administrative roles.

Looking toward the 2022-23 cohort, CoJDS has incorporated the August 2022 Rosov Consulting evaluation recommendations. The report suggested more time for mentor-mentee interactions. To this end, we designed a Year II Cohort and expanded to service women in education as well. Interest and participation in the financial planning sessions illuminated the significant need in the world of Jewish education for proper financial guidance.

*After having had three new teachers trained at the Hebrew Academy of Cleveland, **Rav Simcha Dessler** reflected:*

"The Consortium's Lilmod U'Lilamed program helps to develop a new generation of master teachers. Participating educators are enthusiastic; they appreciate the opportunity as they sharpen their skills and expand their horizons."



Proud supporter of the CoJDS Lilmod U'lilamed Training Program



• • LILMOD U'LILAMED PROGRAM DETAILS • •

Teacher training: The *Lilmod U'Lilamed* Program supports Judaic teachers in their first 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 including webinars on pedagogy and educational strategies, the program provides new teachers with the support and know-how to navigate the numerous challenges.

Mentorship: This integral piece of the program gives each participant a seasoned mentor to guide them in all areas of pedagogy.

Observations: Participants are observed and critiqued during multiple school observations.

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

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

Lilmod U'lilamed mentorships and principal training are under the leadership of:

RABBI DOVID ENGEL
Menahel, The Toronto Cheder

MRS. CYREL BRUDNY
Founding Principal, Yeshiva Shaarei Tzion

HIGHLIGHTS FROM
THE AUGUST 2022

Rosov
CONSULTING
REPORT

The Lilmod U'lilamed Fellowship positions CoJDS as a leader in North American Jewish day schools. Mentors and fellows within the program view CoJDS as an organization committed to developing and improving teaching and learning by networking, drawing upon best educational practices, setting high standards, innovating, and constantly evaluating.



Rabbi Eli Moshe Janowski, Rebbe, Hebrew Academy of Cleveland and Lilmod U'lilamed mentee, teaching during a school visitation



Lilmod U'lilamed representatives together with mentees and administrators of Hebrew Academy of Cleveland, OH

As the *Lilmod U'lilamed* Fellowship expanded in 5782, it continued to contribute positively to the *rebbeim*, mentors, and schools in which it operates, especially in out-of-town communities seeking to retain their *limudei kodesh* staff. Senior individuals and mentors believe the Fellowship is an effective strategy to address staff shortages because it provides sophisticated and personalized professional support to new classroom *rebbeim* through mentorship and cohort learning. Fellows reported feeling well supported.

Many mentors believe that the Fellowship allows new *rebbeim* to view CoJDS as an organization dedicated to providing resources and ongoing growth as *mechanchim*. All those interviewed stressed the quality of what CoJDS offers and its important role in developing and improving Jewish day schools and educators.



NAME: Racheli Epstein

NEW POSITION: 2nd Grade Judaic Teacher
Caskey Torah Academy, *Philadelphia, PA*



NAME: Akiva Gavrylin

NEW POSITION: Judaic Teacher
Politz Hebrew Academy, *Philadelphia, PA*



NAME: Dov Steier

POSITION: Middle School Judaic Teacher
Caskey Torah Academy, *Philadelphia, PA*



NAME: Moshe Rudenstein

NEW POSITION: Judaic teacher
Brauser Maimonides Academy, Fort Lauderdale, FL



NAME: Eli Koshki

NEW POSITION: 12th Grade Judaic teacher
Valley Torah High School, Los Angeles, CA



NAME: Aaron Kutnowski

NEW POSITION: Principal
Halpern Akiva Academy, Calgary, AB



NAME: Moshe Segelman

NEW POSITION: Assistant Principal
Yeshiva Torat Emet, Houston, TX

Q: What do you find the most rewarding aspects of teaching?

I find it unbelievable to be part of a mesorah (tradition). I feel that G-d will reach His children no matter what. It is such a privilege to play a role in that. When I help a child develop a skill, it gives me tremendous inspiration. My own prayers are enhanced when I pray with my 4th graders.

Q: Do you have any memorable anecdotes that demonstrate this?

I once had a precocious student in 4th grade who asked me, "How do we know Judaism is true?" Being able to respond to moments like that strengthens my own Judaism.

Q: Are there benefits to being a teacher that you think people may not be aware of?

Teaching is a profession that you can continue to sharpen and has staying power. It has the advantage of making money on the side through tutoring and the like. Teachers become skilled professionals to fill these roles. I also like the idea of being in the same school as my children. I have a pulse on their life and can be there for them. I can be there for their special "aha" moments and also prevent difficulties as they arise.

Q: Has CoJDS been helpful in your professional growth?

We have such an advantage over teachers from just a generation ago. The L'havin curriculum allows for creativity and gives us the resources so that we are not starting from scratch. Knowing that I had someone from the Lilmod U'Lilamed program for support at the beginning of my career as a lead teacher was highly beneficial.



Q: What are some of the most significant advantages of working in Jewish education in a smaller “out-of-town” community?

I am able to make a more significant impact as a part of the community. It is natural to be able to do that in a city where everyone knows each other. I am also involved in neighborhood programs. It’s also good for kids to understand how we inspire the broader community in demonstrating the concept of “I feel lucky being Jewish.”

Q: Are there any specific examples that come to mind where, in your position, you can influence children and their families?

Keep in mind that the school may be the only source of Jewish life for these children and their families. All the boys in my class wear tzitzit, but not because we require it. They do it because they want to and are proud of it. The children want to make kiddush on Shabbat, and the parents are happy about it. My reach also goes beyond the classroom. I help families build a sukkah and invite them for Shabbat meals. The fact that younger couples can see my wife and me living and enjoying Judaism makes it easier for them to relate and connect to a young couple.

Q: Are there financial advantages you have compared to your friends in larger communities?

Many schools in smaller communities offer free or heavily discounted tuition to staff. Our mortgage is \$550/ month for our condo. We live next to the school (and shul) and save on car expenses. Taxes are less because of the lower cost of living and parsonage. There is no kosher supermarket or restaurant here, but we do save money on eating out because of it. The standards are so much different here.

Q: How has CoJDS been helpful to you in your position?

The L’havin curriculum is a lifesaver. The coaching I received from Rabbi Moshe Gutstein through CoJDS was amazing.





The Mindset of a Mechanech

RABBI AHRON LOPIANSKY

NOVEMBER 10 8:00PM

Rosh Yeshiva, Yeshiva of Greater Washington, Silver Spring, MD



Building Relationships

RABBI YAAKOV SADIGH

NOVEMBER 16 7:30PM EST

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



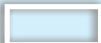
Discipline Part 1: Making the Right Preparations for Class



RABBI DOVID ENGEL

NOVEMBER 29 7:30PM EST

Menahel, The Toronto Cheder, Toronto, ON



Discipline Part 2: Staying in Total Control the Entire Day

RABBI DOVID ENGEL

DECEMBER 6 7:30PM EST

Menahel, The Toronto Cheder, Toronto, ON

WEDNESDAY, DECEMBER 14 –THURSDAY, DECEMBER 15

COHORT TRIP TO PHILADELPHIA

EXECUTIVE FUNCTIONING PRESENTATION BY MIKE MCCLOUD

VISIT TO CASKEY TORAH ACADEMY



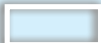
Lesson Planning Part 1: Student Focused Lesson Planning



RABBI YEHUDA FOGEL

JANUARY 4 7:30PM EST

Principal, Limudei Kodesh, HALB, Woodmere, NY



Lesson Planning Part 2: How to Plan and Implement Learning Strategies

RABBI YEHUDA FOGEL

JANUARY 18 7:30PM EST

Principal, Limudei Kodesh, HALB, Woodmere, NY

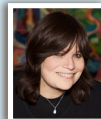


Teaching Emuna

RABBI AHRON LOPIANSKY

FEBRUARY 1 7:30PM EST

Rosh Yeshiva, Yeshiva of Greater Washington, Silver Spring, MD



Assessments: Testing Testing 1-2-3!

MRS. MIRIAM GETTINGER

MARCH 1 7:30PM EST

Principal, Hasten Hebrew Academy, Indianapolis, IN



Professionalism: Universal Ethos and the Unique Culture of Your School

RABBI ISAAC ENTIN

MARCH 15 7:30PM EST

Head of School, Caskey Torah Academy, Wynnwood, PA

TUESDAY, MARCH 21 –WEDNESDAY, MARCH 22

COHORT TRIP TO CLEVELAND

VISIT TO HEBREW ACADEMY OF CLEVELAND, RABBI SIMCHA DESSLER, MENAHEL



Understanding Special Needs: Our Responsibility in the Classroom

RABBI SHIMON SCHENKER

APRIL 19 7:30PM EST

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



Feedback & Evaluation: Your Dreaded Best Friend

RABBI ZECHARIA WEITZ

APRIL 24 7:30PM EST

Assistant Principal, Judaic Studies, Caskey Torah Academy, Wynnwood, PA



The Mindset of a Mechanech

RABBI AHRON LOPIANSKY

NOVEMBER 10 8:00PM

Rosh Yeshiva, Yeshiva of Greater Washington, Silver Spring, MD



School Mission & the Broader Role of a Rebbe and Morah

RABBI ISAAC ENTIN

NOVEMBER 16 8:30PM EST

Head of School, Caskey Torah Academy, Wynnewood, PA



Communication Part 1: Difficult Conversations

RABBI AVROHOM DRANDOFF

NOVEMBER 29 8:30PM EST

Head of School, Columbus Torah Academy, Columbus, OH



Communication Part 2: Modalities and Effective Management

RABBI AVROHOM MOLLER

DECEMBER 6 8:30PM EST

Superintendent of Education, Associated Talmud Torahs, Chicago, IL



WEDNESDAY, DECEMBER 14

COHORT TRIP TO PHILADELPHIA

EXECUTIVE FUNCTIONING PRESENTATION BY MICHAEL MCLEOD, MA, CCC-SLP TSSLD
ASHA-CERTIFIED SPEECH-LANGUAGE PATHOLOGIST
ADHD/EXECUTIVE FUNCTION SPECIALIST

VISIT TO CASKEY TORAH ACADEMY



Teaching Chumash: Evolving Foci from Lower School to Middle School

ELISSA HOCHBAUM AND RABBI MOSHE GUTSTEIN

JANUARY 4 8:30PM EST

CoJDS Curriculum Advisors



Assessment 2.0: How to Leverage the Power of Assessments to Propel Your Students Forward

RABBI YOSHI ROSENBLUM

JANUARY 18 8:30PM EST

Head of School, Yeshiva Schools of Pittsburgh, PA



Teaching Emuna

RABBI AHRON LOPIANSKY

FEBRUARY 1 8:30PM EST

Rosh Yeshiva, Yeshiva of Greater Washington, Silver Spring, MD



Work-Life Balance: How to Do an Excellent Job While Maintaining Our Other Priorities

RABBI SIMCHA DESSLER

MARCH 1 8:30PM EST

Menahel, Hebrew Academy of Cleveland, OH

What Are Your Fears? The Areas that Stand Between Us and Our Greatest Success

PANEL DISCUSSION

MARCH 15 8:30PM EST

TUESDAY, MARCH 21 –WEDNESDAY, MARCH 22

COHORT TRIP TO CLEVELAND

VISIT TO HEBREW ACADEMY OF CLEVELAND, RABBI SIMCHA DESSLER, MENAHEL



Mental Health: Identifying and Appreciating the Profound Impact of Our Students' Social-Emotional Health on their School Experience

RABBI DR. DAVID FOX

APRIL 19 8:30PM EST

Director of Crisis Intervention, Trauma, and Bereavement Services, Chai Lifeline



What Next? How to Market Yourself and Some Strategies on Approaching Your Trajectory in Chinuch

RABBI HESHY GLASS, ED. D

APRIL 24 8:30PM EST

National Chairman, CoJDS

EDUCATIONAL INTERNSHIPS

Akerman, Yisroel Yitzchak	Kohelet Yeshiva, Merion Station, PA
Dratch, Sam	Yeshiva University High School for Boys – MTA, New York, NY
Elefant, Avrohom Yehuda	Hebrew Academy (RASG), Miami Beach, FL
Epstein, Racheli	Caskey Torah Academy, Philadelphia, PA
Freundlich, Yehuda Aryeh	Hebrew Academy of Cleveland, OH
Gavrylin, Akiva	Politz Hebrew Academy, Philadelphia, PA
Gordon, Elimelech	Yeshiva K'tana of Waterbury, CT
Graff, Yitzchak	Torah Day School of Atlanta, GA
Hildeshaim, Eliezer	Torah Academy of Jacksonville, FL
Janowski, Eli Moshe	Hebrew Academy of Cleveland, OH
Kleinberg, Mechel	South Bend Hebrew Day School, IN
Koshki, Eli	Beth Medrash Govoha, Lakewood, NJ
Kutnowski, Nachum Aaron	Halpern Akiva Academy, Calgary, BC
Langer, Shimon	Fasman Yeshiva High School, Skokie, IL
Levin, Binyamin	Torah Academy of Jacksonville, FL
Lichtenstein, Shmuel	Torah School of Greater Washington, Silver Spring, MD
Meissner, Dovid Tzvi	Cincinnati Hebrew Day School, OH
Picker, Tzadok	Providence Hebrew Day School, RI
Segelman, Moshe	Politz Hebrew Academy, Philadelphia, PA
Silver, Shira	Caskey Torah Academy, Philadelphia, PA
Steier, Dov	Caskey Torah Academy, Philadelphia, PA
Stone, Yoni	Yeshiva University High School for Boys – MTA, New York, NY
Weiss, Meir	Caskey Torah Academy, Philadelphia, PA
Zucker, Ari	Fasman Yeshiva High School, Skokie, IL



Rabbi Simcha Dessler, Menahel/Educational Director, Hebrew Academy of Cleveland, OH, addressing Lilmod U'lilamed participants

*Thank you for inviting me to the Think Tank.
Thank you for investing in me and my chaverim.
Thank you for giving us personalized sessions with the best mechanchim in the world.
Thank you for giving me a one-on-one with Rav Lopiansky!
Thank you for giving me the chance to network and meet school leaders all over the country.
Thank you for giving me mentors and role models.
Thank you for making me think about my role in my school and consider the bigger picture.
Thank you for making an incredible L'havin U'lehaskil program to set a standard for chumash learning.
And thank you for a delicious lunch.
I feel extremely fortunate to be part of the Consortium team.
Looking forward to much more,*

Ari Zucker

Fasman Yeshiva High School, Skokie, IL



*Lilmod U'lilamed administrative team at the Innovative Schools Summit 03.30.22
L to R: Rabbi Engel, Rabbi Adler, Rabbi Weitz, Rabbi Glass*

ללמוד וללמד
LILMOD U'LILAMED



Rabbi Dovid Engel visits the classroom of Lilmod U'lilamed mentee Rabbi Eli Moshe Janowski, with Rabbi Simcha Dessler, Educational Director



Lilmod U'lilamed group in Cleveland, OH, 05.10.22



Lilmod U'lilamed visiting Hebrew Academy of Cleveland, OH, Rabbi Simcha Dessler, Menahel/Educational Director, May 9-10, 2022



Lilmod U'lilamed group in Philadelphia, PA, 12.14.22



WEDNESDAY, DECEMBER 14 –THURSDAY, DECEMBER 15
COHORT TRIP TO PHILADELPHIA

EXECUTIVE FUNCTIONING PRESENTATION BY MICHAEL MCLEOD, MA, CCC-SLP TSSLD
ASHA-CERTIFIED SPEECH-LANGUAGE PATHOLOGIST
ADHD/EXECUTIVE FUNCTION SPECIALIST

On December 14, 2022, the 2022-2023 *Lilmod U'lilamed* cohort was invited to a conference in Philadelphia. The program was intended to actively demonstrate how a successful school operates. The cohort gathered at Caskey Torah Academy where they heard perspectives from Rabbi Isaac Entin, Head of School, on the mission of the school, followed by several administrators highlighting aspects of what makes CTA unique. After a full morning of observations, the cohort had a debriefing session with the directors of the *Lilmod U'lilamed* program, Rabbi Dovid Engel and Rabbi Zecharia Weitz. The group was delighted to hear a private *sicha* with HaRav Sholom Kamenetsky, *shlit'a*, at his home followed by a Q and A session. Delicious food was provided for the group by CoJDS throughout the day which ended with a keynote session on *Executive Function and The Language Connection* by Mike McLeod.

Hearing Rav Shalom speak gave me such chizuk to be in chinuch. CoJDS is out of this world! Thank you so much for such an amazing organization!

-Avi Morgenbesser, Judaic Studies teacher, Politz Hebrew Academy



Rav Sholom Kamenetsky addresses Lilmod U'lilamed participants in his home 12.15.22

I learned that when things are run professionally and efficiently the students and staff all benefit. From Rav Shalom I learned the most important thing for a mechanech is to build a strong kesher with each talmid.

-Elchonon Spinrad, Judaic Studies teacher, Caskey Torah Academy



I learned that team meetings should be a part of every school's design, it helps with understanding the whole child. The conference was really fantastic and a great opportunity to learn many new things!

-Rabbi Yisroel Yitzchak Akerman, Judaic Studies Specialist, Kohelet Yeshiva



Lilmod U'lilamed cohort visiting Caskey Torah Academy, PA; Rabbi Isaac Entin, Menahel, 12.14.22



CONFERENCES

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

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

Principal Think Tank IX and Conference

MONDAY, AUGUST 1, 2022 | TUESDAY, AUGUST 2, 2022

At the 2022 Principal Thank Tank, the Consortium of Jewish Day Schools partnered with Executive Directors Share (EDS) to provide the audience of close to 200 attendees with multiple tracks of compelling workshops for both principals and heads of school on the educational front, and executive directors and board members on the executive front. With this Think Tank, CoJDS highlighted the value of ensuring the synthesis of the educational and executive departments in a school.

97% satisfaction rating
based on post conference survey

Principal Think Tank IX and Conference



I felt that the sessions I attended were worthwhile, stimulating and thought-provoking. Kudos to Rabbi Glass, Eli Shapiro and the talented staff of CoJDS for spearheading and organizing an event which will surely impact the performance of the cohort of principals who were fortunate to attend.

–Tsvia Yanofsky, Head of School, Manhattan High School, NY

I gained a lot of valuable information that was immediately useful.

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

The intersection between executive directors and principals was fascinating!

– Rabbi Dovid Azerad, Associate Principal, Mizrahi Torah Academy, Plantation, FL

I really enjoyed the conference last week with many takeaways.

– Rabbi Sharir Yablonsky, Menahel, Rabbi Jacob Joseph School-Merkaz Hatorah, Staten Island, NY

The CoJDS conferences are ALWAYS helpful, thought provoking and thoughtfully prepared. I also always enjoy coming to conferences and reconnecting with colleagues and friends. Rabbi Glass is amazing and has gathered a really terrific team of educators around him. Yasher koach to everyone involved!

– Sandy Gersten, Interim Judaic Studies Principal, Margolin Hebrew Academy, Memphis, TN

Principal Think Tank IX and Conference



DIVREI BRACHA

HaRav Sholom Kamenetsky

Rosh Yeshiva, Talmudical Yeshiva of Philadelphia, PA

Rav Kamenetsky stressed that both the principal and executive director need to work together to limit tension by being financially prudent and fiscally sound. Rav Kamenetsky wisely noted that even though children are not privy to what happens in a boardroom there is definitely a trickle-down effect, and therefore both educational and lay leaders within a school must work towards the common goal of developing a child.

“The Roshei Yeshivah presence with preludes and interludes was great...Amazing conference!”

– Rabbi Yitchok Yurman, Netzach HaTorah, Woodmere, NY

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



Principal Think Tank IX and Conference



KEYNOTE ADDRESS: STRATEGIC PLANNING – YOUR SCHOOL'S BEST TOOL

Terry Moore, BCP-E

ISM Executive Consultant, Wilmington, DE

The conference's keynote address featured Terry Moore, an executive consultant with ISM. Mr. Moore captivated the audience by sharing some of ISM's research-based data to guide school boards and executive leadership teams in creating a strategic plan. The keynote address was followed by breakout sessions featuring a panel of executive directors discussing fiscal responsibility, a presentation on the pros and cons of various school leadership designs, and a question-and-answer session with Mr. Moore. CoJDS's primary focus was to assist heads of schools, boards members and executive directors to interact effectively.

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



Principal Think Tank IX and Conference



MESSAGE FROM THE ROSH YESHIVA FOR SCHOOL LEADERS

Rabbi Ahron Lopiansky

Rosh Yeshiva, Yeshiva of Greater Washington, Silver Spring, MD

Rabbi Lopiansky told the audience that it is important that financial decisions are made by conducting honest evaluations, distinguishing the crucial from the desirable. Schools who align their priorities, ensuring that the educational and financial arms of the school work together, will be most successful.

“Rabbi Lopiansky’s address demonstrated a keen understanding of the financial struggles of running a school. We need to be practical, but too much pragmatism may squelch the idealism necessary to fulfil our mission.”

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

Principal Think Tank ix and Conference



‘PRINCIPLES’ TO ACTION: CURRENT TRENDS IN EDUCATION FOR PRINCIPALS TO INFORM AND ENHANCE OUR INSTRUCTIONAL PRACTICE

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

Mrs. Miriam Gettinger stressed that we should be preparing our students not only for the 21st century, but for the 22nd century as well. This 22nd century educational model involves the added step of agency and not only mastery. The students must own the material. Student-centric schools aim to open students’ neural pathways with cross-curricular instruction. Material needs to be prepared in a way that not only accesses semantic memory through auditory and visual language but automatic, procedural and emotional memory as well.

“Mrs. Gettinger is amazing! I thoroughly enjoyed her presentation and would love to see and network with her even more!”

– Rabbi David Azerad, Mizrahi Torah Academy, Plantation, FL

“Passionate, innovative pragmatic approaches to enhance all grades and subjects.”

Principal Think Tank IX and Conference



WELLNESS LEADERSHIP: FOCUSING ON THE EMOTIONAL FUNCTIONING OF YOUR SCHOOL COMMUNITY

Rabbi Yossi Rosenblum, *Head of School, Yeshiva Schools, Pittsburgh, PA*

Rabbi Rosenblum shared with participants his vision and implementation of Wellness Leadership: Focusing on the Emotional Functioning of Your School Community. Yeshiva Schools has developed a clear mission statement and a comprehensive strategic plan which has been developed and actualized over several years. Jewish day schools can learn a lot from the Yeshiva Schools broad model.

“I was blown away by the vision Rabbi Rosenblum had for his school and how clearly defined it was to give over to his staff. He had very clear directives and charts on how to train your staff.”

– Mushky Tuvel, Magen Israel Center, Great Neck, NY

“Rabbi Rosenblum has a very engaging style of leading workshops and he has a lot to share in terms of his broad background and experience in education.”



Principal Think Tank ix and Conference



THE FORMATIVE FIVE

Thomas Hoerr, Ph.D, *Retired Head of School, Consultant, Author*

Dr. Thomas Hoerr shared his concept of The Formative Five, and spoke about “The Principal as Chief Empathy Officer” based on his best-selling book. He classified the cornerstone skills of empathy, self-control, integrity, embracing diversity, and grit and elaborated on the important trait of empathy. He modeled through anecdotes how various components of an organization’s culture, e.g., vision, values, practices, people, narrative and place, can be used to teach The Formative Five skills which are critical to promoting an environment that allows for academic achievement and the positive school culture principals strive for.



Principal Think Tank IX and Conference

DAY SCHOOLS



PANEL DISCUSSION: THE SYMBIOTIC RELATIONSHIP OF SCHOOL EDUCATION AND SCHOOL MANAGEMENT

MODERATED BY: **Alex Pomson, Ph.D**, *Principal and Managing Director,
Rosov Consulting*

Day one closed with a panel discussion, moderated by Dr. Alex Pomson of Rosov Consulting, on the symbiotic relationship between school education and school management. The panel included Rabbi Dr. Jeffrey Rothman from Yeshiva of Flatbush, Mrs. Miriam Gettinger from Hasten Hebrew Academy, and Mrs. Ahuvah Heyman from Bnos Yisroel. Questions ranged from situations that went sour for them, advice for new principals, to the most constructive way to conduct a meeting.



Principal Think Tank IX and Conference



JEDIT - THE NEXUS OF IT AND EdTECH

Baruch Noy, *National Director, JEDIT, NY*

Rabbi Noy challenged school leaders with questions ranging from what role educational staff and faculty should play in the selection of hardware and software decisions to whether all classrooms should be uniform in terms of their IT and EdTech tools.

The afternoon wrapped up with a roundtable discussing the creation of “Acceptable Use Policies” (AUP), which schools are using to describe proper usage of technology by students as well as faculty. Mrs. Ahuvah Heyman from Bnos Yisroel, Mr. Avi Bloom from SAR, and Dr. Josh Wyner from HAFTR, representing the educational leadership, IT leadership, and psychological sides of the picture, respectively, crafted a baseline AUP looking at sometimes conflicting considerations from all sides.

“The sessions were both informative and thought provoking. They grabbed my interest and kept me laughing, too!”

“Excellent skill-building session.”

“I really enjoyed the JEDIT session that I attended, Baruch Noy seems to be really taking initiative on something that is very important and innovative.”

– Rabbi Noach Kosofsky, Lubavitcher Yeshiva Academy, Longmeadow, MA



Avi Bloom, Director, Technology at SAR Academy, and Rabbi Baruch Noy, National Director, JEDIT, with participants.

NEW YORK



CoJDS COHORT JOINS PRE-CONFERENCE 2-DAY EVENT

Wednesday, March 30

Thursday, March 31

Marriott Marquis | 1535 Broadway, New York, NY



Jewish day school leaders gather for lunch at CoJDS NY Office

“I commend the Consortium and Rabbi Heshy Glass for creating this organization to help educators and chinuch in general. It is a great service to the entire Jewish community.”
Rabbi Noach Kosofsky, Principal, Lubavitcher Yeshiva Academy Longmeadow, MA



Over 100 school administrators, teachers and school mental health professionals from Jewish day schools joined to participate as a group in the Innovative Schools Summit’s exclusive pre-conference event in Manhattan. It was an excellent opportunity to join over 1,200 educators throughout the field of education looking to gain tools in dealing with students facing specific challenges. Consortium attendees met as a smaller group over lunch and dinner to discuss practical applications for their individual schools and to collaborate with like-minded professionals. CoJDS brought together Jewish educators from as far as Los Angeles, Portland and Montreal for the event.



Jenny Gulkowitz, Torah Academy for Girls, Far Rockaway, NY; Temima Feldman, HAFTR, Lawrence, NY; Rabbi Ari Schonfeld, Yeshiva Ketana of Manhattan, New York, NY; Rabbi Yerachmiel Kalter, Maayan Torah Day School, Portland, OR; Rabbi Eitan Lipstein, Yavneh Hebrew Academy, Los Angeles, CA



Brad Chapin, Accutrain presenter, Rabbi Yosef Seldowitz, Clifton Cheder, Rabbi Ari Schonfeld, Yeshiva Ketana of Manhattan



FLORIDA

ANNUAL NATIONAL
WINTER CONFERENCE

FOR TEACHERS AND ADMINISTRATORS

Sunday, January 16, 2022

Katz Hillel Day School
Boca Raton, FL

On Sunday, January 16, CoJDS hosted its annual winter conference in South Florida at Katz Hillel Day School on the topic of Addressing Learning Loss and the Social Emotional Needs of Our Students. A keynote address entitled Moving Forward Stronger by Dr. David Pelcovitz, Ph.D, set the tone for the day. With multiple tracks for administrators, teachers focusing on social emotional learning and teachers focused on learning loss, there was something for everyone.

“Dear Rabbi Glass,

Thank you so much for all the hard work that you and the rest of the staff at the Consortium put into making today's conference as incredible and informative as it was. As someone who is still very new at administration and still very young, the guidance, advice and support are invaluable.

Each program that we have used from the Consortium has helped us raise the bar of professionalism in school and support our teachers and students in their learning. The sessions today also lent a lot of food for thought about how we can continue to support our students and maintain an atmosphere of learning and professionalism.

Thank you and continued hatzlacha in all you do for Klal Yisroel,

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

ANNUAL NATIONAL WINTER CONFERENCE

PRESENTERS

DR. DAVID PELCOVITZ, PH.D., *Straus Chair in Psychology and Education,
Azrieli Graduate School of Jewish Education and Administration*

RABBI MORDECHAI YAFFE, PH.D., *Rosh HaYeshiva, Mesivta Ateres Yaakov, Lawrence, NY*

RABBI DAVID MEYER, *Executive Director, PaJeS, UK*

AHUVAH HEYMAN, *School Director, Bnos Yisroel of Baltimore, MD*

RABBI RAFI DRAIMAN, *Headmaster, Torah Academy of Boca Raton, FL*

RABBI YAAKOV SADIGH, *Head of School, Katz Hillel Day School of Boca Raton, FL*

TANYA RUBIN, *General Studies Principal, Rohr Bais Chaya Academy, Tamarac, FL*

DR. ELI SHAPIRO, *Director of Educational Initiatives, CoJDS, NY*

Dear Rabbi Glass,

Thank you for bringing the conference to Boca and hosting at KHDS. I truly gleaned much from Dr. Pelcovitz's two lectures that I participated in and as always enjoyed seeing and talking to other educators. Yasher Koach for the job you do.

*Morah Hadassah Smolarcik, M.S.Ed., Judaic Principal, Grades 1-8,
Katz Hillel Day School of Boca Raton, FL*



Dr. David Pelcovitz, Ph.D., keynote address

ANNUAL NATIONAL WINTER CONFERENCE



Rabbi Mordechai Yaffe, Ph.D., presenting

“RYNJ is so fortunate to have the Consortium as a resource to elevate the quality of learning, teaching, and school experience for our Yeshiva community. We look forward to our continued partnership.”

Rabbi Nachum Wachtel, Judaic Studies Principal, Rosenbaum Yeshiva of North Jersey



Ahuvah Heyman presenting



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

COJDS SCHOLARSHIP PROGRAMS: NATIONAL AND LOCAL

The CoJDS scholarship program utilizes a targeted strategy to remove the financial burden as a barrier to enrollment. Since 2016 the program has provided 313 scholarships generating over 1.9 million dollars in revenue for 25 schools. This represents a 486% ROI (Return on Investment).

As opposed to community-wide tuition reduction programs, the CoJDS targeted strategy addresses needs on a case-by-case basis. Principals submit to CoJDS details of (anonymous) families “on the fence” between public school and day school. CoJDS offers the principal a scholarship to help negotiate a middle ground agreeable to both the financial aid committee and the parents. Schools in smaller communities take precedence based on the lower cost of tuition and the impact every individual student can make.

WHAT ADVANTAGES DOES THIS SYSTEM HAVE OVER STANDARD SCHOLARSHIP PROGRAMS?

The bridge scholarship program:

- **empowers the principal** to become the hero in negotiating a feasible scholarship agreement
- helps schools with low enrollment in **small to mid-size** communities in which every student enrolled impacts the overall strength of the school
- funnels resources to cases with the **greatest need**
- provides **semiannual reports** on the progress of the students and the integration of families into the school community. The reports provide feedback to the funders and serve as an incentive to give the sponsored families extra attention.
- **low cost:** a scholarship between \$1,000-\$2,000 can enroll one child. Managerial costs are negligible.

We took the work we do on the national level and brought it down to the local level in Portland, OR. 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. Since 2019, this fund has provided 50 scholarships to the three Portland Jewish day schools: Maayan Torah Day School, Maimonides Jewish Day School of Portland, and Portland Jewish Academy.

- Expand the "Portland model" by developing local funds within communities. Local federations and philanthropists can partner with CoJDS to increase enrollment and promote educational excellence.
- Share social media marketing technology with schools looking to recruit Jewish public school students.

• • LOOKING AHEAD TO 2023 • •

We have had tremendous success partnering with CoJDS, our community's three Jewish day schools, and a donor family in helping retain more students in day school. Our goal is to provide a Jewish day school education to any child who wishes, and these grants provide "tipping point" funding that keeps these children in the schools. To date, it has been a wonderful benefit to our schools and, most of all, the students. For roughly \$21,000, we were able to retain 15 students in our day school system. At the same time, it brought in over \$70,000 in additional needed revenue to the schools.

Marc Blattner, President, Jewish Federation of Greater Portland, OR



Presenting Mrs. Gloria Kaylie with a plaque at our annual midwinter educators conference in Boca Raton, FL.01.16.22

Today's children are tomorrow's future. In recognition of this concept, Mrs. Gloria Kaylie established a fund titled the Gloria Kaylie's Kids Are Our Future Scholarship. Since 2019 Mrs. Kaylie has partnered with CoJDS to remove barriers enabling more Jewish children to receive a Jewish day school education. The fund provides "bridge scholarships" to aid schools and parents struggling to register children. The fund has helped to enroll children in 12 schools throughout North America. The children and the families affected by these scholarships will indeed have a brighter future thanks to this vision.

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*

Atlanta Jewish Academy, *Atlanta, GA*



Administrators from small communities meet at Think Tank 08.01.22

Rabbi Adler:

... 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, and most would return to the public school...

Sara Schonbach, Director of Admissions and Academic Life, Jewish Day School Lehigh Valley, Allentown, PA

...Rabbi Adler responded swiftly...Thankfully, Halpern Akiva Academy was able to receive a substantial subsidy from the CoJDS and Gloria Kaylie's Kids Scholarship towards this family.

I know that this was only possible with the consistent support from the CoJDS and their many staff members.

We recently met with the family, and they shared how thankful they were for the positive resolution we were able to make to such a sensitive and tenuous situation.

Mrs. Caitlyn Cameron, Principal, Halpern Akiva Academy, Calgary, AB



Rabbi Hillel Adler providing marketing guidance to parents and staff at Irvine Hebrew Day School, Santa Ana, CA 12.13.22

T. is proud of his Jewish identity and mesorah...despite coming from a secular Israeli family! Yiyasher kochacha for empowering this young man to thrive in a day school.

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

A wonderful family...shared with us that they were strongly considering pulling their two children and enrolling them in a local public school. We are a small school, and every family is critical to the school's survival, stability and growth...Rabbi Adler continued encouraging me and giving me hope. Baruch Hashem, Halpern Akiva Academy was able to receive a substantial subsidy from the CoJDS and Gloria Kaylie's Kids Scholarship towards this family.

Rabbi Aaron Kutnowski, Head of Judaic Studies, Halpern Akiva Academy, Calgary, AB

MAILBAG

“One of the worst feelings for me as an administrator is having a family that wants a Jewish education, and they simply cannot afford even the minimal tuition. S is a 3rd grader in public school that is struggling and would love to be in a Jewish environment...Had they approached me 4+ years ago, there would have been little that I could do to help them out.

Over the past few years after accessing this grant, seeing students blossom, increase their Jewish connection, appreciate their heritage, grow and develop. Just helping one child from one family is an immeasurable success...”

R' Yerachmiel Kalter, Principal, Maayan Torah Day School, Portland, OR

“This year we gave funds to three families, all of whom are returning to the school and all of whom have had a wonderful school year filled with Jewish life and learning. The families are so happy that their children can be in a Jewish school...

Because of the Stern Family Funds we were able to help these families to send their children to Portland Jewish Academy.

We know how very grateful they are to be able to continue their children's Jewish education. Thank you to the Stern family for making it possible for PJA to retain these three very valuable families.”

Merrill Hendin, Principal, Portland Jewish Academy, Portland, OR



Rabbi Yitzchak Newman, Head of School at Hebrew Academy of Orange County, introduces Rabbi Hillel Adler to the school's parent ambassador group, Huntington Beach, CA 12.14.22

“All students receiving CoJDS scholarships have grown tremendously throughout the 2021/2022 academic school year. Teachers have commented on their educational and social growth in the classroom. Families have commented on the spiritual growth in their children, which has impacted the entire family...”

The mother was blown away by her child's enthusiasm and initiative in learning Torah and the chumash skills that her child had developed throughout the year.

A grandfather of one student receiving this scholarship messaged us after Pesach. The child's engagement at the family Pesach Seder blew him away. The level of knowledge for such a young child, along with the ability to add meaning and insight to his family's Seder, really moved his grandfather, and he just wanted to thank us for impacting his grandson and, by extension, him as well.

These stories are just a peek at the impact these scholarships have on these young students and their families.”

Devora Wilhelm, Director, Maimonides Jewish Day School, Portland OR



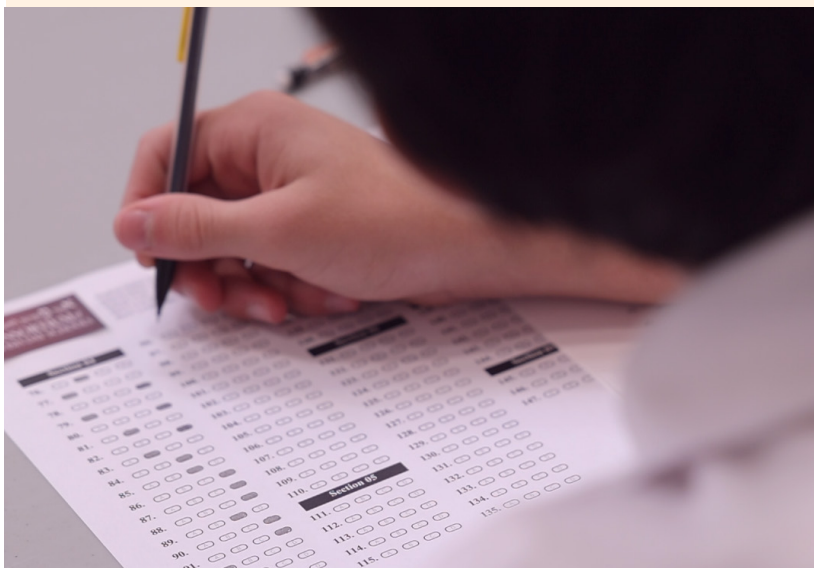
JSAT

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



The Judaic Studies Achievement Test (JSAT) is a series of exams developed by CoJDS in partnership with Jewish day schools across North America. These exams assess student skills and knowledge on topics taught in a typical Jewish day school. During the 2021-2022 school year, 3,952 students from 116 schools took one of our

three JSAT exams. We are proud of that fact that the JSAT exam is unique in its ability to provide objective data to Jewish day school leaders about the effectiveness of their learning programs and individual student achievement.

“We have been using the JSAT for several years now and find it extremely valuable. Every child from 3rd grade to 8th is tested annually, and we use the data to improve our program and identify children who need extra support.”

Rabbi Yerachmiel Garfield, Ed.D., Head of School, Yeshiva Torat Emet, Houston, TX

NUMBER OF STUDENTS WHO TOOK A JSAT EXAM IN THE 2021-2022 SCHOOL YEAR	
JSAT 5	1,309
JSAT 7	583
JSAT 8	2,060
TOTAL:	3,952

BREAKDOWN BY SCHOOL DEMOGRAPHIC	
CHAREIDI / YESHIVA	1,029
COMMUNITY	175
DAY SCHOOL / MODERN ORTHODOX	2,637
OTHER	111

STUDENTS WHO TOOK A JSAT EXAM IN 2021-2022 BY GRADE LEVEL	
GRADE 3	34
GRADE 4	20
GRADE 5	1,023
GRADE 6	232
GRADE 7	395
GRADE 8	2,236
GRADE 9	12

<

In the 2022-2023 school year we are exploring the development of a stand-alone Hebrew Language assessment to accompany the JSAT exams

>

• • LOOKING AHEAD TO 2023 • •

over

13,334

students have taken a JSAT exam since its inception

SCHOOLS THAT HAVE ADMINISTERED JSAT 5, 7 AND 8 IN 2022

Academies at Gerrard Berman Day School, Oakland, NJ

Adolph Schreiber Hebrew Academy of Rockland, New City, NY

Ahi Ezer Yeshiva, Brooklyn, NY

Akiva College, Izinga Ridge

Ateres Bnos Ita, Las Vegas, NV

Barkai Yeshiva Middle School, Brooklyn, NY

Beit Rabban Day School, New York, NY

Ben Porat Yosef, Paramus, NJ

Bi-Cultural Hebrew Academy, Stamford, CT

Bnos Malka Academy, Flushing, NY

Bnos Yisroel of Baltimore, Baltimore, MD

Brauser Maimonides Academy, Fort Lauderdale, FL

Congregation Tzemach Tzedek, Skokie, IL

Emek Hebrew Academy, Sherman Oaks, CA

Harkham Hillel Hebrew Academy, Los Angeles, CA

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

Hebrew Academy of Long Beach, Woodmere, NY

Hebrew Academy of Miami, Miami Beach, FL

Hebrew Academy of Nassau County, Uniondale, NY

Hillel Torah North Suburban Day School, Skokie, IL

Hirsch Lyons Primary School, Johannesburg

Jewish Foundation School, Staten Island, NY

Johannesburg Cheder School, Johannesburg

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

King David Victory Park, Victory Park

Kinneret Day School, Riverdale, NY

Kohelet Yeshiva, Merion Station, PA

Lubavitch Hebrew Academy, Margate, FL

Lubavitch on the Palisades, Tenafly, NJ

Lubavitcher Yeshiva Academy, Longmeadow, MA

Luria Academy of Brooklyn, Brooklyn, NY

Magen David Yeshiva Elementary, Brooklyn, NY

Maharsha Girls Primary School, Johannesburg

Maimonides School - Chile, Santiago, CL

Manhattan Day School, New York, NY

Mazel Day School, Brooklyn, NY

Mill Basin Yeshiva Academy, Brooklyn, NY

North Shore Hebrew Academy, Great Neck, NY

Ohr Chadash Academy, Baltimore, MD

Park East Day School, New York, NY



Students taking JSAT at Yeshiva of Flatbush 11.20.22

Phyllis Jowell Jewish Day School, Cape Town

Politz Day School, Cherry Hill, NJ

Rabbi Pesach Raymon Yeshiva, Edison, NJ

Robert M. Beren Academy, Houston, TX

Rosenbaum Yeshiva of North Jersey, River Edge, NJ

Sandton Sinai, Sandton

SAR Academy, Bronx, NY

Schechter Manhattan, New York, NY

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

Shaarei Torah Schools, Johannesburg

Shalom Torah Academy, Morganville, NJ

Shluchim Online School, Brooklyn, NY

Shulamith School for Girls of Brooklyn, Brooklyn, NY

Shulamith School for Girls of Cedarhurst, Cedarhurst, NY

Silverstein Hebrew Academy, Great Neck, NY

Sinai Akiba Academy, Los Angeles, CA

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

Solomon Schechter School of Queens, Queens, NY

South Peninsula Hebrew Day School, Sunnyvale, CA

The Moriah School, Englewood, NJ

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

The Shefa School, New York, NY

The Toronto Cheder, Toronto, ON

Torah Academy, Johannesburg

United Herzlia Schools, Highlands Estate

Westchester Day School, Mamaroneck, NY

Westchester Torah Academy, Harrison, NY

Yavneh Academy of New Jersey, Paramus, NJ

Yeshiva Chofetz Chaim - Talmudical Academy of Baltimore, Baltimore, MD

Yeshiva College, Johannesburg

Yeshiva Derech HaTorah, Brooklyn, NY

Yeshiva Har Torah, Little Neck, NY

Yeshiva Ketana of Long Island, Inwood, NY

Yeshiva of Central Queens, Flushing, NY

Yeshiva Shaarei Zion Girls School, Piscataway, NJ

Yeshiva Tiferes Moshe, Jamaica, NY

Yeshiva Torat Emet, Houston, TX

Yeshivah of Flatbush, Brooklyn, NY

Yeshivat He'atid, Teaneck, NJ

Yeshivat Netivot Montessori, East Brunswick, NJ

Yeshivat Noam, Paramus, NJ

Yeshivat Yavneh, Los Angeles, CA

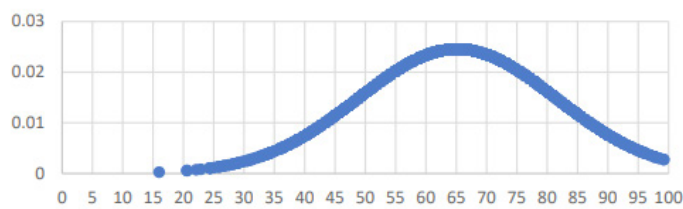


JSAT Level 8 roundtable discussion, CoJDS NY office, 05.25.22

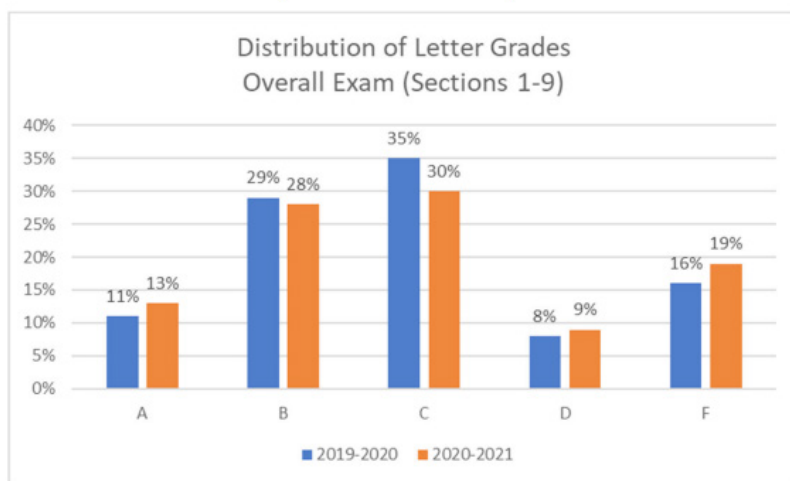


Distribution of Overall Score for all Test Takers (Grade 8 - 1,932 Students)

Mean = 65 SD = 16.34

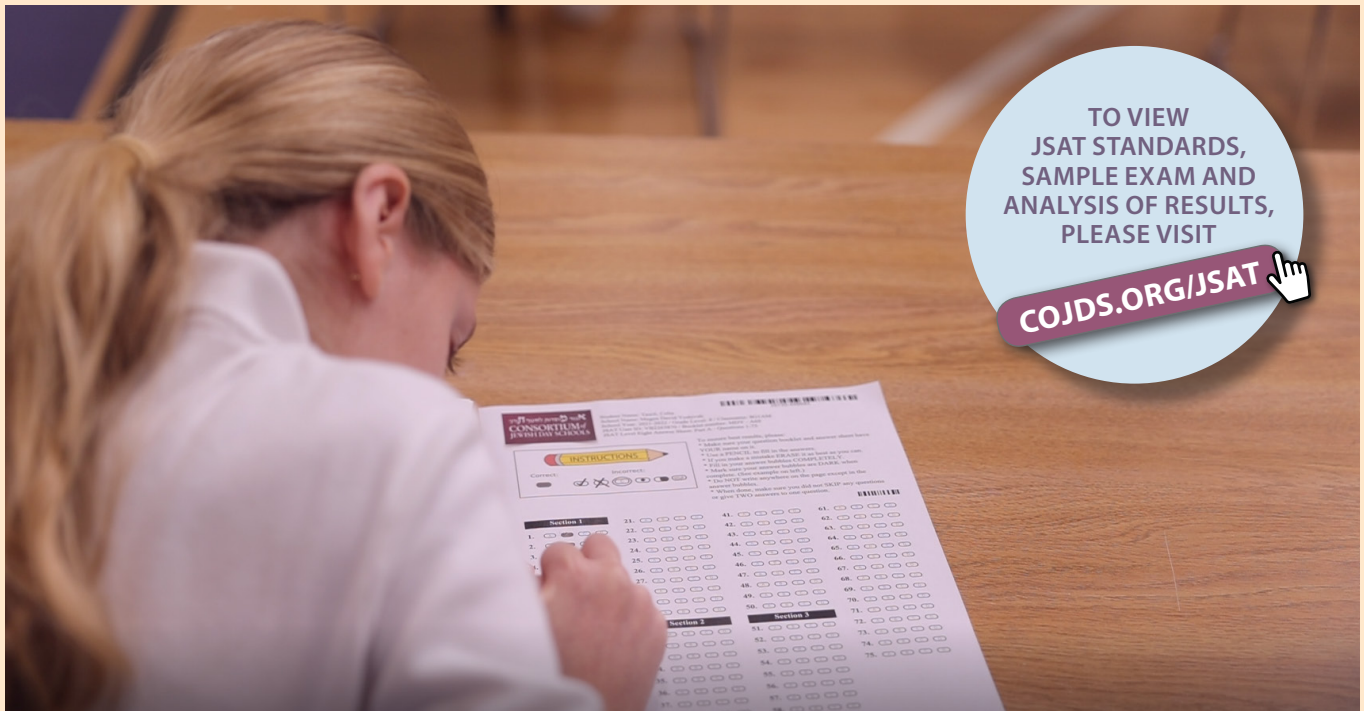


Distribution of Letter Grades (Overall / Sections 1-9):



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. ממצרים, ממצרים.	1/1	95%	77%	-18
Standard 08: Student can translate a combined or contracted prefix e.g. בנות (ב + ה) or והאיש	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 תוספת e.g. ה"א התוספת = 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 קל/פעל verb in the past tense e.g. שמרתי, שמרת, שמרת.	2/2	64%	68%	+4
Standard 16: Student can translate a קל/פעל verb in the present tense e.g. שומר.	1/1	50%	57%	+7
Standard 17: Student can translate a קל/פעל verb in the future tense e.g. אשמע, תשמע.	0/1	-	48%	-
Standard 18: Student can recognize a command in פעל e.g. שמר.	0/1	-	53%	-



“To date, 19 schools have registered for the JSAT, totaling approximately 350 students. We are excited about the potential of the JSAT to empower school leaders and educators to make data-driven decisions in school improvement by providing specific and statistically rigorous information regarding strengths and areas for development. We also appreciate that standardized assessments will increase the esteem of Jewish Studies for all stakeholders by increasing accountability in teaching and learning. We believe that the JSAT will lead to standards-driven improvement in Jewish Studies in South African schools.”

**- Ruhama Welcher, Educational Director,
Office of the Chief Rabbi of South Africa, Rabbi Warren Goldstein**



Students taking the JSAT level 8 exam at CoJDS Cedarhurst office



STAFFING

GOALS

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

HEAD OF SCHOOL PLACEMENTS



Rabbi Aaron Kutnowski
Head of Judaic Studies
Halpern Akiva Academy
Calgary, AB



Rabbi Yisroel Weiner
Head of School
Margolin Hebrew Academy
Memphis, TN

CoJDS is pleased to share recent successful placements of our administrative employment services.

For more information about our placement services please contact Rabbi Heshy Glass at hglass@cojds.org

HEAD OF SCHOOL SEARCH AND EVALUATION COMMITTEE (HOSSEC)

Hiring a new Head of School is a complex, costly, and challenging process. Ensuring the new Head of School's success should be a main priority of the school board. The relationship between the Head of School and the school board is critical to a private school's health. In an effective HOSSEC model, a committee including key board members and the new Head of School is formed, which creates defined goals, including building the day school or correcting deficiencies. CoJDS works to nurture a productive partnership between school boards and the hired school leaders to promote success.

The closing panel of the 2022 Think Tank IX, moderated by Rabbi Heshy Glass and featuring Rabbi Isaac Entin from Caskey Torah Academy and Rabbi Chaim Greenwald from Politz Day School, was centered around this practice and some case studies to highlight its efficacy.

From the following testimonials of the panel members, it is clear that this model helps the board, head of school, and ultimately the school itself be transformed.



Rabbi Isaac Entin
Menahel
Caskey Torah Academy
Wynnwood, PA



Rabbi Chaim Greenwald
Head of School
Politz Day School
Cherry Hill, NJ

“HOSSEC is critical for a new HOS. Any new HOS will have priorities, but their priorities may not be the same as the board. Each side needs to hear the other in order to avoid frustration down the road.”

“HOSSEC will work only if they commit to working on a regular basis and in a proactive form. If it is a response to a failing HOS, the effort is doomed from the start. The emphasis must be more on **support** than on **evaluation**.”

“A new HOS needs to meet as many people as possible from all aspects of the school community to understand not to expect massive change right away. It is important not just to define **what** needs changing but **when**.”

“The process develops **mutual** accountability. It is wrong for a board member to complain about a HOS after ten meetings about a subject that was never discussed until that point. This is where an outside third can defend a HOS by saying, ‘In all our meetings, you never brought up problem x. That can be a new issue going forward for the HOS to work on.’”

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.

In an effort to provide schools the tools necessary to navigate a difficult staffing market, the CoJDS Think Tank IX featured **Melanie Boroosan**, Director of Innovation at Apploi. Below are highlights of the session on August 2, 2022:



- When posting a job online, job boards such as Indeed have algorithms to reject various job titles. Keep the job title simple.
- Have the job title in the posting at least five times
- Before posting a job, research the market to learn if your package is attractive and competitive. It may be necessary to invest in a sponsored job post.
- Speed is essential! Respond to applicants within 24 hours
- Take advantage of the most popular job boards for each particular department (Judaic vs. General studies) and region (Northeast vs. West Coast)
- Utilize multiple resources to maximize reach (Applicant Tracking Systems, internal referrals, networking, multiple job boards)

Apploi Named Inc 5000 Top Growing American Company For 3rd Year Running

WHY CUSTOMERS LOVE OUR PLATFORM

21%

reduction in days to hire within 90 days

71%

reduction in days to hire with longterm use

88%

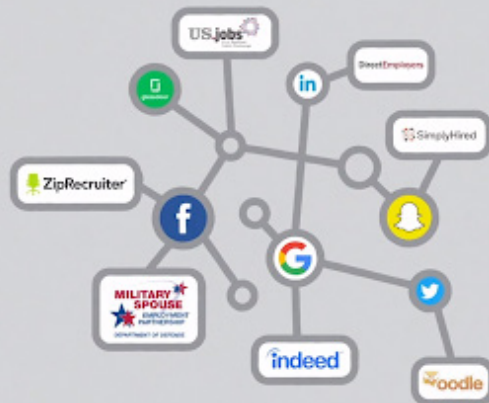
average candidate conversion

3

days from interview to offer

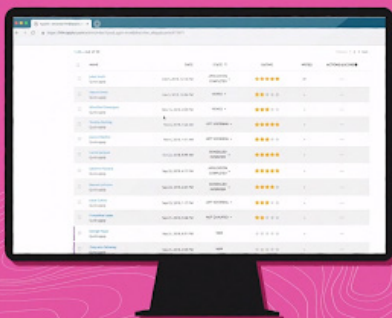
**Inc.
5000**

America's Fastest-Growing
Private Companies

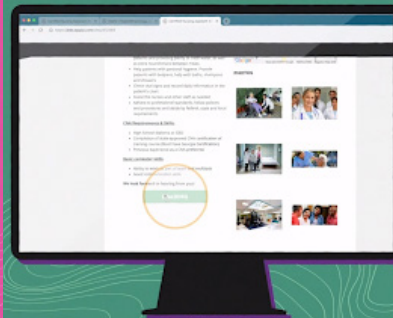


COJDS.ORG/JOBS

POST A JOB, WE'LL SEND IT EVERYWHERE



FILTER, REVIEW, MANAGE AND COMMUNICATE



EASILY APPLY FROM ANY DEVICE

SCHOOLS CURRENTLY USING APPOI THROUGH COJDS

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

Bais Yaakov High School of the Twin Cities
Minneapolis, MN

Bais Yaakov Miami
Miami, FL

Bais Yaakov of Baltimore
Baltimore, MD

Bais Yaakov of Boston
Boston, MA

Beth Rivkah Schools
Brooklyn, NY

Bnos Yisroel
Baltimore, MD

Denver Academy of Torah
Denver, CO

Caskey Torah Academy of Philadelphia
Wynnewood, PA

Derech Hatorah Rochester
Rochester, NY

Desert Torah Academy
Las Vegas, NV

EMEK Hebrew Academy
Sherman Oaks, CA

Esformes Hebrew Academy
Ormond Beach, FL

Farber Hebrew Day School
Southfield, MI

Gideon Hausner Jewish Day School
Palo Alto, CA

Hanna Sacks Bais Yaakov
Chicago, IL

Harkham Hillel Hebrew Academy
Beverly Hills, CA

Hebrew Academy of Long Beach (HALB)
Woodmere, NY

Hebrew Academy of Miami (RASG)
Miami Beach, FL

Hebrew Academy-New City
New City, NY

Hillel Academy of Denver
Denver, CO

Hillel Torah
Skokie, IL

Ida Crown Jewish Academy
Skokie, IL

IVDU Five Towns School for Special Education
Valley Stream, NY

IVDU Schools for Special Education
Brooklyn, NY

Jewish Educational Center (JEC)
Elizabeth, NJ

Katz Yeshiva High School
Boca Raton, FL

Kohelet Yeshiva
Merion Station, PA

Long Island Hebrew Academy
Great Neck, NY

Maayan Torah Day School
Portland, OR

Magen David
Brooklyn, NY

Manhattan Day School
Manhattan, NY

Mazal Day School
Brooklyn, NY

Mercatz Academy
Plainview, NY

Mesivta Netzach HaTorah
Woodmere, NY

Mesivta of Carteret
Carteret, NJ

Mesivta of Las Vegas
Las Vegas, NV

Mesivta of West Bloomfield
West Bloomfield, MI

Mesivta Yesodei Hatorah
Naugatuck, CT

Mesivta Yesodei Yeshurun
Queens, NY

Missouri Torah Institute
Chesterfield, MO

North Shore Hebrew Academy
Great Neck, NY

Park East Day School
Manhattan, NY



Politz Day School

Cherry Hill, NJ

Providence Hebrew Day School

Providence, RI

Rabbi Pesach Raymon Yeshiva (RPRY)

Edison, NJ

Ramaz

Manhattan, NY

Rudlin Torah Academy

Richmond, VA

Rosenbaum Yeshiva of North

Jersey (RYNJ)

River Edge, NJ

Shulamith School for Girls

Brooklyn, NY

Shulamith School for Girls

Cedarhurst, NY

Silverstein Hebrew Academy

Great Neck, NY

Sinai Schools

Paramus, NJ

South Bend Hebrew Day School

South Bend, IN

Stein Yeshiva

Yonkers, NY

Stream School: Chabad of NE Queens

Bayside, NY

Talmudical Academy of Baltimore

Baltimore, MD

Torah Academy of Boca Raton

Boca Raton, FL

Torah Academy of Boston

Brookline, MA

Torah Academy of Minneapolis

Minneapolis, MN

Torah Loving Care

Rochester, NY

Torah Prep School of St. Louis

St. Louis, MO

Torat Emet

Houston, TX

YBH of Passaic

Passaic, NJ

Yeshiva Darchei Torah

Far Rockaway, NY

Yeshiva Day School of Las Vegas

Henderson, NV

Yeshiva Ketana Long Island

Inwood, NY

Yeshiva Ketana of Manhattan

Manhattan, NY

Yeshiva Ketana of Queens

Queens, NY

Yeshiva Kol Yaakov

Great Neck, NY

Yeshiva of Central Queens (YCQ)

Queens, NY

Yeshivah of Flatbush

Brooklyn, NY

Yeshiva of Great Neck

Great Neck, NY

Yeshiva Ohr Yisrael

Chestnut Hill, MA

Yeshiva Shaarei Tzion

Piscataway Township, NJ

Yeshiva Tiferes Yisroel

Brooklyn, NY

Yeshiva Torah Temimah

Brooklyn, NY

Yeshiva Toras Chaim

Denver, CO

Yeshiva Toras Chaim Toras Emes

North Miami Beach, FL

Yeshivat Noam

Paramus, NJ



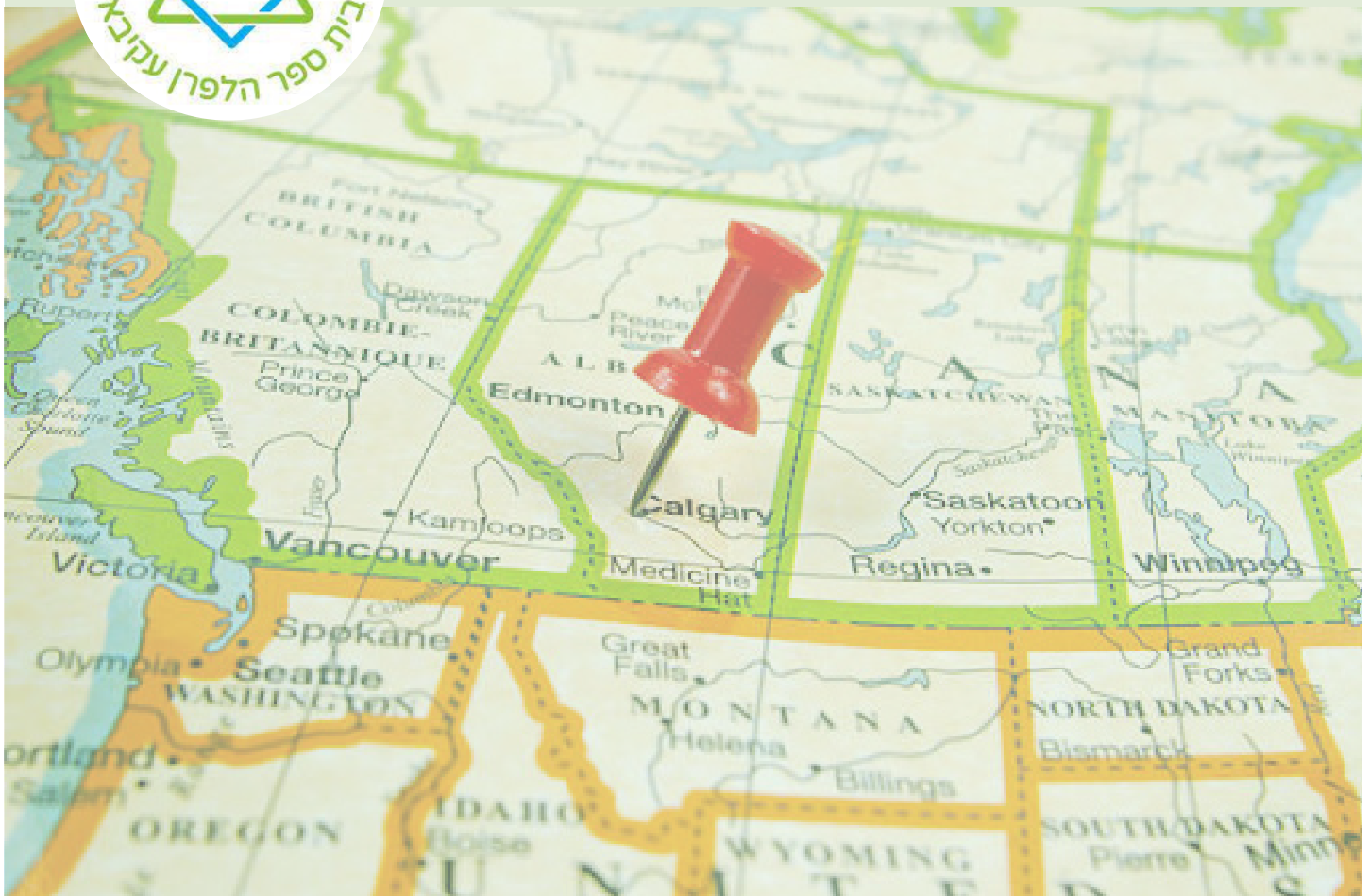
The mission of CoJDS lies in supporting Jewish day schools with a special focus on those in smaller communities. This year we are proud to focus on the Halpern Akiva Academy. In 2022 CoJDS was instrumental in placing and coaching Rabbi Kutnowski as the Head of Judaic Studies and three Judaic teachers. Our enrollment division provided scholarships to help children enroll in the school.

CALGARY FAST FACTS

Jewish population: 8,400

Halpern Akiva Academy established: 1980

Enrollment: 75 K-9





Rabbi Aaron Kutnowski
Head of Judaic Studies
Halpern Akiva Academy
Calgary, BC



Mrs. Caitlyn Cameron
Principal
Halpern Akiva Academy
Calgary, BC

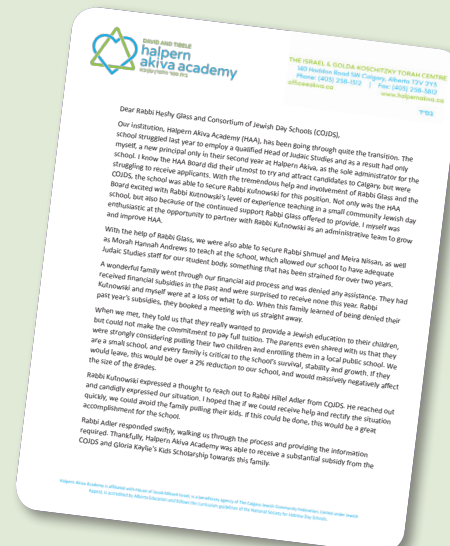
“With the help of Rabbi Glass, we were also able to secure Rabbi Shmuel and Meira Nissan, as well as Morah Hannah Andrews, to teach at the school. This allowed our school to have adequate Judaic Studies staff for our student body...

We are a small school, and every family is critical to the school's survival, stability and growth.

A special thank you to Rabbi Glass for continuing to assist our school and helping me acclimatize to my new environment and position.

“With the tremendous help and involvement of Rabbi Glass and CoJDS, the school was able to secure Rabbi Kutnowski for this position.

A wonderful family went through our financial aid process and was denied any assistance. . . the parents then shared with us that they were strongly considering pulling their two children and enrolling them in a local public school. . . Thankfully, Halpern Akiva Academy was able to receive a substantial subsidy from the CoJDS and Gloria Kaylie's Kids Scholarship towards this family.



“Thanks again to Akiva and CoJDS. It's another example of why my wife told me before our arrival in Calgary, “we have to live in a Jewish community. You will love it.” After all, I'd never truly had the experience before this past decade.

It's a special thing to know that we aren't alone when a problem arises, that there are people not only willing but wanting to work with our family as we move towards our goals and raise our children.

Please convey to them our heartfelt appreciation.

A Grateful Parent



Q: What inspired you to choose a career in Jewish education, specifically in small-town Jewish education?

Aaron: I was not the most dedicated student when I was younger. Some of the most impactful people in my life are those that didn't give up on me, even when they had every reason to. This is my way of paying that care forward because of those individuals who were there for me, to make a tangible impact and help klal yisrael. Many have unfortunately turned their back on communities like Calgary. I want to be there with them.

Chaviva: When my husband first went into chinuch, we weren't specifically looking for an out-of-town community. We just kept finding Hashgacha in the timing of opportunities, as well as the fact that it seemed to fit my husband's strengths and talents.

Q: What do you view as some of the biggest advantages of working in Jewish education in a smaller "out-of-town" community?

Chaviva: I have found that I have a greater opportunity to play a more substantial role alongside my husband. It is a tremendous responsibility and bracha to be able to make such an impact.

Aaron: Teaching can be quite a demanding profession. Smaller class sizes, more flexibility, and more guidance and training from the administration can really make a big difference, especially at the beginning. As well, the idealism in a smaller city is palpable. There is a certain authenticity in life and Judaism. Since the social pressures are less than in a larger community, people can live their Judaism in a more real way. In a way, priorities can be more appropriately balanced in a small town.

Q: What do you think are the biggest hesitations couples have in deciding to move to a smaller community?

Chaviva: Probably concerns for the children, socially and religiously, as well as the distance from other family members. Jewish resources can be limited, too. However, our children get to meet all kinds of Jews from across the spectrum and learn to find the beauty in all of them. This also gives them an opportunity to influence others, even from a young age.

Aaron: My children may graduate school without knowing as many Rashis or with fewer skills, but I believe that their simchas hachaim (joie de vivre) and ahavas Hashem (love of G-d) will be, y"ch, on a high level. They also have an opportunity to learn halachos as issues arise. While in larger communities such questions may rarely come up, here they become opportunities to learn hands-on halacha. I also agree with what Chaviva said about loving every Jew. It is easy to fall in love with a mirror, but that's not really ahavas yisrael. Developing a love for Jews different than yourself is a very healthy and valuable mitzvah, something Hashem wants from all of us.

Q: From a woman's perspective, what are the biggest advantages of living in a smaller community?

Chaviva: There's less social pressure to live at a certain standard. The cost of living can be less. Out-of-town can also be slower-paced and more laid back.

Q: If the husband is working in the school, but the wife is not, do you still feel she impacts the community?

Chaviva: Besides the school, there are other opportunities in a small community to make an impact. Hosting Shabbos guests can be an even more significant teaching experience to afford community members. Smaller communities can also have greater needs with fewer resources to support them. This can create more opportunities for individuals to step up and help out. Personally, I want to be involved and contribute to the community I live in. This also creates opportunities to develop personal relationships with community members.

Q: In what way does your presence in the community influence others? Do you have any anecdotes that demonstrate this?

Aaron: I feel very appreciated by the community, even in areas outside the school. Just making a minyan or giving a community Torah class connects me with the greater Jewish community here. I was very touched when a board member pulled me aside in the second week of school just to thank me for moving my family to Calgary. Another situation that exhibited to me that I might be making an impact relates to the dvar Torah sheets entitled "Parsha-ly Informed" that I write and distribute at the shul weekly. Someone was visiting us and noticed that half the people in the shul were sitting and reading my dvar Torah. They pointed this out to me as I wasn't monitoring it. I just simply want to share some of my thoughts on the parsha. But when I saw this, it was a really meaningful moment for me to see. Simple things like that show me I have the ability to influence community members here. If I can take even a kernel of credit for introducing another Jew to a mitzvah such as mikvah, you cannot imagine the satisfaction this gives me.

Q: Are there financial benefits to working in Calgary vs. a bigger community?

Aaron: When we lived in Toronto, it was not even a thought to try and purchase a house. In Calgary, it is a possibility. The standards here are different. There is much less pressure to have a nicer car or other finer things. Many people in bigger communities can feel stuck by the pressure of keeping up with their neighbors.

Q: Do you feel that your position in Calgary has helped you develop professional relationships that will help your career?

Aaron: Yes. As a rebbi it was important to connect with other rebbeim and talk shop with them about what curriculum others liked to use or which solutions they were using towards certain behaviors. Now that I've become Head of Judaic Studies at HAA, I have been blessed to develop relationships with others in a similar role and talk shop as well. This is especially important in my current infancy in this position.

Q: Do you feel the Lilmod U'lilamed training and coaching you received from CoJDS was beneficial?

Aaron: It is so comforting to know that for whatever challenge I run into in my job as Head of Judaic Studies, I can turn to CoJDS for help. When I had a financial issue with a parent having difficulty paying tuition, I was able to turn to Rabbi Adler for assistance with a scholarship. When I had questions about handling an educational issue with a child, I turned to my mentor, Rabbi Engel from Lilmod U'lilamed. Of course, Rabbi Glass is also always there for me for any questions that I have as a new administrator.

Q: How do you see your position in Calgary as beneficial to your long-term career goals?

Aaron: The Halpern Akiva Academy allowed me to take on a much larger role than I had previously. I am very grateful for the opportunity to step up into this position and accept the responsibility it entails. However, I don't see this position as a steppingstone to a position in a larger community. Affecting the children and families of Calgary is in and of itself a tremendous accomplishment, and this is my focus.



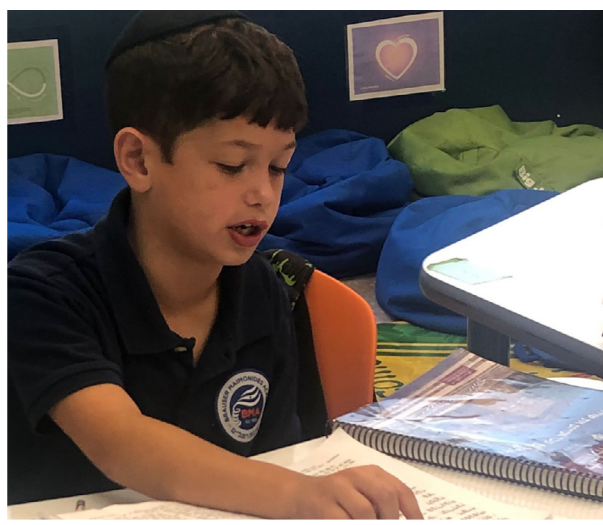
CHUMASH CURRICULUM-L'HAVIN U'LEHASKIL

GOALS

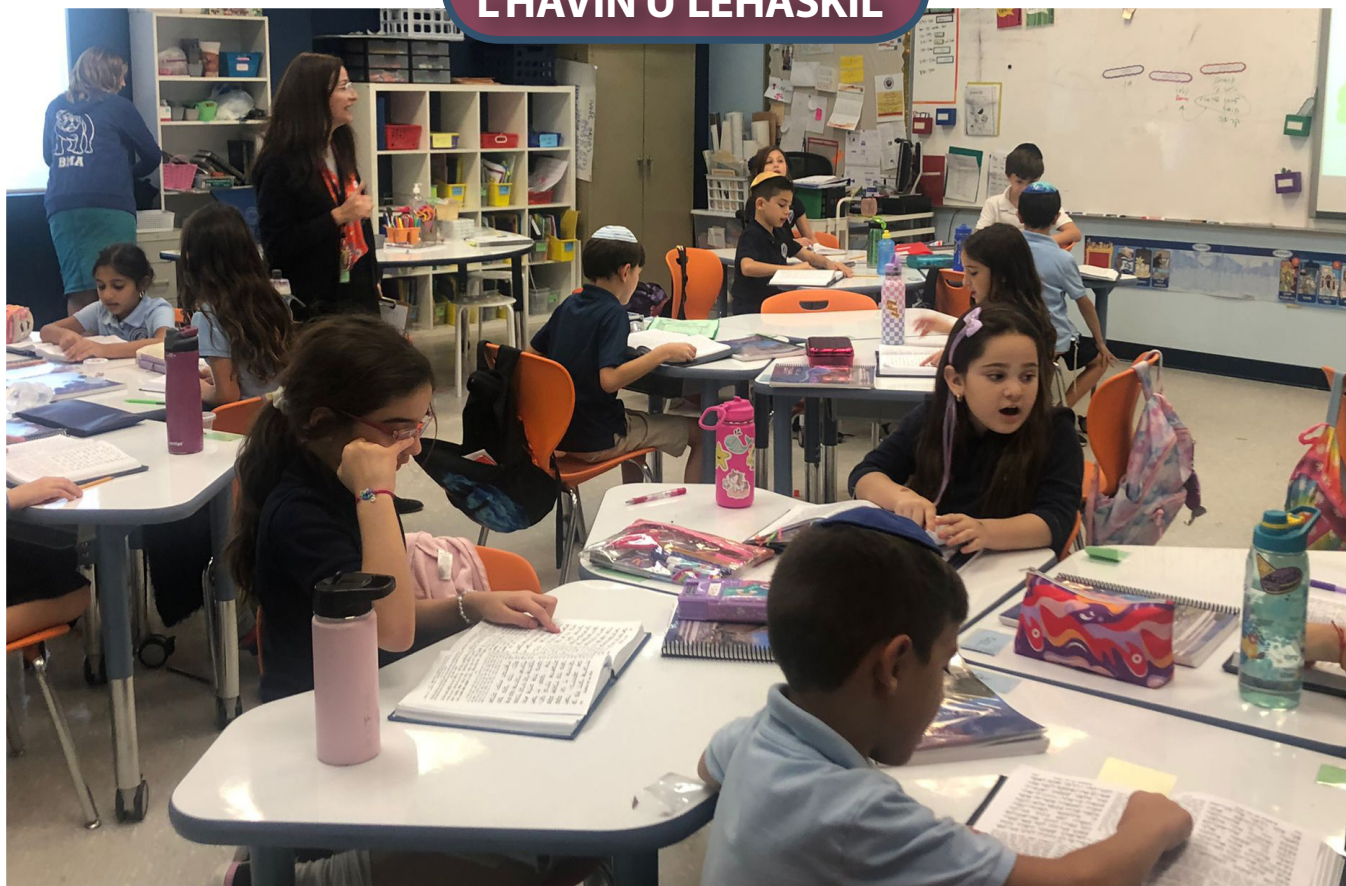
- to offer a standardized *Chumash* curriculum where skills continue to build from one grade level to the next
- to provide reliable data to teachers and administrators illustrating student progress with an efficient and accurate assessment system
- to facilitate regular contact between CoJDS and each 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.



להבין ולהשכיל L'HAVIN U'LEHASKIL



Students learning chumash with L'havin U'lehaskil at Brauser Maimonides Academy, Fort Lauderdale, FL

I am teaching 2nd grade this year and I'm loving the L'havin program! I have so much appreciation for all you invested to put it together!

*- Malka Katz, Judaic teacher,
Torah Day School of Dallas, TX*

used in over
250
schools

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

Currently used in approximately 250 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*.

להבין ולהשכיל L'HAVIN U'LEHASKIL



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.

L'HAVIN U'LEHASKIL CURRICULUM TEAM

COJDS CURRICULUM COORDINATOR:
Rachel Schuh

CURRICULUM ADVISORS:
Morah Mimi Fuchs
Rabbi Moshe Gutstein
Morah Elissa Hochbaum

COORDINATOR:
Basha Mindell



להבין ולהשכיל L'HAVIN U'LEHASKIL

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*.

English translation	עברית מקבילה	אותו פסוק
And Avram went up	וַיַּעַל אַבְרָם	וַיַּעַל אַבְרָם
Mitzrayim	אֶת אֶרֶץ מִצְרַיִם	מִצְרַיִם
He	הוּא	וְהָאֵשֶׁת *
	וְהָאֵשֶׁת * שָׁמָּה	וְכָל
	וְכָל	אֲשֶׁר לוֹ
(was)	אֲשֶׁר לוֹ	וְלוֹט עִמּוֹ
Lot (was) with him	וְלוֹט עִמּוֹ	הַנֶּגְבָּה
	אֶת הַנֶּגְבָּה	

Did you know?
Any translation of a word
(Refer to the glossary)

ג' - כרחוק

* When a word is used in a different context, its meaning may change.

שָׂרָשִׁים

פסוקים א' - י"ג

set up a tent	אָרַם, אָרַם (1)
choose	בָּחַר, בָּחַר (2) *
be able	יָכַל, יָכַל (3) *
sit/live	יָשָׁב, יָשָׁב (4) *
carry/lift	נָסַח, נָסַח (5)

להבין ולהשכיל L'HAVIN U'LEHASKIL

TEACHERS CONFERENCE

FIRST EVER!

L'HAVIN U'LEHASKIL TEACHERS CONFERENCE

In June, CoJDS held its first ever L'havin U'lehaskil Teachers Conference in Cedarhurst. Fifty teachers from schools across the tri-state area and as far as Los Angeles, Dallas, Miami, Jacksonville, Philadelphia and Amsterdam gathered for two days of engaging and informative sessions to enhance their understanding and utilization of the robust chumash curriculum. The purpose and tone was set by guest speakers Rabbi Eytan and Rebbetzin Aviva Feiner, who shared Divrei Torah and Chizuk, encouraging the teachers not to underestimate the power of their roles as Torah educators.

“The conference was an informative, eye opening and enjoyable experience. Being able to join together with teachers from many different communities to collaborate on how to run each of our classes, and to hear ideas how to better help our children to become independent Torah learners was really helpful. Being a part of the growing community of teachers who are imparting the Torah lessons is one that will help us all to become better at what we do as well as help the children grow in leaps and bounds.”

- Teacher, Rosenbaum Yeshiva of North Jersey, River Edge, NJ



Pre-conference sessions for administrators presented by Rachel Schuh, CoJDS and Tammy Masar, North Shore Hebrew Academy, Great Neck, NY 06.29.22

להבין ולהשכיל L'HAVIN U'LEHASKIL

TEACHERS CONFERENCE

Interactive sessions explored key features of the program as well as various implementation strategies. Teachers connected with one another and with the team of curriculum advisors to brainstorm new ways to use the program effectively. Teachers were also familiarized with the digital tools that are available to them for instruction and assessment. Participants came away with an enhanced understanding of the curriculum, armed with new strategies, insights, and a sense of community.



Rabbi Moshe Gutstein leading a 4th grade session

“Thank you so much for the wonderful conference. I really enjoyed all the sessions and meeting the amazing people behind the scenes. I am looking forward to continuing to work with you all this coming year.”

- Chana Meira Katz, Teacher, Harkham Hillel Hebrew Academy, Beverly Hills, CA



Elissa Hochbaum leading a 3rd grade session



להבין ולהשכיל L'HAVIN U'LEHASKIL

TEACHERS CONFERENCE

Everything was perfect! I would have loved for it to be longer. Also, please include more videos (like Elissa's) to show us what teaching with L'havin actually looks like. ...that's exactly why I came to the conference!

- Rachel Schwartz, Bais Yaakov Bnos Aliya School, New York, NY

I was extremely energized and excited by this conference! The presenters were excellent, knowledgeable and extremely supportive. I came out with a very positive feeling. I plan to go back to school and relay much of what I learned to my colleagues. I will strongly encourage them to attend the next CoJDS conference iy"H!

- Nitza Adler, Rabbi Pesach Raymon Yeshiva, Edison, NJ



I want to reiterate to you how much I enjoyed both parts of the L'havin conference. It was informative and a good opportunity to network with others.

- Sandy Gersten, Margolin Hebrew Academy, Memphis, TN

It was so organized and beneficial. The members of the L'havin team were so nice, welcoming, warm and helpful!

- Etti Borochoff, YCQ, Queens, NY

להבין ולהשכיל L'HAVIN U'LEHASKIL

TEACHERS CONFERENCE



Rabbi Glass, CoJDS Chairman, awards teachers L'havin U'lehaskil Teacher Training Certificates



Rabbi Moshe Gutstein leading a roundtable for Rebbeim

"The program was really excellent. I learned a lot and feel more comfortable and confident using the L'havin program in my class next year."

- Sarah Jakubovic, Park East Day School, New York, NY

"Our teachers absolutely loved the conference!"

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

"B"H I had a wonderful experience these past few days. I learned a lot about L'havin and how to implement it effectively in my classroom."

- Odelia Shifman, Emek Hebrew Academy, Sherman Oaks, CA



Mr. and Mrs. Mandel of Stichting Joodse Kindergemeenschap Cheider, Amsterdam, Netherlands with Rabbi Hillel Adler, CoJDS



להבין ולהשכיל L'HAVIN U'LEHASKIL

TEACHER TRAINING AND SUPPORT

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.

THANK YOU very much for all of your help and support. We look forward to enjoying the wonderful benefits the L'havin curriculum offers.

-Basya Deitch, Cheder Chabad, New Haven, CT



Rabbi Heshy Glass visits Cheder Chabad, Delray Beach, FL

להבין ולהשכיל L'HAVIN U'LEHASKIL

TEACHER TRAINING AND SUPPORT



Elissa Hochbaum, CoJDS curriculum advisor, visits Lubavitch Hebrew Academy, Margate, 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.

Thank you for coming out and providing support for our teachers. We are so grateful for your partnership and look forward to collaborating again soon.

-Shira Hammerman, JEC, Elizabeth, NJ

INDIVIDUALIZED 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 can be tailored directly to meet the needs of the Judaic staff or an individual teacher and is provided until the teacher feels comfortable using the *L'havin* curriculum on their own.

Thank you for sharing your passion and expertise with me yesterday. I gained a lot of insight from our conversation. I too look forward to a continued relationship.

-Aviva Wercberger, Bruriah Middle School, Elizabeth, NJ

VIRTUAL OBSERVATIONS

Virtual observations offer a unique opportunity for an advisor to 'visit' a classroom during a lesson, without disturbing the classroom. With this model, the *L'havin* team can help teachers with their teaching style and provide important feedback.

SUMMER TRAININGS FOR NEW AND SEASONED TEACHERS

This past summer, the *L'havin U'lehaskil* curriculum team gave a total of 8 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. 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.



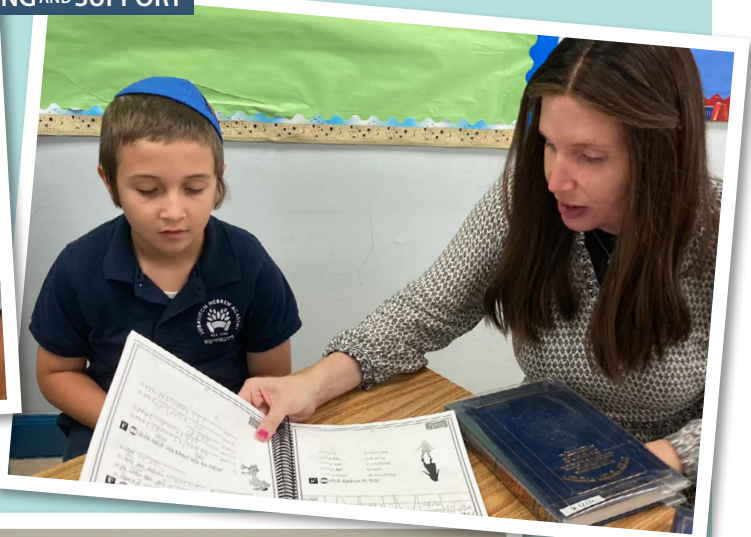
Tamar Meth of Torah Academy of Boca Raton, Elissa Hochbaum, CoJDS, Rabbi Rafi Draiman of Torah Academy of Boca Raton

להבין ולהשכיל L'HAVIN U'LEHASKIL

TEACHER TRAINING AND SUPPORT



Elissa Hochbaum, Rabbi Yoni Fein, Rabbi Yehuda Jeiger, Brauser Maimonides Academy, Fort Lauderdale, FL



Tammy Masar discusses cross-curricular learning as it pertains to integrating chumash and ivrit, with the administration of Caskey Torah Academy, 02.22

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.

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. They 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.

להבין ולהשכיל L'HAVIN U'LEHASKIL

DIGITAL RESOURCES



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 questions are linked to the *L'havin U'lehaskil* standards. Divided by unit so teachers

can assess 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 לקבץ את מתי מלפני:
"שמעוני" ופגעו לי בפרון בן צחר

What are the סופיות on the word "שמעוני"?

י

י

ל

סופית no

What is the correct translation of the
יִשְׁלַח on the word תְּחִלִּית?

Your answer is correct!

he will

Your score 200

Your time 10.77s

Next

At NSHA we understand the power of data. Detailed inputs ensure optimal results, and the data analysis from the assessments helps us better understand what our students know, what they should know and, most importantly, how to meet their academic needs and improve our teaching methods.

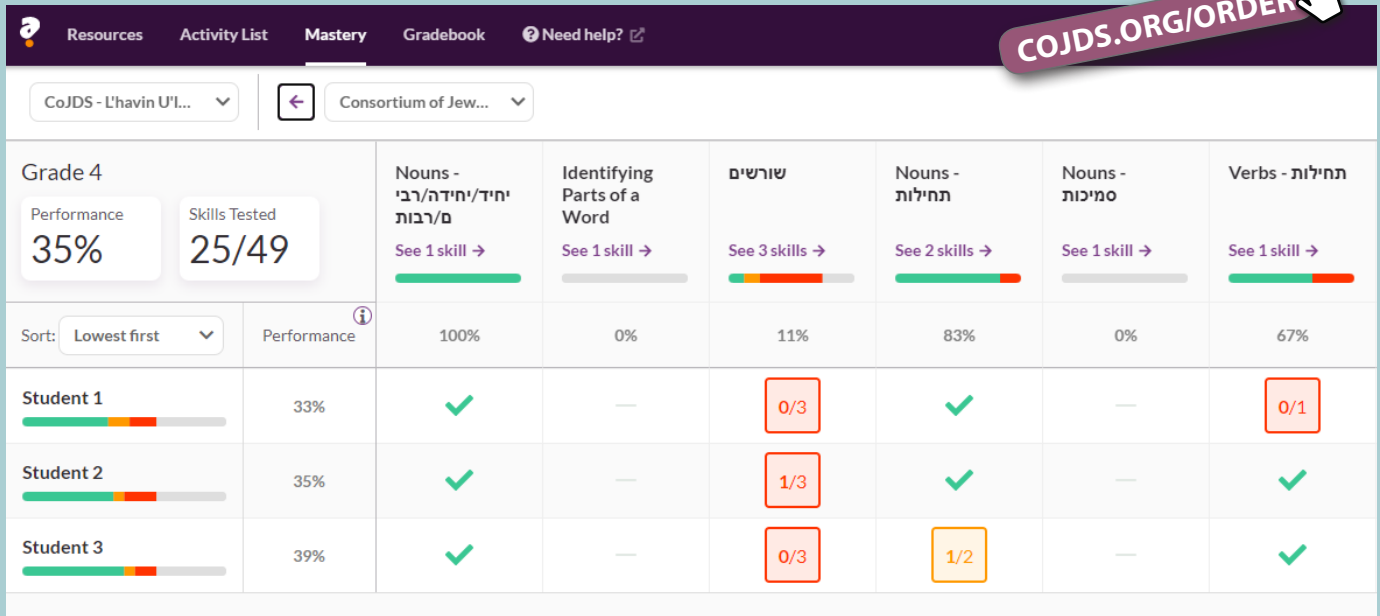
Tammy Masar, Director of Jewish Studies, North Shore Hebrew Academy, Great Neck, NY

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

להבין ולהשכיל L'HAVIN U'LEHASKIL

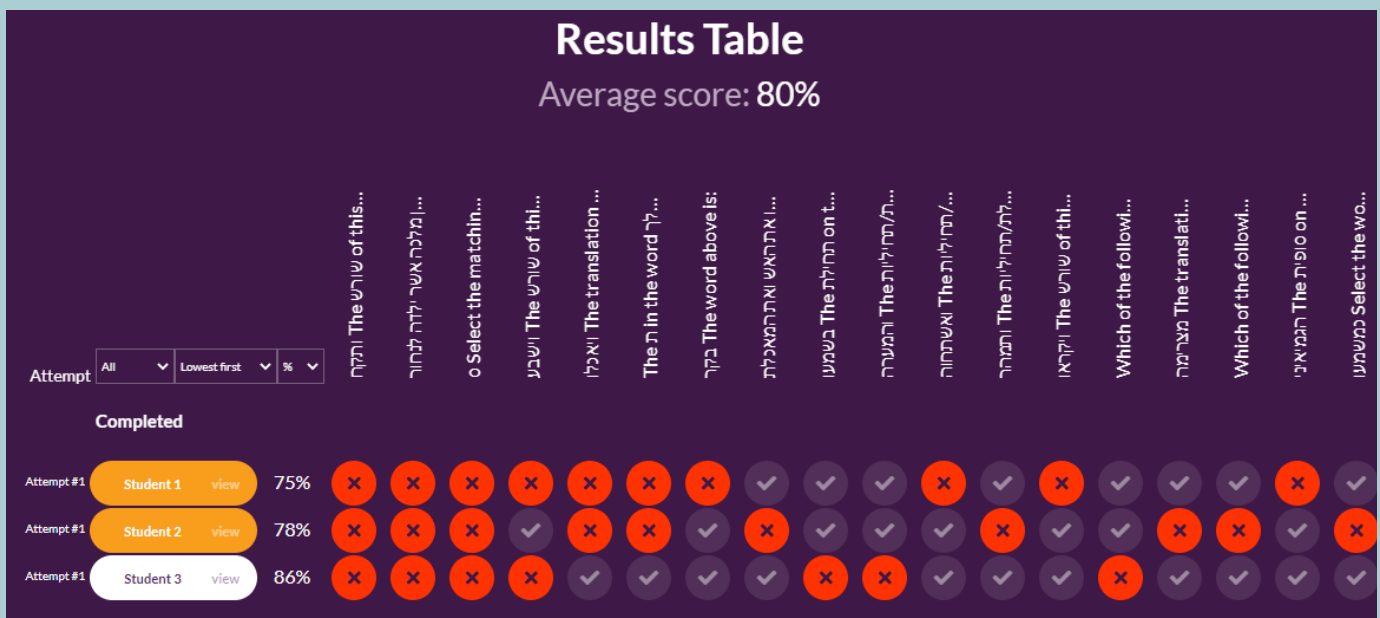
DIGITAL RESOURCES

ROBUST DATA AS SEEN IN THE MASTERY DASHBOARD



Quizalize assessments for L'havin U'Lehaskil provide our teachers with the detailed data they need to monitor every student's progress. This vital information empowers teachers to regularly cater and adjust their lessons to support their students. The fact that the students think Quizalize is fun makes it an easy tool to utilize often.

**Rabbi Zecharia Weitz, Assistant Principal for Judaic Studies,
Caskey Torah Academy of Greater Philadelphia, PA**



להבין ולהשכיל L'HAVIN U'LEHASKIL

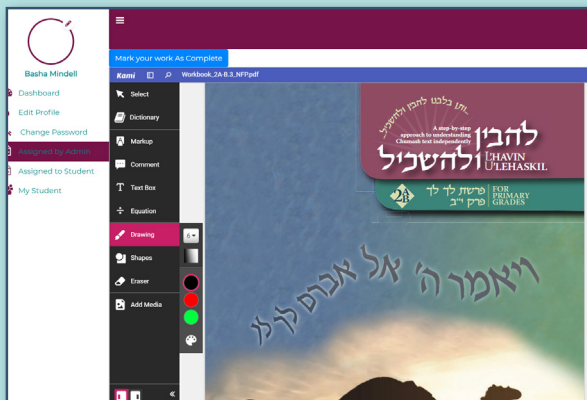
DIGITAL RESOURCES

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 **L'havinConnect**, 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



The Kami program is a great addition for the L'havin books.

-Rabbi Victor Gheriani, Judaic Studies Curriculum Coordinator, Hillel Yeshiva of Deal, NJ

410
teachers

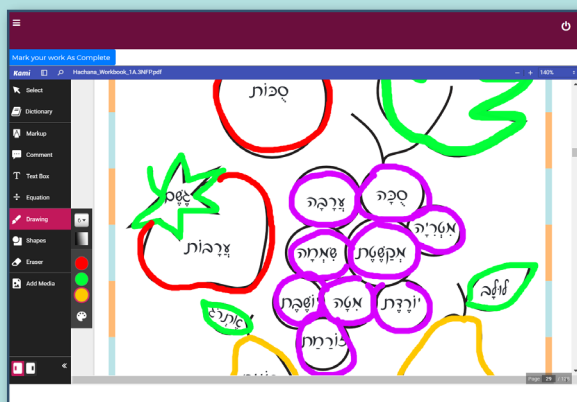
in
150
schools

have digital access to their L'havin workbooks

להבין ולהשכיל

L'HAVIN U'LEHASKIL

DIGITAL RESOURCES



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 **נִקְבָּה** refers to:

(A) (B) (C) (D)

2. A word that is **זָכָר** refers to:

(A) (B) (C) (D)

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

(A) ends with a "ת"

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

(C) ends with a "ן"

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

להבין ולהשכיל L'HAVIN U'LEHASKIL

Teaching Jewish children *chumash* is something done all over the world. CoJDS is excited to share that *L'havin U'lehaskil* is being implemented in multiple schools on a global scale. Schools in **Israel, Belgium, Italy, the Netherlands, Australia and South Africa** are all using the *L'havin* method to teach *chumash*. The *L'havin* curriculum team has been busy training all new teachers and administrators in the *L'havin* methodology.

I want to tell you how excited we are to start working with the L'havin curriculum! It really gives a sense of order and additional purpose to the chumash lessons!

-Chani Kaplan, Hebrew Principal, Merkos L'inyonei Chinuch, Milan, Italy

I really appreciate the guidance you provide for this amazing curriculum!

-Sarah Elburg, Stichting Joodse Kindergemeenschap Cheider, Amsterdam, Netherlands

Thank you very much for working with us on our Chazon Elimelech curriculum and training. We look forward to a fruitful "shutfus" with you for the chinuch of the children of our kehila.

-Rabbi Nesanel Cadle, Principal and Rosh Kehila, Chazon Elimelech, Afula

• • L'HAVIN GOES INTERNATIONAL • •



The Office of the Chief Rabbi of South Africa has recently opened an education division with the goal of raising the standards of teaching and learning in South African Jewish schools. Nine schools have registered to implement the L'havin U'lehaskil curriculum in January 2023. The teachers have begun training and have been extremely impressed with the program's adaptability, support, resources, and its focus on skills mastery. Our schools are all dedicated to developing independent chumash learners, and we are excited to partner with CoJDS in this shared goal.

-Ruhama Welcher, Educational Director, Office of the Chief Rabbi of South Africa, Rabbi Warren Goldstein

...וזו בלבט לחבון ולהשכיל...
A step-by-step
approach to understanding
Chumash text independently
להבין ולהשכיל
L'HAVIN U'LEHASKIL

L'HAVIN U'LEHASKIL CURRICULUM



New York Office

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

Cedarhurst Office

395 Pearsall Avenue
Cedarhurst, NY 11516
516.368.3333

ARIZONA

Cheder Lubavitch, *Phoenix*
Lamplighters Chabad Day School, *Tucson*
Nefesh, *Scottsdale*
Pardes Jewish Day School, *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 Orange County, *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 Isaacson 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*
Lamplighters Hebrew Academy, *Punta Gorda*
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*
Sha'arei Bina Torah Academy for Girls, *Hollywood*
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*

להבין ולהשכיל L'HAVIN U'LEHASKIL

PARTICIPATING SCHOOLS

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

Epstein Hillel Academy, *Marblehead*
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*
Sinai Schools, *Livingston*
Tenaflly Chabad Academy, *Tenaflly*
Yavneh Academy, *Paramus*
YBH of Passaic, *Passaic*
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 Derech Yisroel, *New City*
Bnos Malka Academy, *Queens*
Bnos Tzion of Bobov, *Spring Valley*
Bnos Yisroel School, *Brooklyn*
Bnot Yaakov, *Great Neck*
Brandeis Hebrew Academy, *Lawrence*
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, *Woodmere*
Mercaz Academy, *Plainview*

להבין ולהשכיל L'HAVIN U'LEHASKIL

PARTICIPATING SCHOOLS

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*
 Nesivos Bais Yaakov, *Brooklyn*
 North Shore Hebrew Academy, *Great Neck*
 Ohr Temimim School, *Amherst*
 Park East Day School, *Manhattan*
 Pathway Study Center, *Brooklyn*
 Shulamith School for Girls, *Brooklyn*
 Shulamith School for Girls, *Cedarhurst*
 Silverstein Hebrew Academy, *Great Neck*
 Solomon Schechter School of Queens, *Flushing*
 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 Chabad of Philadelphia, *Philadelphia*
 Cheder Menachem, *Wilkes Barre*
 Hillel Academy, *Pittsburgh*
 Jewish Day School of the Lehigh Valley, *Allentown*
 Kohelet 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*

SOUTH CAROLINA

Cutler Jewish Day School, *Columbia*

TENNESSEE

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

TEXAS

Akiba Academy, *Dallas*
 Bais Menachem Hebrew Preparatory School, *Austin*
 Cheder Lubavitch of Dallas, *Dallas*
 Robert M. Beren Academy, *Houston*
 Torah Academy of San Antonio, *San Antonio*
 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*

להבין ולהשכיל L'HAVIN U'LEHASKIL

PARTICIPATING SCHOOLS

AUSTRALIA

Cheder Levi Yitzchak, *Melbourne*
Kesser Torah College, *Dover Heights*
Leibler Yavneh College, *Melbourne*
Masada College-Torah Stream, *Sydney*

CANADA

Akiva Academy, *Calgary, AB*
Beth Rivka, *Montreal, QC*
Cheder Chabad of Toronto, *Toronto*
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*

BELGIUM

Beis Yaakov, *Antwerp*

CHILE

Maimonides School, *Santiago*

ENGLAND

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

ISRAEL

Bais Yaakov/Chazon Elimelech, *Afula*

ITALY

Merkos L'inyonei Chinuch, *Milan*

MEXICO

Or Hajayim, *Mexico City*

NETHERLANDS

Stichting Joodse Kindergemeenschap Cheider,
Amsterdam

PANAMA

Magen David Academy
Tora Or

ONLINE

Jewish Online School
Shluchim Online

SOUTH AFRICA

Akiva College, *Izinga Ridge*
Hirsch Lyons Primary School, *Johannesburg*
Johannesburg Cheder School, *Johannesburg*
King David Victory Park, *Victory Park*
Maharsha Girls Primary School, *Johannesburg*
Phyllis Jowell Jewish Day School, *Cape Town*
Sandton Sinai, *Sandton*
Shaarei Torah Schools, *Johannesburg*
The Sinai Academy, *Cape Town*
Torah Academy, *Johannesburg*
United Herzlia Schools, *Highlands Estate*
Yeshiva College, *Johannesburg*

NAVI



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

NEW CURRICULA NAVI

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 *Sefer Shmuel Navi* curriculum, appropriate for both the middle school and high school levels.

This *Sefer Shmuel* curriculum features teacher's guides and student workbooks. The teacher's guide provides detailed and flexible lesson plans with clear objectives, ideas, and sources, as well as 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.

Your phenomenal Navi Shmuel Curriculum has brought about a literal transformation of the way I teach Navi! The well sourced, hashkafically solid, student-centered curriculum has saved me a tremendous amount of time in preparation and has made teaching Sefer Shmuel a pleasure. I highly encouraged my colleagues and fellow teachers to use this curriculum. It's a total game changer.

- Nechama Bracha Yachnes, Morah, Yeshiva Har Torah, Little Neck, NY



NEW FOR 2023

The Oze L'malko curriculum is so user-friendly with practical tips, stories and m'shalim to enhance each lesson. I love that each pasuk is translated and explained according to the m'farshim which are quoted at the bottom of each page for easy reference. Thank you for enriching my lessons with your amazing materials!

- Bracha Butrimovitz, Bais Yaakov High School of Chicago, IL

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!

The innovative Shmuel Alef materials afford a turnkey curriculum for both novice and veteran day school teachers targeting 21st century conceptual, critical and creative thinking skills. A versatile resource addressing a broad spectrum of school demographics. A breakthrough gem of a curriculum, sure to qualitatively enrich students' hashkafic analysis and textual skillset development in their study of navi.

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

SCHOOLS USING THE NEW SHMUEL ALEPH

Bnos Sanz
Bnos Zion of Bobov
Jewish Institute of Queens
Maayan Torah Day School
Politz Hebrew Academy
The Cheder of the Bay
Yeshiva of Central Queens
Yeshiva Schools Girls Division Chabad of Western Pennsylvania
Beth Rivkah Academy of Montreal
Chaviva High School for Girls
Cheder Chabad Girls School of Long Island
Katz Hillel Day School of Boca Raton
Lubavitch Educational Center (Boys)
Toras Chaim of Portsmouth
Yeshiva Darchei Torah
Yeshivat He'Atid
Torah Day School of Phoenix
Beth Shalom Academy
Chabad Girls Academy
Yeshiva Har Torah
Bnos Malka Academy
Hillel Yeshiva of Deal
Stichting Joodse Kindergemeenschap Cheider
The Hebrew Academy of New City
Torah Academy of Jacksonville
Louisville Jewish Day School

South Peninsula Hebrew Day School
Cheder Lubavitch of Arizona
Cheder Menachem of N. Brunswick
Chabad STREAM School
Shalom Torah Academy
Yeshivat Bitahon
Lampighter Chabad Day School
Bnot Yaakov Girls Elementary School
Brandeis Hebrew Academy
Rabbi Pesach Raymon Yeshiva Edison
Torah Academy of Boston
Caskey Torah Academy
Kesser Torah College
Orthodox Union
Rabbi Pesach Raymon Yeshiva Edison
Bais Yaakov of Baltimore Middle School
Jewish Educational Center - Lower School and Middle School
Cheder Lubavitch Hebrew Day School Girls
Jewish Education Center - Rav Teitz Mesivta Academy
Ohr Temimim School
Robert M. Beren Academy
Shmuel Zahavy Cheder Chabad of Toronto
Yeshiva Torat Emet
Atlanta Jewish Academy
Cincinnati Hebrew Day School
Fuchs Mizrahi School

Hasten Hebrew Academy
Silverstein Hebrew Academy
Shaarei Bina Torah Academy for Girls
Bais Yaakov Bnos Aliya
Cheder Chabad of Philadelphia
Yeshiva Shaarei Tzion Girls Elementary
Providence Hebrew Day School
Jesode Hatora
Lubavitch Hebrew Academy
Chaya Mushka Children's House
Adolf Schreiber Hebrew Academy of Rockland
Hebrew Academy of Long Beach - Elementary School
Yeshiva Day School of Las Vegas
Phoenix Hebrew Academy
North Shore Hebrew Academy
Harkham Hillel Hebrew Academy
Lubavitch Educational Center (Girls)
Bader Hillel Academy
Solomon Schechter School of Queens
Torah Day School of Houston
Hebrew Academy of Long Beach
Hebrew Academy of Cleveland
Kohélet Yeshiva Middle and Lab School
Beth Rivkah of Brooklyn

DAVENING WITH DEPTH

The goal of a *yeshiva* day school education is to inspire our students to live a life connected to *Torah*, *mitzvos*, and *Hashem*. A major component of that, is to encourage students to *daven* in a meaningful way. If we want our students to love the opportunity that they have to speak to *Hashem*, we need to help them understand what they are doing.

The *Davening with Depth* series was developed with this goal in mind. These engaging and interactive guides to *Shmone esrei* and *bracha acharona* are designed to personalize these daily *tfilos*, shifting students' recitation of *tefila* from robotic to robust. These dynamic guides deepen the students' understanding of content while increasing their engagement with the text through reflective practice, thought provoking questions, and inspiring stories. Geared to a diverse student population, this curriculum 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

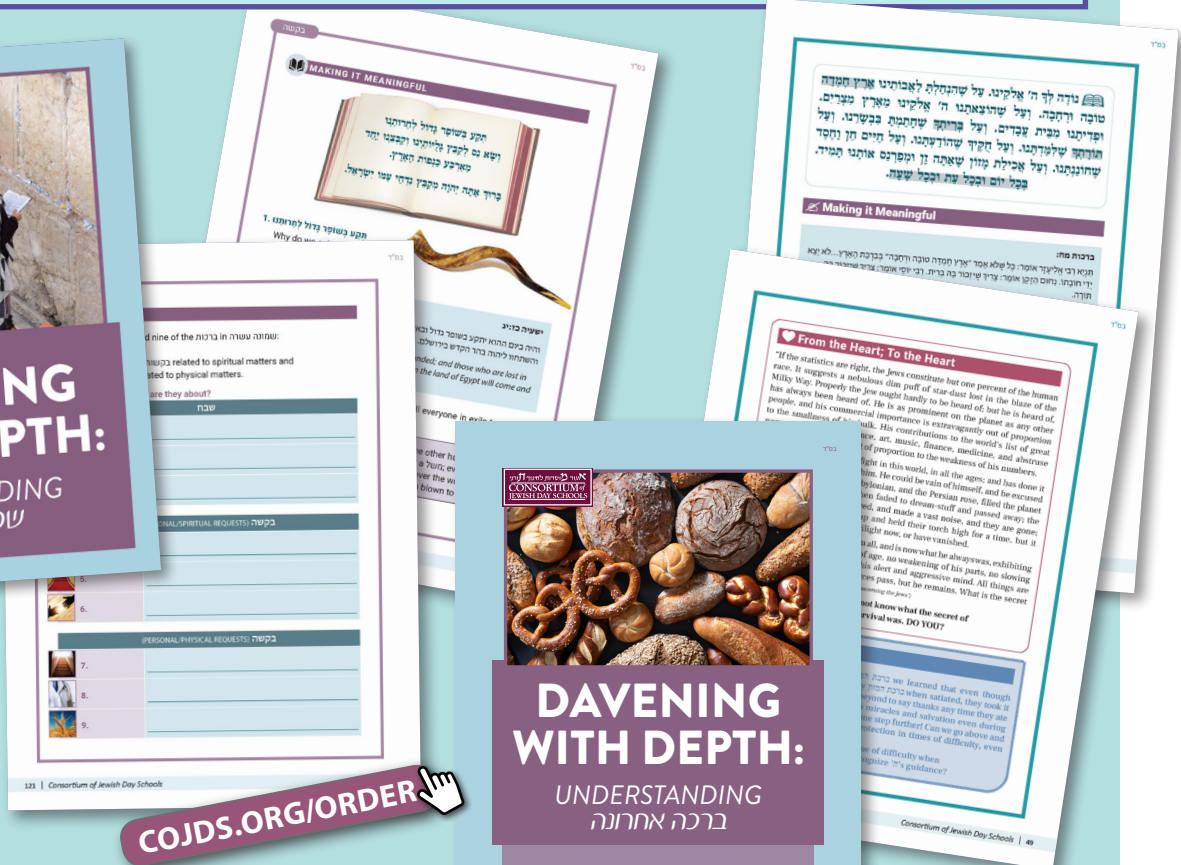


After writing curriculum for the last ten years at the Joseph Kushner Hebrew Academy, partnering with CoJDS to bring *Torah* to life has been a dream come true! It is a real *zechus* to work with such a talented and dedicated team at CoJDS; together we have succeeded in creating workbooks that are visually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

NEW!



DAVENING WITH DEPTH: UNDERSTANDING שמונה עשרה



COJDS.ORG/ORDER

DAVENING WITH DEPTH: UNDERSTANDING ברכה אחרונה

I love your curriculum on Understanding Bracha Acharona. I have used it with 3-8 grades and each student finds his path in connecting to Birkat Hamazon in a rich and inspiring manner.

Rabbi Dr. David Bauman, DHL, Head of Judaic Studies, Akiba-Schechter Jewish Day School, Chicago, IL

From the youngest of ages, students are taught to memorize the words of Birkat HaMazon as an important but rote exercise. Davening with Depth offers mature insight for students into these critical berachot and helps create a deep connection with HaKadosh Baruch Hu through stories and contextualized understanding.

Rabbi Aron Srolovitz, Lower School Principal, Joseph Kushner Hebrew Academy, Livingston, NJ

Davening with Depth does more than give an understanding and appreciation for each bracha's focus, it also highlights key fundamentals in emunah that emerge from the language of the brachot. Stories and thoughtful questions personalize the message for middle school students, giving them a deeper understanding of what they are saying.

Rabbi Aaron Leib, Principal, Farber Hebrew Day School - Yeshivat Akiva, Southfield, MI

PARSHA CURRICULUM

Created by Morah Elissa Hochbaum, veteran middle school teacher and CoJDS curriculum advisor, the CoJDS 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. Many schools are grateful for this curriculum; the students are learning *parshat hashavua* without overwhelming the Judaic staff.



FOUNDATIONS



Ignite. Inspire. Invest.

Ignite passion, Inspire commitment, Invest in spiritual development

The Foundations Curriculum was created to guide young women in developing their own personal identity rooted in *Torah* and *shmiras hamitzvos*, and thereby be better equipped to realize their unique potential as *Torah* Jews. The adoption of the Foundations Curriculum is expanding not only in the numbers of schools, but also across the broad Orthodox ideological and cultural spectrum.

This year Foundations was selected by the Orthodox Union to be part of the OU Impact Accelerator program to strengthen and further expand the reach of the program. In addition, Foundations has now been translated into *Yiddish* and is in the process of being translated into Hebrew to make the program available to a larger audience. This includes virtual training workshops with teachers in Israel.

Foundations has been successfully embraced in schools ranging from Stella K. Abraham in Hewlett, NY to Bobov HS in Monsey and from Ateres Bnos Ita in Las Vegas to Bnos Yakov Pupa in Williamsburg. This year's summer training included schools from the Modern Orthodox, Bukharian-Sephardic, *Chassidic* and *Litvish-Yeshivish* communities.

In addition, we welcomed additional new teachers from schools that are already using the curriculum.

A critical element of the project's success is the mandatory week-long teachers training program which all

participating educators must attend. This annual week of intense instruction and coaching has created a community of teachers skilled in transmitting sensitive and nuanced lessons, steeped in *Ahavas Yisroel*, and who share a deeply charged passion to bring our students closer to *Hashem* and His *Torah*.

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

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

PARTICIPATING HIGH SCHOOLS

Atara Girls HS, Cincinnati, OH

Ateres Bnos Ita of Las Vegas, Las Vegas, NV

Bais Shifra Miriam, Monsey, NY

Bais Yaakov D'khal Adas Yereim, Brooklyn, NY

Bais Yaakov High School, Brooklyn, NY

Bais Yaakov of Baltimore, Baltimore, MD

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

Cong. Talmud Torah D'chasidei Bobov Girls' HS, Monsey, NY

Hadar Bet Yaakov, Queens, NY

Hanna Sacks Bais Yaakov, Chicago, IL

Hebrew Academy of Five Towns And Rockaways (HAFTR), NY

Kosloff Torah Academy HS for Girls, Bala Cynwyd, PA

New England Academy of Torah Girls' HS, Providence, RI

Ohr Chana Girl' HS, Queens, NY

Oros Bais Yaakov, Lakewood, NJ

Orot Sara Girls' HS, Brooklyn, NY

Pninei Chein, Ramat Bet Shemesh, Israel

Stella K. Abraham HS For Girls, Hewlett, NY

Temima, The Richard and Jean Katz High School for Girls, Atlanta, GA

Tichon Meir Moshe, Far Rockaway, NY

Torah Academy for Girls' (TAG), Far Rockaway, NY

Torah Girls' Academy of Texas, Houston, TX

Valley Torah Girls' HS, Valley Village, CA

Yeshiva Of Brooklyn Girls' HS, Brooklyn, NY

STUDENT TESTIMONIALS

Program for New Olot, Ramat Bet Shemesh, Israel

"In forty years from now I won't remember much of anything I learned in high school but I will remember this course for life."
- 11th Grader

Pninei Chein, Ramat Bet Shemesh, Israel

"I really like Foundations as it is a calm and communicative class with a positive atmosphere that makes me think in depth about basic foundations of life. It is one of the only weekly lessons that actually makes me think."
- 10th grade student

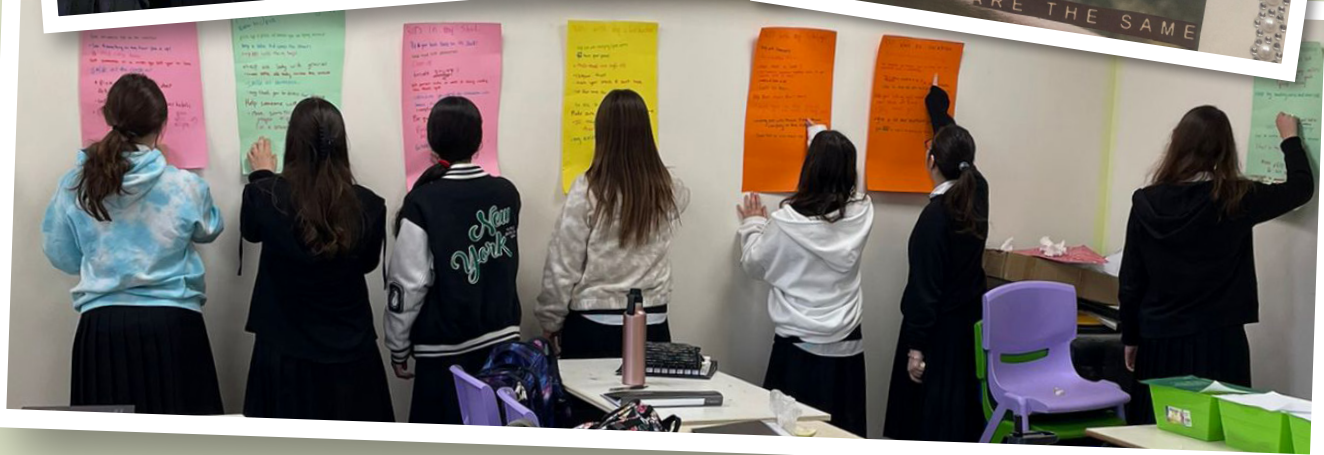
Valley Torah, Valley Village, CA

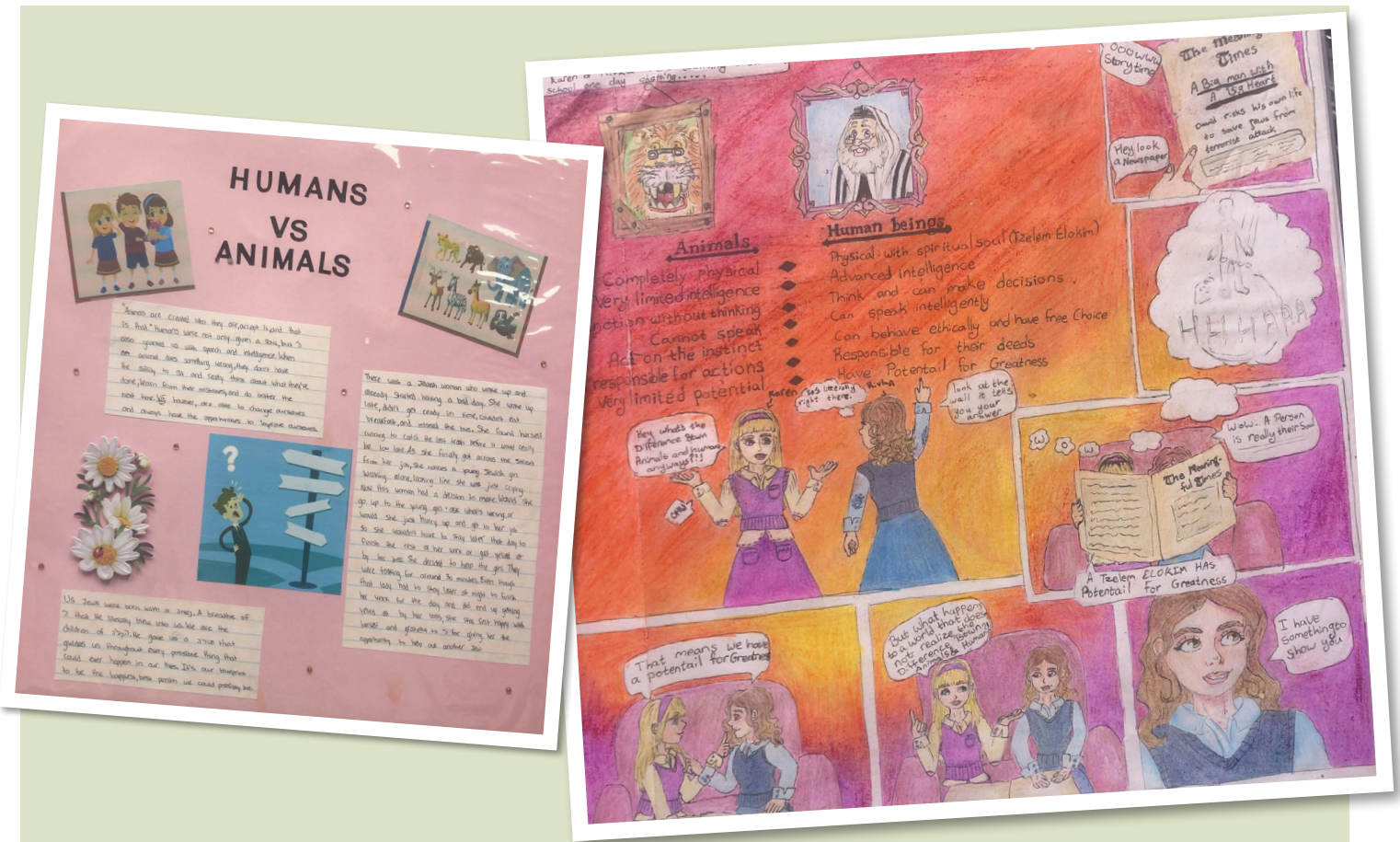
"Foundations helped me understand that the tools *Hashem* gave me are His Own unique gift to me and I should use them to serve *Hashem* to the best of my ability."
- 10th Grader

Bnos Yisroel Viznitz, Monsey, NY

"When we learned about "tools" I realized that every person and situation that I encounter is there to help me fulfill my mission in life."
- 10th Grader

"It's so much easier to choose "right" when you are conscious of your *bechirah*."
- 10th Grader





TEACHER TESTIMONIALS

"I don't know who is enjoying Foundations/*Yesodos* more, me or my students. The topics are so vital, relevant, and talk straight to the minds and hearts of teens. We all look forward to Thursday mornings!"

Chevi Kaufman, Teacher, Lakewood, NJ

"I find that before Foundations, the girls never had the opportunity to engage in this type of focused conversation that gave them insight and then enabled them to utilize this new understanding in their lives. The girls are constantly mesmerized by the concepts and love to see how all their new learning applies to their lives."

Tzipporah Richmond, Teacher, Las Vegas, NV

"Being an *Olah chadasha* myself, I can relate to the challenges my students face. The Foundations Curriculum helps build their self-confidence and gives them a sense of gratitude and appreciation for their lives."

Rebbitzen Sori Teitelbaum, Teacher, Ramat Bet Shemesh, Israel

"It's astounding to see how much growth can happen in a few short weeks. The girls are drinking in the inspiring and practical lessons. From their questions and written assignments, it's obvious how much clarity they're gaining. We are all enjoying the intellectual stimulation and spiritual growth!"

Chava Rivky Abraham, Teacher, Monsey, NY

"Foundations is an exploration of self and enables enriched *Avodas Hashem*. Since becoming a foundations teacher, I have found myself reexamining certain actions, while working on doing them for the right reasons."

Nechama Rubin, Teacher, Ramat Bet Shemesh, Israel



PROFESSIONAL DEVELOPMENT: TEACHERS AND ADMINISTRATORS

EANS FUNDING:

CoJDS assisted Florida Jewish day schools to secure over \$600,000 in government funding for programs and services.

As an official EANS provider, CoJDS has helped the following Florida schools access and allocate government money:



Yeshiva Toras Chaim
Toras Emes, Miami, FL



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



Lubavitch Hebrew Academy,
Margate, FL

Funds are available for many services including:

- Teacher training and professional development
- The Digital Citizenship Project
- Teachers to support learning loss
- Parenting classes

The Emergency Assistance to Non-Public Schools (EANS) relief program has provided billions of dollars in financial support for private and independent schools since its launch in early 2021.

EANS was introduced to help schools recover from hardship due to the COVID-19 pandemic. In March 2021, a second round of \$2.75 billion in funding was announced.

“We are very appreciative to have the financial support for the Digital Citizenship Project through our EANS funding. Thank you for introducing us to this well-thought out and appropriate program.”

- Mrs. Rochelle Brand, Menahelles, Shaarei Bina Torah Academy for Girls

In 2022 CoJDS assisted Jewish day schools schools to secure over

\$600,000
in EANS funding

PARSONAGE PROGRAM:

A valuable benefit for Judaic teachers is a tax-free housing allowance known as parsonage. Until recently, many schools did not offer this to female Judaic teachers. In an effort to provide female faculty a clearly defined program from a national day school organization, CoJDS provides a certificate program for religious instruction and service in Jewish day schools.

An online version of this course is available. Please contact info@cojds.org to enroll.

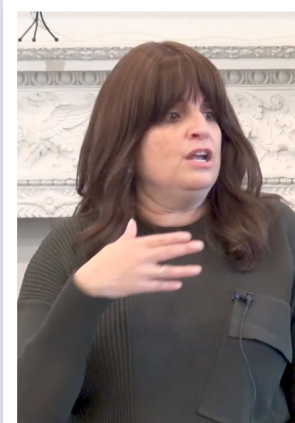
Religious Instruction and Service in Jewish Day Schools

FOR WOMEN TO RECEIVE A PARSONAGE ALLOWANCE



Meeting the Social Emotional Needs of Religious Students: Counseling in the Classroom

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



Cultivating Spirituality in Our Students

Mrs. Elisheva Kaminetsky
*Principal of Judaic Studies,
Stella K. Abraham High School for Girls*



The Role of Religious Authority in the World of Education

Rabbi Ya'akov Trump
Rabbi, Young Israel of Lawrence-Cedarhurst



Parent and Community Interaction: The Role of a Religion Teacher

Rabbi Heshy Glass, Ed.D.
National Chairman, Consortium of Jewish Day Schools

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. Recent journal editions focused on Project-Based Learning, Curriculum Development, and ADHD. 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



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 Rabbi Steven Penn, Yavneh Academy
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 Rabbi Yaakov Sadigh, Katz Hillel Day School
 Dr. Laya Salomon, Azrieli Graduate School, Yeshiva University
 Huvie Schabes, Chaviva High School
 Rabbi Yehoshua Dovid Schwartz, Fuchs Mizrahi School
 Sharon Schwartz, Shulamith School for Girls (Early Childhood)
 Mrs. Etti Siegel, College of Mount Saint Vincent
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 Rabbi Jordan D. Soffer, Striar Hebrew Academy
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 Larry Thompson, Responsibility-Centered Discipline
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 Rabbi Berel Wein
 Rabbi Mordechai Weissmann, Machon Menoras Hachochmah
 Rabbi Dr. Joshua Wise
 Rabbi Mordechai Yaffe, Mesivta Ateres Yaakov



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**

**SPEAKERS'
BUREAU**
2 0 2 2



COJDS.ORG



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.



in conjunction
with



serving

trained teachers in **55 schools**

20,000
students

• 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

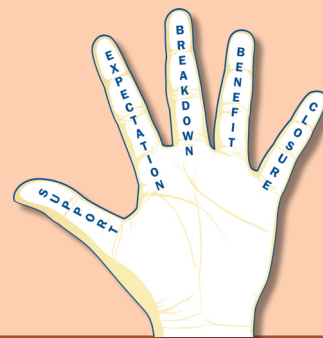
Communicate where you see the expectation breaking down or failing to be met.

• 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.



PARENTING INITIATIVE:

To synthesize the approach of teachers and parents in the discipline of children, CoJDS has invited Mr. Thompson to introduce **parents** to his Responsibility Centered Discipline (RCD) system. One of the first events was graciously hosted by the Hebrew Academy of Long Beach (HALB) in their spacious auditorium. With his Kansas twang, Mr. Thompson enthralled the parents with a mixture of wisdom, humor, and emotion, *“Children need a balance between the authoritative and the coddling approach. We need to support them to develop their own muscles in making the right decisions”*. Over 200 parents joined from HALB, Yeshiva of South Shore, Yeshiva Ketana of Long Island, Bais Yaakov Ateres Miriam, HAFTR, Magen Israel Center, Shulamith School for Girls, Bais Yaakov of Queens, and Yeshivath Gesher. CoJDS looks forward to hosting many more parent events in Jewish day school communities across North America.





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



Shalom Torah Academy
Morganville, NJ



Torah Academy of Boca Raton
Boca Raton, Florida



Poltz Day School of Cherry Hill
Cherry Hill, NJ



Torah Day School of Atlanta
Atlanta, GA



Torah Day School of Phoenix
Phoenix, AZ



Torah Prep - Girls Division
St. Louis, MO



Phoenix Hebrew Academy
Phoenix, AZ



Torah Umesorah
Brooklyn, NY



Menachem Mendel Academy
Phoenix, AZ



Toras Chaim
Portsmouth, VA



Yeshiva Derech Hatorah
Cleveland Heights, OH



Yeshiva Schools of Pittsburgh
Pittsburgh, PA



Hebrew Academy of Cleveland
Cleveland, OH



Hillel Academy of Pittsburgh
Pittsburgh, PA



Yavneh Hebrew Academy
Los Angeles, CA



ASHAR
New City, NY



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



Yeshiva Shaarei Tzion
Piscataway, NJ



Ohr Torah Cincinnati
Cincinnati, OH



Yeshiva Torah Vodaath
Brooklyn, NY



Atara Girls High School
Cincinnati, OH



Bais Yaakov Academy of
Queens, NY



Yeshiva Ketana of Queens, NY



Mesivta of Cincinnati
Cincinnati, OH



Bnos Menachem,
Crown Heights, NY



Hillel Yeshiva of Deal
Deal, NJ



EDTECH SUPPORT FOR JEWISH DAY SCHOOLS



CONSULTING

Schools need a resource that they can rely on to provide guidance in terms of introducing new technologies, as well as maximizing them. We provide consulting services to Jewish day schools related to purchasing hardware, selecting SIS and LMS

options and implementation, creating IT infrastructure, choosing software, curricular platforms, and more.

BEST PRACTICES

Through our vast experience in working with schools, teachers, and a diverse group of educational professionals, we have unique insights into best practices related to IT and Educational Technology. Whatever your current level of IT/EdTech at your school, JEDIT will share best practices at in-person events, as well as through online courses and videos.

PROFESSIONAL DEVELOPMENT AND TRAINING

Jedit provides professional development sessions tailored to the specific goals of the school, designed for their hardware and IT environment.

MEET-UPS

There is no better way for professionals to thrive than networking and learning from like-minded peers. The IT and EdTech needs of Jewish day schools are unique. Jedit will provide in-person get togethers including meet-ups and conferences allowing interested participants to learn from leaders across multiple specialty areas and to stay current with what is working in Jewish day schools.

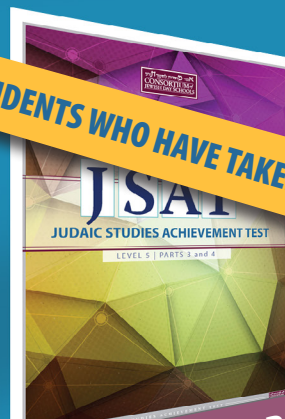
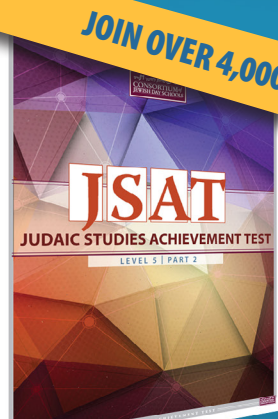
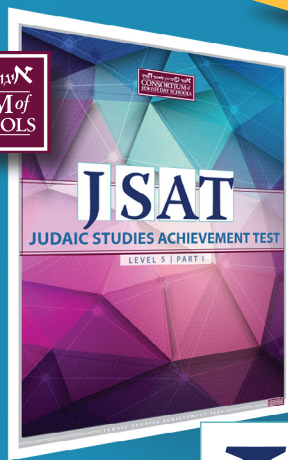
Jedit is directed by CoJDS Edtech consultant, Rabbi Baruch Noy bnoy@cojds.org

“I want to express my appreciation to CoJDS for the assistance of Rabbi Baruch Noy. He offered his vast knowledge and resources to assist me. His input will help my new yeshiva in the future in a big way. Thank you for facilitating his availability to support yeshivos and enabling educators to realize our mutual goal of helping Hashem's children.”

Rabbi Shimon Dovid Yanofsky, Dean-Rosh Mesivta, Yeshiva Ateres Shmuel of Waterbury, CT



Avi Bloom, Director, Technology at SAR Academy, presenting at CoJDS Think Tank 08.02.22



JOIN OVER 4,000 STUDENTS WHO HAVE TAKEN THE EXAM TO DATE

COJDS.ORG/JSAT-LEVEL-5

JSAT 5

JUDAIC STUDIES ACHIEVEMENT TEST

JSAT is designed to provide schools with the ability to implement data-driven instruction to improve student achievement. Results will provide data to help maximize the learning potential of each class and individual student.

The assessment targets fifth grade students and covers these primary areas:

Chumash Skills (120 questions) | Chumash Knowledge (30 questions) | Dinim/Yediot Klaliot (30 questions)

The assessment can be administered online or on paper, at a cost of \$20 per student.

INTERACTIVE AND PDF REPORTS FOR CLASSES AND INDIVIDUAL STUDENTS!

CoJDS recognizes the Jewish Day Schools across North America who have administered the JSAT exam.

Ahi Ezer Yeshiva, Brooklyn, NY
Akiba Academy of Dallas, Dallas, TX
Akiba-Schechter Jewish Day School, Chicago, IL
Atlanta Jewish Academy, Atlanta, GA
Bais Rivkah, Brooklyn, NY
Beit Rabban Day School, New York, NY
Beth Jacob of Boro Park, Brooklyn, NY
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
Cheder Chabad of Baltimore, Baltimore, MD
Cheder Lubavitch Morristown Boys Division, 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, AL
HANC - Elementary School, West Hempstead, NY
Harkham Hillel Hebrew Academy, Beverly Hills, CA
Hasten Hebrew Academy of Indianapolis, Indianapolis, IN
Hebrew Academy of Long Beach, Cedarhurst, NY

Hebrew Academy of Miami, Miami Beach, FL
Hebrew Academy of the Five Town and Rockaway, Lawrence, NY
Hilliel Yeshiva, Deal, NJ
Jewish Education Center, Elizabeth, NJ
Jewish Foundation School, Staten Island, NY
Joseph Kushner Hebrew Academy, Livingston, NJ
Lubavitch Hebrew Academy, Margate, FL
Lubavitcher Yeshiva Academy, Longmeadow, MA
Maayan Torah Day School, Portland, OR
Maimonides School - Chile, Santiago, CL
Manhattan Day School, New York, NY
Margolin Hebrew Academy, Memphis, TN
Menachem Mendel Seattle Cheder, Seattle, WA
Mizrahi Torah Academy, Plantation, FL
Netivot HaTorah, Thornhill, ON
Ohr Chadash Academy, Baltimore, MD
Phoenix Hebrew Academy, Phoenix, AZ
Rabbi Pesach Raymon Yeshiva, Edison, NJ
Rambam Day School, Savannah, GA
Robert M. Beren Academy, Houston, TX
Rosenbaum Yeshiva of North Jersey, River Edge, NJ
Rudlin Torah Academy, Richmond, VA
Sha'arei Bina Torah Academy for Girls, Hollywood, FL
Shalom Torah Academy, Morganville, NJ
Shulamith School for Girls of Brooklyn, Brooklyn, NY

Shulamith School for Girls of Cedarhurst, Cedarhurst, NY
Silverstein Hebrew Academy, Great Neck, NY
South Bend Hebrew Day School, South Bend, IN
South Peninsula Hebrew Day School, Sunnyvale, CA
The Toronto Cheder, Toronto, ON
Torah Academy of Boca Raton, Boca Raton, FL
Torah Day School of Ottawa, Ottawa, ON
Torah Day School of Phoenix, Phoenix, AZ
Torah Prep, St. Louis, MO
Vancouver Hebrew Academy, Vancouver, BC
Yavneh Academy of NJ, Paramus, NJ
Yavneh Hebrew Academy, Los Angeles, CA
Yeshiva Ketana of Long Island, Inwood, NY
Yeshiva Ketana Ohr Reuven, Suffern, NY
Yeshiva Ktana of Queens, Flushing, NY
Yeshiva of Central Queens, Flushing, NY
Yeshiva Shaarei Zion Girls School, Piscataway Township, NJ
Yeshiva Tiferes Moshe, Kew Gardens, NY
Yeshiva Torat Emet, Houston, TX
Yeshivat Akiva - Farber Hebrew Day School, Southfield, MI
Yeshivat He'Atid, Teaneck, NY
Yeshivat Lev Torah, Brooklyn, NY
Yeshivat Noam, Paramus, NJ
Yeshivat Shaare Torah Boys Elementary School,

For more information, please contact Rabbi Tzvi Daum at 516.368.3333 or tdaum@cojds.org.



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 NCSY 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 TRADITION

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

CoJDS continues to strengthen its partnership with Our Six Million (also known as *Shem Vener*), distributing personal 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. *Shem Vener* 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 this tradition to North American schools.

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



HOLOCAUST REMEMBRANCE TRADITION, FROM SCHOOL TO HOME

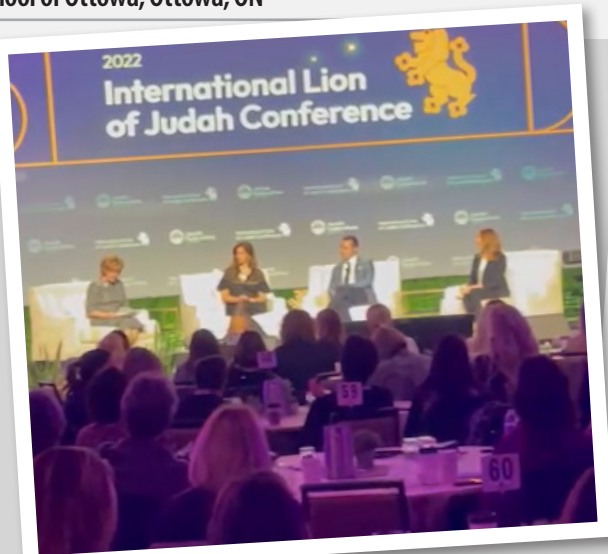
HOLOCAUST REMEMBRANCE DAY
YOM HASHOAH
Light AND Remember

10,416 candles were distributed to communities across North America by CoJDS in 2022

COJDS DISTRIBUTED CANDLES TO THE FOLLOWING SCHOOLS AND INSTITUTIONS

Federation of Greater MetroWest, Whippany, NJ
 Indianapolis Jewish Community Indianapolis IN
 Center for Israel and Jewish Affairs CIJA Vancouver BC
 Joyce Straus Foundation for the Arts Las Vegas NV
 Valley Torah High School Valley Village CA
 Westchester Day School Mamaroneck NY
 Shevet Pisga-Israel Scouts Las Vegas NV
 Paperny Family JCC Calgary AB
 Seattle Hebrew Academy Seattle WA
 Torah Academy of Jacksonville Jacksonville FL
 Rambam Day School Savannah GA
 Beth Tfiloh Middle School Baltimore MD
 Katz Hillel Day School Boca Raton FL
 Westchester Torah Academy New Rochelle NY
 Milwaukee Jewish Day School Fox Point WI
 Ohr Chadash Academy Baltimore MD
 Solomon Schechter School of Queens Queens NY
 Maimonides School Brookline MA
 Yeshivat Yavneh Los Angeles CA
 Yeshiva University of LA - Girls High Los Angeles CA
 Phoenix Hebrew Academy Phoenix AZ
 Torah Day School of Atlanta Atlanta GA
 Hebrew Academy of Miami RASG Miami Beach FL
 Caskey Torah Academy Wynnewood PA
 Tree of Life, San Diego, CA
 The Epstein School, Atlanta, GA
 Naaleh HS for Girls, Fair Lawn, NJ
 Yeshiva Beth Yehuda, Southfield, MI
 Atlanta Jewish Academy, Atlanta, GA
 Torah Day School of Ottawa, Ottawa, ON

Magen David Yeshiva HS Brooklyn NY
 Irvine Hebrew Day School Santa Ana CA
 The Leffell School Harsdale NY
 Adelson Educational Campus Las Vegas NV
 Solomon Schechter Day School of Bergen County New Milford NJ
 Emek Hebrew Academy Sherman Oaks CA
 Barkai Yeshivah Brooklyn NY
 SAR High School Bronx NY
 Hillel Community Day School Rochester NY
 The Silver Academy Harrisburg PA
 Jewish Day School of the Lehigh Valley Allentown PA
 The Shefa School New York NY
 Yeshiva Har Torah Little Neck NY
 Yeshiva University New York NY
 Nishmat Adin-Shalhevet Scottsdale Scottsdale AZ
 Silverstein Hebrew Academy Great Neck NY
 Shulamith HS for Girls Cedarhurst NY
 Wayne YMCA Wayne NJ
 Hillel Community DS of Rochester Rochester NY
 Mazel Day School Brooklyn NY
 JCC of Greater Coney Island Brooklyn NY
 Hillel at Davis & Sacramento Davis CA
 ASHAR, Suffern, NY
 Shulamith School for Girls, Cedarhurst, NY
 United Mashadi Jewish Community of America, Great Neck, NY
 Maimonides School, Brookline, MA
 Pensacola Jewish Federation, Pensacola, FL
 Schechter School of LI, Williston Park, NY
 Jewish Federations of North America (JFNA), Manhattan, NY



Introducing the candle tradition at the International Lion of Judah Conference of the The Jewish Federations of North America (JFNA), Phoenix, AZ, Dec. 11-13, 2022

SOUTH AFRICA JEWISH DAY SCHOOL NETWORK



The Office of the Chief Rabbi of South Africa has recently opened an education division with the goal of raising the standards of teaching and learning in South African Jewish schools. We are excited to share that for our first project, we will be partnering with CoJDS to bring the JSAT and the *L'havin U'lehaskil Chumash* Curriculum to its local schools.

To date, 19 schools have registered for the JSAT, totaling approximately 350 students. We are excited about the potential of the JSAT to empower school leaders and educators to make data-driven decisions in school improvement by providing specific and statistically rigorous information regarding strengths and areas for development. We also appreciate that standardized assessments will increase the esteem of Jewish Studies for all stakeholders by increasing accountability in teaching and learning. We believe that the JSAT will lead to standards-driven improvement in Jewish Studies in South African schools.

Nine schools have also registered to implement the *L'havin U'lehaskil* Curriculum in January 2023. The teachers have begun training and have been extremely impressed with the program's adaptability, support, resources, and its focus on skills mastery. Our schools are all dedicated to developing independent *chumash* learners, and we are excited to partner with CoJDS in this shared goal.



CHINUCH YEHUDI



One of the largest growing sectors of the American Jewish community is the Israeli population. Israelis now account for at least 15% of the total Jewish population in the USA today. This translates into the Israeli American population as the “low-hanging fruit” target for day school enrollment due to their large numbers and the receptivity of their culture.

Chinuch Yehudi was founded in 2017 to assist Israeli parents living in the USA in transferring their children to Jewish day schools.

COJDS WORKS CLOSELY 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. Scholarships are awarded to those in need. Once students are enrolled in day schools, *Chinuch Yehudi* provides consistent follow-up, ensuring the child succeeds 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



In August 2022, Chinuch Yehudi opened a preschool in the Atlanta suburb of Dunwoody, GA. The school's objective is to attract unaffiliated Israelis with an appreciation for Jewish tradition and heritage.

• • NEW FOR 2023 • •

ISM - INDEPENDENT SCHOOL MANAGEMENT



ISM is dedicated to the advancement of school management. They provide creative strategies by combining

extensive research, proven management techniques, and personalized service. CoJDS is proud to partner with ISM to advise schools on best practices. The 2022 summer Think Tank featured ISM Senior Consultant Terri Moore to share with Jewish day schools wisdom from the broader spectrum of all independent schools and the world of education at large. CoJDS utilizes ISM to train coaches for our *Lilmod U'Lilamed* teacher training program.

Terry Moore, ISM Senior Executive Consultant speaks at CoJDS Think Tank IX 08.01.22

MEI HADAAS



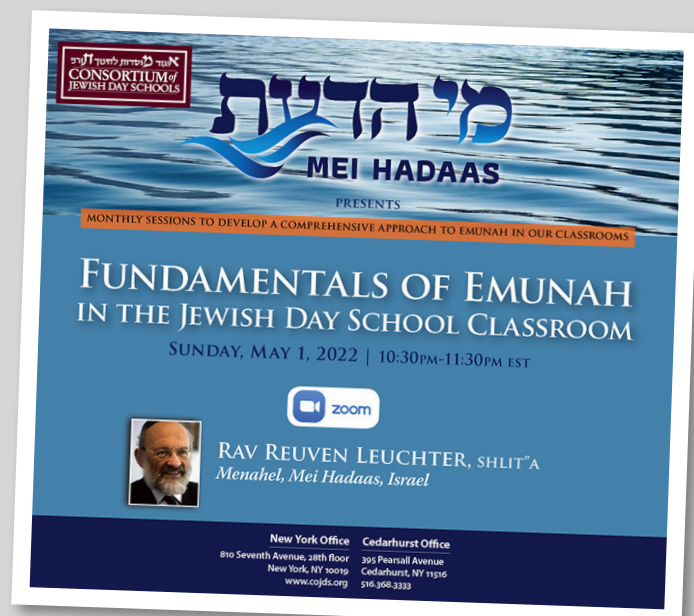
Discover Avodah.

In an effort to “bring *Hakadosh Baruch Hu* back to the classroom,” CoJDS partnered with the *Mei Hadaas* organization to give teachers practical tools for imparting the fundamentals of *Emunah* (faith/belief) in the classroom. Rabbi Reuven Leuchter, *Menahel* of *Mei Hadaas*, has educated thousands of students on the fundamentals of Judaism and Jewish character development. Educators worldwide credit their success to the training they received from Rabbi Leuchter. The free monthly webinars arranged by CoJDS for Judaic educators provide the strategies and tools to help students develop a personal relationship with *Hashem*.

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

“Thank you so much for the upcoming series with Rabbi Leuchter! His past seminars have really informed me and my teaching, and I look forward to *Emunah II*. Thank you for what you do for the *klal*.”

- Miriam Kaufman, Teacher,
Bais Yaakov Bnos Aliya





Keter is dedicated to providing a single address for education and resources that addresses the ever changing challenges of the digital age. Keter utilizes a collective wisdom approach and partners with the best available resources in the technology space to help school communities develop their Comprehensive Technology Strategy (CTS)

- Assessment
- Parent Workshops
- Community Lectures
- School Faculty Professional Development
- Device Sales and Management
- Filter Installation and Support
- Student Curriculum and Workshops
- School IT/EdTech Consulting
- School Policy and Guidelines Development

For more information about KETER, please visit Ketertech.org or email info@ketertech.org

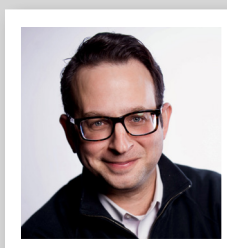


DIGITAL CITIZENSHIP

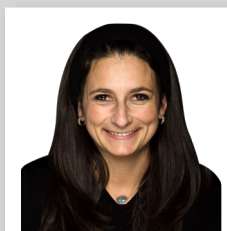


DIGITAL CITIZENSHIP FOR STUDENTS: Educators today are challenged by their students' technology habits and often don't know where to turn for research-based strategies. The Digital Citizenship Project, led by **Dr. Eli Shapiro** and **Mrs. Temima Feldman**, teaches the norms of appropriate, responsible, 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 info@thedigitalcitizenship.com.



*Dr. Eli Shapiro
Director*



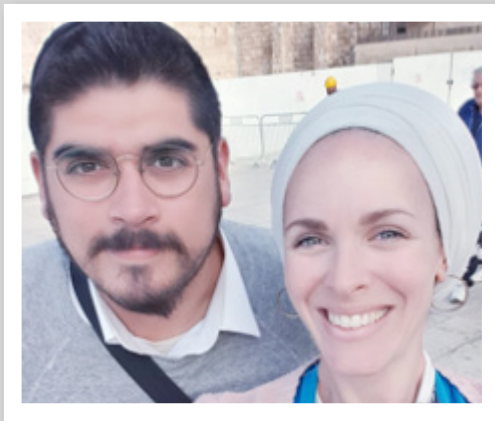
*Temima Feldman
Associate Director*



Inspiring the Jewish Future

NCSY is a world-recognized organization that has played a pivotal role in the lives of Jewish teens across the globe. Many NCSY regions servicing smaller communities experience the same staffing challenges as their counterparts in Jewish day schools. A CoJDS-NCSY partnership enables the creation of attractive employment package opportunities with local day schools and NCSY branches. Pooling recruitment resources enables a win-win collaboration for schools, youth groups seeking talented and inspiring educators.

For more information about creating a day school-NCSY employment package for your community please contact Rabbi Heshy Glass at hglass@cojds.org



Rabbi Shmuel and Meira Nissan moved to Calgary in 2022 to teach at Halpern Akiva Academy, the Calgary Community Kollel and serve as co-Directors of Calgary NCSY

SULAMOT



With more than 16 curriculums, the *Sulamot* organization, under the guidance of Rav **Yosef Zvi Rimon**, has revolutionized *Mishna* and *Halacha* education by developing skill-based, relevant, and engaging curricula that is tailored to different audiences.

Sulamot's captivating printed and digital workbooks are used in most of Israel's middle schools as well as over 40 schools and institutions around the world. Our *Halacha* curriculums for middle schools include *Tefilla*, *Shabbat*, and *Ethics*. Our *Mishna* curriculums for elementary and middle schools include *Sukka*, *Brachot*, *Rosh Hashana*, and two Assortments.

This workbook, based on Rav Yosef Zvi Rimon's *Shabbat* book for teens, contains both the *shamor* and *zachor* aspects of *Shabbat*. It comes with thirty stand-alone units that can be taught weekly in schools.

For more details, contact us at: english@sulamot.org

• • NEW FOR FALL 2023 • •
HILCHOT SHABBAT FOR THE MIDDLE SCHOOL GRADES

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

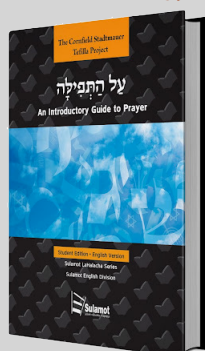
Yeshivat Noam, Paramus, NJ

To order materials, to receive more information, or to schedule a meeting, contact [Rabbi Elad Munitz](mailto:english@sulamot.org) at english@sulamot.org, or visit the website www.Sulamot.org/en.



Teaching Mishna through Sulamot 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 teach 5th grade, and I find the Tefilla curriculum to be amazing, even for students of a younger age. The workbooks are engaging and comprehensive, giving me the space as a teacher to move around the sources, and to create meaningful discussions. . . . I know that this learning will help my students create a more engaging relationship with Hashem.

Rabbi Yehoshua Dovid Schwartz, Fuchs Mizrahi Elementary School, OH



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. Fund-raising 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.

Chaviva High School was honored to have Rabbi Yehuda Fogel present to our staff at our Fall Professional Development day in November. He was well-prepared and extremely generous with sharing all of his many resources. Everyone walked away excited and motivated to implement at least one idea into an upcoming lesson!

Thank you, CoJDS, for not only making this opportunity available to us, but also for making the process so easy!

We highly recommend other schools take advantage of this opportunity.

– Huvie Schabes, Chaviva HS, Cleveland, OH

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



RABBI HILLEL ADLER



TEMIMA FELDMAN



YOSSIE FRANKEL



ASHLEY CHARNOFF



RABBI YEHUDA FOGEL



BRITTNEY FRIEDMAN



RABBI ISAAC ENTIN



BATSHEVA FRANKEL



MIRIAM GETTINGER



RABBI DOVID ENGEL



LEAH KITAINIK



RACHEL SCHUH



RABBI DR. DAVID FOX



NAOMI LIPPMAN



DR. ELI SHAPIRO



AMY GOLDMAN



RABBI BARUCH NOY



ETTI SIEGEL



THOMAS R. HOERR, PH.D.



**RABBI AHRON
ROSENTHAL**



**LARRY THOMPSON,
M.ED.**



RABBI REUVEN KAMIN



RABBI YAAKOV SADIGH

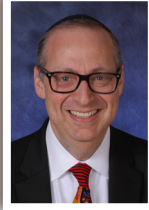


RABBI AVI WASSER

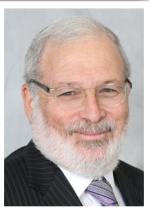
CONSULTANTS



RABBI GLENN BLACK
FUNDRAISING AND BUSINESS
MODEL FOR NON-PROFITS



LEV STARK
DIGITAL MARKETING
FOR DAY SCHOOLS



RICHARD HAGLER
BUSINESS OFFICE
AND BUDGETING

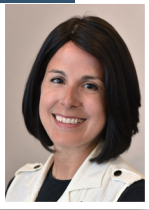


ALAN J. STEINBERG
FUNDRAISING

EARLY CHILDHOOD TRACK



ELANA FERTIG



CHAYA SHAPIRO



BECKY UDMAN