

## **RABBI FELIX ABER RELIGIOUS SCHOOL OF TEMPLE BETH-EL**

### **Goals of Religious Education**

The Rabbi Felix Aber Religious School of Temple Beth-El provides its students with the foundation for future Jewish living, study and growth. The Jewish Studies program is built around Torah, Avodah (Worship), and G'milut Hasadim (acts of loving kindness). Torah is our core text, it links us to the past, and directs our deeds. Prayer is our spiritual compass; it creates a life rhythm, forms a net of daily, weekly, holiday and life-cycle observance. Acts of loving kindness bring Jewish values to life, inform our interactions with others and with the world we live in.

The Hebrew curriculum connects students with prayers, and helps making Jewish practice relevant. Regular services are aimed as both spiritual experiences and Hebrew practice.

We strongly encourage parents to enroll children in Pre-Gan (pre-kindergarten) and look forward to students continuing through the High School. High School students may enhance their Jewish learning by participating in our active Temple youth group serving as teaching assistants in the school, as well as learning together at Midrasha (post bar/bat-mitzvah classes).

We believe that Jewish education is most effective when parents serve as role models. Thus we encourage and value parents' involvement in their children's education. We provide different opportunities for the whole family to celebrate Judaism.

Our goal is to make Judaism relevant for the students outside the school. Therefore what we do in the classroom must matter to us in our homes, throughout our daily lives.

A program of Jewish education will enable children, youth and adults to become Jews who:

- Make decisions in their ethical life informed by Jewish values
- Can articulate the importance of mitzvot (commandments) in Judaism and act accordingly
- Have an appreciation of the Torah as the central and sacred text of Judaism and its central importance to the Western world
- Are aware that Hebrew is the language of Israel and the language of the Jewish people past and present, as well as the sacred language of the Torah
- Know the basic vocabulary of the prayer book and understand the Hebrew of frequently used prayers
- Understand that Jews have lived in and identified with the land of Israel for four thousand years and have a continuing interest in Israel
- Identify with and concern for K'lal Yisrael (the Jewish People)

Educated Jews will strengthen the fabric of Jewish life, ensure the future of Judaism and the Jewish people, and approach the realization of their divine potential.

## RELIGIOUS SCHOOL CURRICULUM

<p><i>Overarching goal:</i> Students will receive enough information and motivation to choose living a Jewish life in a non-Jewish world</p>	
<p><i>Understandings:</i> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Synagogue is a safe place, where they are always welcomed</li> <li>• Judaism is an essential part of their identity</li> <li>• Jews are responsible for one another</li> <li>• Jews live in constant dialogue with God</li> <li>• Family is a pillar of Judaism</li> <li>• Hebrew is relevant and fun, as well as old and sacred</li> </ul>	<p><i>Essential Questions:</i></p> <ul style="list-style-type: none"> <li>• Why do I need to be at Hebrew school?</li> <li>• What do I bring to Jewish people?</li> <li>• What is my relationship with             <ul style="list-style-type: none"> <li>- God</li> <li>- Torah</li> <li>- Israel</li> </ul> </li> <li>• What is my responsibility?</li> </ul>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Hebrew basics</li> <li>• Important events and figures in Jewish history</li> <li>• Main biblical narratives</li> <li>• Dilemmas of modern Israel</li> </ul>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Make Jewish choices</li> <li>• Fulfill mitzvot</li> <li>• Have a regular practice</li> <li>• Pace their life by the rhythm of holidays and life cycle events</li> <li>• Spend quality time with Jewish peers</li> </ul>

### Israel

<p><i>Goal established by the United Synagogue of Conservative Judaism:</i> Students will understand that Jews have lived in and identified with the land of Israel for four thousand years and have a continuing interest with Israel</p>	
<p><i>Understandings:</i> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• The establishment of the State of Israel required certain commitments</li> <li>• Jews have a continuing interest in Israel</li> <li>• There's a place for all Jews in Israel</li> </ul>	<p><i>Essential Questions:</i></p> <ul style="list-style-type: none"> <li>• What is my relationship with Israel?</li> <li>• Why are there so many prayers about Israel?</li> <li>• Is there a connection between the ancient Israel and the modern one?</li> <li>• Why should I care about Israel at all</li> <li>•</li> </ul>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• That Jews identified with the land of Israel for four thousand</li> <li>• History of Israel</li> <li>• Problems of Israel today</li> </ul>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Articulate the importance of Israel in the Torah and tefillah</li> <li>• Understand that aliya is an option in the lives of Jews in North America and elsewhere</li> </ul>

## RELIGIOUS SCHOOL CURRICULUM (continued)

## Values and Ethics

<p><i>Goal established by the United Synagogue of Conservative Judaism:</i>          Students make decisions in their ethical life informed by Jewish values</p>	
<p><i>Understandings:</i>  <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Jewish values are grounded in a sense of commandment</li> <li>• To decide what is right takes thought and knowledge</li> <li>• Doing what is right takes thought and inner-courage</li> </ul>	<p><i>Essential Questions:</i></p> <ul style="list-style-type: none"> <li>• How do I know what is right?</li> <li>• What can I use as a resource when I'm struggling to make a right choice?</li> <li>• Why Jews have specific obligations?</li> <li>• Who commands me to act in a certain way?</li> </ul>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• That Torah and rabbinic literature provide sources for Jewish value concepts</li> <li>• Such Jewish values as:             <ul style="list-style-type: none"> <li>- Tzedakah - giving to make the world a more just place</li> <li>- Kibud Av Va'aim - honoring parents</li> <li>- Lashon Ha'ra - refraining from hurting others through speech</li> <li>- G'milut Hesed - acts of loving kindness</li> <li>- Emet - truth telling</li> <li>- Tikkun Olam - mending the world</li> <li>- K'lal Yisrael - identifying with the Jewish people</li> <li>- Ahavat Habriyot - a loving concern for others</li> <li>- B'kur Holim - visiting the sick</li> <li>- Limud Torah - Jewish learning</li> <li>- B'tzelem Elohim - All humans are created in the Divine image</li> </ul> </li> </ul>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Participate in Tikkun Olam and G'milut Hesed for Jews and non-Jews</li> <li>• Judge their actions based on Jewish tradition</li> </ul>

## RELIGIOUS SCHOOL CURRICULUM (continued)

### Mitzvot

<p><i>Goal established by the United Synagogue of Conservative Judaism:</i> Students can articulate the importance of mitzvot (commandments) in Judaism and act accordingly</p>	
<p><i>Understandings:</i> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Judaism requires sacred deeds, <i>mitzvot</i>, in relationships between persons and in relationship to God</li> <li>• A role halakhah is playing in defining the contours of mitzvot</li> </ul>	<p><i>Essential Questions:</i></p> <ul style="list-style-type: none"> <li>• What is the expression of relationship between a person and God?</li> <li>• Why Jews have obligations to certain mitzvot?</li> <li>• How does the observance regulate my life?</li> </ul>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• The meaning of specific mitzvot, such as:             <ul style="list-style-type: none"> <li>- Jewish holidays and how to observe them.</li> <li>- Shabbat and how to observe it.</li> <li>- Kashrut and how to observe it.</li> <li>- Jewish life cycle events</li> </ul> </li> <li>• Various mitzvot have a rationale</li> <li>• What Judaism shares with and how Judaism differs from other religions</li> </ul>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Experience specific mitzvot</li> <li>• Articulate some of the values imbedded in specific mitzvot and in the clusters of mitzvot that constitute such observances as Shabbat, holidays, kashrut</li> </ul>

### Torah Study

<p><i>Goal established by the United Synagogue of Conservative Judaism:</i> Students have an appreciation of the Torah as the central and sacred text of Judaism and its central importance to the Western world</p>	
<p><i>Understandings:</i> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Torah can be a source of meaning in personal life</li> <li>• Torah is relevant today</li> </ul>	<p><i>Essential Questions:</i></p> <ul style="list-style-type: none"> <li>• What is the importance of Torah?</li> <li>• Why should this ancient text be meaningful and relevant today?</li> <li>• What can be found in Torah?</li> <li>• What is the relationship between the text and our year and life cycles?</li> </ul>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• The major events in the Biblical narrative</li> <li>• Some prophetic writings (Neviim) and sections from K'tuvim (The Writings)</li> <li>• Various ways that Torah understands God, humans and the world</li> </ul>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Offer several examples of how Biblical ideas, values, imperatives have been interpreted during the course of Jewish history and being aware of how the Conservative Movement continues this process.</li> <li>• Find their voice and story in the Torah</li> </ul>

## RELIGIOUS SCHOOL CURRICULUM (continued)

### Hebrew

<p><i>Goal established by the United Synagogue of Conservative Judaism:</i> Students are aware that Hebrew is the language of Israel and the language of the Jewish people past and present, as well as the sacred language of the Torah</p>	
<p><i>Understandings:</i> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Torah is written in Hebrew</li> <li>• Hebrew is the language of the Jewish people past and present</li> <li>• Hebrew is the official language of State of Israel</li> <li>•</li> </ul>	<p><i>Essential Questions:</i></p> <ul style="list-style-type: none"> <li>• Why Jews pray in Hebrew?</li> <li>• Is there a connection between ancient Hebrew and Modern Hebrew?</li> <li>• What knowing Hebrew adds to my Jewish identity?</li> </ul>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• The basic vocabulary of prayer book</li> <li>• The basic vocabulary of everyday modern Hebrew</li> </ul>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Read major sections of the prayers of the Shabbat, weekday, and holidays with fluency</li> <li>• Attune ear and eye to comprehension</li> <li>• Read simple Hebrew conversations and stories</li> <li>• Participate in simple Hebrew dialogue</li> </ul>

### Tefillah

<p><i>Goal established by the United Synagogue of Conservative Judaism:</i> Students can express themselves through spontaneous prayer and through the siddur</p>	
<p><i>Understandings:</i> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Prayer is a means of personal reflection, communication between a person and God and the community</li> <li>• Prayer brings a sense of wonder, amazement, place in the world</li> <li>• Jews pray in Hebrew, as well as in vernacular</li> </ul>	<p><i>Essential Questions:</i></p> <ul style="list-style-type: none"> <li>• Why do we pray?</li> <li>• What is the importance of set prayers?</li> <li>• Can I pray with my own words?</li> <li>• What is the language of prayer?</li> </ul>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Enough liturgy to participate in Shabbat, holiday, and weekday holidays</li> </ul>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Pray</li> <li>• Interpret prayers</li> <li>• Search for personal meaning through the prayers</li> <li>• Explore the role of regularly praying</li> </ul>

## RELIGIOUS SCHOOL CURRICULUM (continued)

**Textbooks are included in the cost of tuition and fees and are the property of the student. Students should keep all texts at the end of the year. Hebrew texts from the previous year may be utilized at the beginning of the new school year.**

As outlined in the regular curriculum, each class has specific tefillah goals for the year. In addition, there are certain tefillot each class in Bet through Zayin is expected to master. Students will have the opportunity to lead these prayer selections at monthly school-wide Shahrarit (morning prayer) services, and at their class' annual Shabbat service.

### **General Goals-**

**Gan Yeladim:** Birkhot Nehenin (basic blessings), Shema, Mah Tov

**Aleph:** Mi Chamocha, Shalom Aleichem

**Bet:** L'cha Dodi (refrain), V'shamru, Ayn Keloheinu, blessings

**Gimel:** V'ahavta, common liturgical responses, Adon Olam

**Dalet:** Barkhu, Birkat Yotzer, Barukh SheAmar

**He:** Birkhot HaShahar, Kabbalat Shabbat

**Vav:** Ashrei, first part of Amidah, Torah Blessings, Torah Service

**Zayin:** Shabbat Liturgy, material related to Torah reading & Haftarah

**NOTE: All students will review that which they were taught in the previous year(s) before learning new tefillot.**

Please see the religious school calendar for the dates when classes will participate in Shabbat services. Teachers may choose either a Friday evening or a Saturday morning for their class' special service. The Oneg Shabbat or Kiddush following services will be provided by the class parents. Parents will be contacted a few weeks prior to the class service and asked to bring an item for the Oneg or Kiddush. We hope that you will attend Shabbat services with your child on a regular basis so that s/he is familiar with, and comfortable at the class service, as well.

As mentioned previously, the Bet through Vav classes meet monthly to participate in a Sunday Shahrarit (morning prayer) service. Kitah Zayin joins the congregation in a Sunday morning minyan at 9 AM. These sessions provide students with the opportunity to practice the prayers they are learning in class. Parents are always welcome to attend.

## SHABBAT SERVICE BASIC OUTLINES

In order to assist teachers in preparing classes for participation in Shabbat and Sunday morning services, Rabbi Glass will meet with teachers and students. Basic outlines for the Shabbat services and the Sunday service are listed below.

Our congregation uses a variety of siddurim (prayerbooks). Most students now receive Lev Yisrael which is more compatible with our synagogue community needs. Below are page numbers for both siddurim currently used by our students:

### Friday Evening

Sabbath & Festival Prayer Book	Sim Shalom (blue cover)	Lev Yisrael (student siddur)
Mah Tovu	-	6
L'chu Neranenah	15	135
Shalom Aleichem	13	158
L'cha Dodi	21	138-140
Barchu	28	142-143
Shema,V'ahavta	30	143-144
Mi Chamocha	32	145
V'Shamru	34	146
Kiddush	49	159
Aleinu	51	153
Adon Olam	54	246

### Shabbat Morning

Sabbath & Festival Prayer Book	Sim Shalom (blue cover)	Lev Yisrael (student siddur)
Morning Blessings	65	166
Baruch SheAmar	83	172
Ashrei	96	182-183
Yishtabach	106	191
Barchu	107	193
Ayl Adon	108	194
Shema,V'Ahavta	112-113	199-200
Mi Chamocha	114	202
Amidah & Kedushah	115-116	204-206
Torah Service	139-140	212, 215
Ashrei	151-152	226
Return of Torah	153-154	227-228
Amidah & Kedushah	156-157	233-235
Ayn Keloheinu	182	240
Aleinu	183	241
Adon Olam	187	246

### Pre-Gan (children ages 3 & 4 and their parents)

The Pre-Gan program is designed to introduce children and their parents to the Jewish holidays and concepts. What could be a better time to start to celebrate Judaism, to create those sweet childhood memories of Jewish holidays? We meet monthly and focus on a holiday, or holidays of the season. Each session involves stories, arts & crafts, songs, and of course traditional holiday snacks! Enduring understanding: Having family Jewish experiences from young age fosters strong bond with Judaism

Students and parents will be able to explore the following holidays together:

- Rosh Hashanah and Yom Kippur
- Sukkot and Simchat Torah
- Shabbat
- Hanukkah
- Tu B'Shevat
- Purim
- Pesah

Students and parents will be introduced to basic Jewish values and mitzvot, such as Tzedakah

Gan Yeladim (Kindergarten)

Gan provides students with opportunities to explore the basics of Judaism, the Bible, culture with holistic activities for the mind and body. We will study the Creation story and holidays, make Hebrew name necklace, dance, sing and nosh.

*Enduring understanding:* Positive Jewish experiences lay serious foundation to a future Jewish life

	<i>Students will understand...</i>	<i>Students will know...</i>	<i>Students will be able to...</i>
<i>Values/Mitzvot</i>	<ul style="list-style-type: none"> <li>• People are responsible for one another</li> </ul>	<ul style="list-style-type: none"> <li>• Value and Mitzvah of Tzedakah</li> </ul>	<ul style="list-style-type: none"> <li>• Choose their own Mitzvah Project</li> </ul>
<i>Torah Study</i>	<ul style="list-style-type: none"> <li>• How the world was created according to the biblical narrative</li> </ul>	<ul style="list-style-type: none"> <li>• Creation story</li> <li>• Early Biblical families</li> </ul>	<ul style="list-style-type: none"> <li>• Identify main characters of Bereshit (Genesis)</li> </ul>
<i>Hebrew/Tefillah</i>	<ul style="list-style-type: none"> <li>• That Hebrew is a language of Jewish people</li> <li>• That Hebrew is a language of tefillah(prayer)</li> </ul>	<ul style="list-style-type: none"> <li>• Basic family members</li> <li>• Body parts</li> <li>• Foods</li> <li>• Familiar Objects</li> </ul>	<ul style="list-style-type: none"> <li>• Use Hebrew holiday words</li> <li>• Say simple blessings</li> </ul>
<i>Holidays/Rituals</i>	<ul style="list-style-type: none"> <li>• That there are certain holidays that Jews celebrate</li> <li>• That holidays have their customs and history</li> </ul>	<ul style="list-style-type: none"> <li>• Holiday symbols</li> <li>• Holiday customs</li> </ul>	<ul style="list-style-type: none"> <li>• Perform simple holiday rituals</li> <li>• Say holiday blessings</li> </ul>
<i>Israel/history</i>	<ul style="list-style-type: none"> <li>• That Israel exists</li> </ul>	<ul style="list-style-type: none"> <li>• Basic facts about biblical and modern Israel</li> </ul>	<ul style="list-style-type: none"> <li>• Dance Israeli Folk Dances</li> <li>• Sing songs about Israel</li> </ul>

*Learning materials:*

1. Teacher generated
2. My First Learn & Do Jewish Holiday Book
3. Hebrew name necklace

## Aleph (Grade 1)

*Enduring understanding:* Students will receive enough information and motivation to choose living a Jewish life in a non-Jewish world

	<i>Students will understand...</i>	<i>Students will know...</i>	<i>Students will be able to...</i>
<i>Values/Mitzvot</i>	<ul style="list-style-type: none"> <li>• People have ability and responsibility to improve the world</li> </ul>	<ul style="list-style-type: none"> <li>• The value of Tzedakah</li> <li>• The value of Tikkun Olam*</li> </ul>	<ul style="list-style-type: none"> <li>• Choose their own Mitzvah Project</li> <li>• Decide how they will be mending the world</li> </ul>
<i>Torah Study</i>	<ul style="list-style-type: none"> <li>• Bible characters are diverse and complex, just like students themselves</li> </ul>	<ul style="list-style-type: none"> <li>• Such personalities and heroes as Abraham, Isaac, Jacob, Sarah, Rebecca, Leah, Joseph, Moses</li> </ul>	<ul style="list-style-type: none"> <li>• Retell basic narratives from Bereshit (Genesis)</li> </ul>
<i>Hebrew/Tefillah</i>	<ul style="list-style-type: none"> <li>• That Hebrew is a language of Jewish people throughout the world</li> <li>• That Hebrew is a language of tefillah(prayer)</li> <li>• How to print Hebrew letters</li> </ul>	<ul style="list-style-type: none"> <li>• Hebrew sounds and words</li> <li>• Some Hebrew vocabulary (orally and aurally), including holidays, synagogue objects, family members, etc.</li> <li>• Hebrew letters</li> <li>• Mi Chamocha</li> <li>• Shalom Aleichem</li> </ul>	<ul style="list-style-type: none"> <li>• Read Hebrew Aleph Bet and vowel sounds (second semester)</li> <li>• Combine Hebrew sounds to form words</li> </ul>
<i>Holidays/Rituals</i>	<ul style="list-style-type: none"> <li>• That there are certain holidays that Jews celebrate</li> <li>• That holidays have their customs and history</li> <li>• Synagogue is a house of gathering of Jews</li> </ul>	<ul style="list-style-type: none"> <li>• Symbols and customs</li> <li>• Synagogue rituals, ritual objects and observances</li> </ul>	<ul style="list-style-type: none"> <li>• Recite holiday blessings</li> <li>• Identify synagogue objects</li> </ul>
<i>Israel/history</i>	<ul style="list-style-type: none"> <li>• That Israel is a modern country with its own culture</li> </ul>	<ul style="list-style-type: none"> <li>• Israeli geography</li> <li>• National symbols</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the concept of history , and Israel's role in it</li> </ul>

*Learning materials:*

1. Teacher generated
2. Let's Discover the Alef Bet
3. Let's Discover the Holidays
4. Let's Explore Being Jewish

\* For full explanation see page 3

Bet (Grade 2)

*Enduring understanding:* Students will receive enough information and motivation to choose living a Jewish life in a non-Jewish world

	<i>Students will understand...</i>	<i>Students will know...</i>	<i>Students will be able to...</i>
<i>Values/Mitzvot</i>	<ul style="list-style-type: none"> <li>• The value of Ahavat habriyot*</li> <li>• The value of B'tzelem Elohim*</li> </ul>	<ul style="list-style-type: none"> <li>• Rationale for the mitzvot/values</li> <li>• Responsibilities to ourselves, to each other, to God</li> </ul>	<ul style="list-style-type: none"> <li>• Think what is holy</li> <li>• Explore what love and concern for human beings implies</li> </ul>
<i>Torah Study</i>	<ul style="list-style-type: none"> <li>• Ethical/ moral issues underlying Biblical accounts</li> </ul>	<ul style="list-style-type: none"> <li>• The major Biblical accounts from Creation through the death of Moses</li> </ul>	<ul style="list-style-type: none"> <li>• Apply biblical narrative to the events of modern life</li> </ul>
<i>Hebrew/Tefillah</i>	<ul style="list-style-type: none"> <li>• That Hebrew is a language of Jewish people throughout the world</li> <li>• That Hebrew is a language of tefillah(prayer)</li> <li>• How to print Hebrew letters</li> </ul>	<ul style="list-style-type: none"> <li>• Words relating to holidays, the synagogue, classroom</li> <li>• Vocabulary of such topics as foods, colors, numbers from 1 to 10, people</li> <li>• Refrain of L'cha Dodi and V'Shamru</li> <li>• Ayn K'Elohaynu</li> <li>• Shma &amp; V'Ahavta</li> </ul>	<ul style="list-style-type: none"> <li>• Identify all of the letters of the Aleph Bet by name and by sound</li> <li>• Read with relative fluency</li> </ul>
<i>Holidays/Rituals</i>	<ul style="list-style-type: none"> <li>• That every holiday has a history</li> </ul>	<ul style="list-style-type: none"> <li>• Customs</li> <li>• Rituals</li> </ul>	<ul style="list-style-type: none"> <li>• Observe holidays both at home and in the synagogue</li> </ul>
<i>Israel/history</i>	<ul style="list-style-type: none"> <li>• The centrality of Jerusalem</li> </ul>	<ul style="list-style-type: none"> <li>• Main cities</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the uniqueness of each of Israeli cities</li> </ul>

*Learning materials:*

1. Teacher generated
2. Mitkadem
3. My Land Israel
4. The Explorer's Bible Volume I
5. Let's Discover God

\* For full explanation see page 3

### Gimel (Grade 3)

*Enduring understanding:* Students will receive enough information and motivation to choose living a Jewish life in a non-Jewish world

	<i>Students will understand...</i>	<i>Students will know...</i>	<i>Students will be able to...</i>
<i>Values/Mitzvot</i>	<ul style="list-style-type: none"> <li>• That Jewish life is paced by life cycle events</li> <li>• The value of Kibud av va'aim*</li> </ul>	<ul style="list-style-type: none"> <li>• Major Life Cycle events</li> </ul>	<ul style="list-style-type: none"> <li>• Reenact several Life cycle events, such as wedding</li> </ul>
<i>Torah Study</i>	<ul style="list-style-type: none"> <li>• The levels of Torah understanding:               <ul style="list-style-type: none"> <li>- Peshat - "What does it mean?"</li> <li>- Drash - "What does it teach?"</li> <li>- Remez - "A Lesson about Torah"</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The following stories and books               <ul style="list-style-type: none"> <li>- In the Beginning</li> <li>- In the Garden</li> <li>- The Terrible Crime</li> <li>- Noah and the Flood</li> <li>- A Tower in the Sky</li> <li>- Abram Walks with God</li> <li>- The Sad Tale of Sodom</li> <li>- Rebecca</li> <li>- Twins and Tricks</li> <li>- Jacob Takes Two Wives</li> <li>- Jacob Returns Home</li> <li>- Joseph's Coat</li> <li>- Joseph and the Dreamers</li> <li>- Moses in the Basket</li> <li>- Moses and the Bush</li> <li>- The Ten Plagues</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Relate the events of the biblical period to the stories of the people's leaders to present-day situations</li> </ul>
<i>Hebrew/Tefillah</i>	<ul style="list-style-type: none"> <li>• The functions and structure of Siddur</li> </ul>	<ul style="list-style-type: none"> <li>• Bigger vocabulary, adding to the previous list verbs and adjectives</li> <li>• V'ahavta</li> <li>• Common liturgical responses</li> <li>• Adon Olam</li> </ul>	<ul style="list-style-type: none"> <li>• Practice writing, reading and talking in Hebrew</li> </ul>
<i>Holidays/Rituals</i>	<ul style="list-style-type: none"> <li>• Relevance of Jewish holidays today</li> </ul>	<ul style="list-style-type: none"> <li>• Characters of the holidays</li> </ul>	<ul style="list-style-type: none"> <li>• Realize the role of a personality in Jewish holidays</li> </ul>
<i>Israel/history</i>	<ul style="list-style-type: none"> <li>• That Israel is the focal point of Jewish life</li> </ul>	<ul style="list-style-type: none"> <li>• Israel's geography</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize main Israeli sights</li> </ul>

*Learning materials:*

1. Teacher generated
2. Mitkadem
3. Child's Bible 1: Lessons From the Torah
4. The Great Israel Scavenger Hunt
5. The Circle of Jewish Life

\* For full explanation see page 3

## Dalet (Grade 4)

*Enduring understanding:* Students will receive enough information and motivation to choose living a Jewish life in a non-Jewish world

	<i>Students will understand...</i>	<i>Students will know...</i>	<i>Students will be able to...</i>
<i>Values/Mitzvot</i>	<ul style="list-style-type: none"> <li>Life is a miracle, and all life is holy</li> <li>The value of BeTzelem Elohim*</li> </ul>	<ul style="list-style-type: none"> <li>Jewish vocabulary for thinking and talking about God</li> </ul>	<ul style="list-style-type: none"> <li>Explore ideas of God and holiness</li> </ul>
<i>Torah Study</i>	<ul style="list-style-type: none"> <li>The levels of Torah understanding:               <ul style="list-style-type: none"> <li>Peshat - "What does it mean?"</li> <li>Drash - "What does it teach?"</li> <li>Remez - "A Lesson about Torah"</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>The following stories and books               <ul style="list-style-type: none"> <li>Crossing the Sea of Reeds</li> <li>The Supreme Gift</li> <li>An End to Wandering</li> <li>Deborah Judges Israel</li> <li>Samson</li> <li>The Scroll of Ruth</li> <li>Samuel and Saul</li> <li>David and Bathsheba</li> <li>Elijah and the Priests of Baal</li> <li>Jonah</li> <li>The Book of Job</li> <li>The Scroll of Esther</li> <li>The Book of Daniel</li> <li>Ezra and Nehemiah</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Relate the events of the biblical period to the stories of the people's leaders to present-day situations</li> </ul>
<i>Hebrew/Tefillah</i>	<ul style="list-style-type: none"> <li>The functions and structure of Siddur</li> </ul>	<ul style="list-style-type: none"> <li>Bigger vocabulary, adding to the previous list verbs and adjectives               <ul style="list-style-type: none"> <li>Barchu</li> <li>Birkat Yotzer</li> <li>Aleinu</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Practice writing, reading and talking in Hebrew</li> </ul>
<i>Holidays/Rituals</i>	<ul style="list-style-type: none"> <li>Relevance of Jewish holidays today</li> </ul>	<ul style="list-style-type: none"> <li>Characters of the holidays</li> </ul>	<ul style="list-style-type: none"> <li>Realize the role of a personality in Jewish holidays</li> </ul>
<i>Israel/history</i>	<ul style="list-style-type: none"> <li>That Israel is the focal point of Jewish life</li> </ul>	<ul style="list-style-type: none"> <li>Israel's geography</li> </ul>	<ul style="list-style-type: none"> <li>Discuss commonalities and differences of modern Israel and the USA</li> </ul>

### *Learning materials:*

- Teacher generated
- Mitkadem
- Child's Bible 2: Lessons From the Prophets and Writings
- Welcome to Israel
- Partners with God

\* For full explanation see page 3

He (Grade 5)

*Enduring understanding:* Students will receive enough information and motivation to choose living a Jewish life in a non-Jewish world

	<i>Students will understand...</i>	<i>Students will know...</i>	<i>Students will be able to...</i>
<i>Values/Mitzvot</i>	<ul style="list-style-type: none"> <li>• The concept “Torah” in a broader sense</li> <li>• The value of Klal Israel*</li> </ul>	<ul style="list-style-type: none"> <li>• New values and mitzvot</li> </ul>	<ul style="list-style-type: none"> <li>• Extract moral and ethical teachings from Biblical text</li> <li>• Apply the concepts of Jewish ethics and mitzvot to one’s life</li> </ul>
<i>Torah Study</i>	<ul style="list-style-type: none"> <li>• The Torah cycle and weekly portion</li> </ul>	<ul style="list-style-type: none"> <li>• What Midrash is, and how to look at Biblical text through Midrashic lens</li> </ul>	<ul style="list-style-type: none"> <li>• Read biblical narrative in both Hebrew and English</li> </ul>
<i>Hebrew/Tefillah</i>	<ul style="list-style-type: none"> <li>• Liturgical texts</li> </ul>	<ul style="list-style-type: none"> <li>• More complex grammar</li> <li>• More complex vocabulary</li> <li>• Birkhot haShachar</li> <li>• Kabbalat Shabbat liturgy</li> </ul>	<ul style="list-style-type: none"> <li>• Compose simple sentences in Hebrew</li> <li>• Read simple stories</li> </ul>
<i>Holidays/Rituals</i>	<ul style="list-style-type: none"> <li>• The place of holidays in the life of a modern Jew</li> </ul>	<ul style="list-style-type: none"> <li>• Rationale behind holidays</li> </ul>	<ul style="list-style-type: none"> <li>• Explore holidays in depth</li> </ul>
<i>Israel/history</i>	<ul style="list-style-type: none"> <li>• Complexity of Israel</li> <li>• Chain of events in Jewish history</li> </ul>	<ul style="list-style-type: none"> <li>• Several dilemmas Israel has</li> <li>• Events, characters, dates in Jewish times from Ancient times to the Birth of Zionism</li> </ul>	<ul style="list-style-type: none"> <li>• Situate themselves in a time line of Jewish history</li> <li>• See continuity of Jewish people in history</li> </ul>

*Learning materials:*

1. Teacher generated
2. Mitkadem
3. Manga Midrash
4. History of the Jewish People Vol. 1: Ancient Israel to 1880's America
5. A Kid's Mensch Handbook: Step by Step to a Lifetime of Jewish Values

\* For full explanation see page 3

## Vav (Grade 6)

*Enduring understanding:* Students will receive enough information and motivation to choose living a Jewish life in a non-Jewish world

	<i>Students will understand...</i>	<i>Students will know...</i>	<i>Students will be able to...</i>
<i>Values/Mitzvot</i>	<ul style="list-style-type: none"> <li>• The complexity and uniqueness of human relationships with Divine</li> <li>• The value of Lashon ha'ra*</li> <li>• The value of Emet*</li> </ul>	<ul style="list-style-type: none"> <li>• What Judaism understands by self-respect and respect of others</li> </ul>	<ul style="list-style-type: none"> <li>• Further explore the concepts God and Mitzvot</li> <li>• Work on a Tzedakah project</li> </ul>
<i>Torah Study</i>	<ul style="list-style-type: none"> <li>• Support that Torah provides today</li> </ul>	<ul style="list-style-type: none"> <li>• New biblical characters and narratives</li> </ul>	<ul style="list-style-type: none"> <li>• Explore Parashot HaShavua</li> </ul>
<i>Hebrew/Tefillah</i>	<ul style="list-style-type: none"> <li>• The balance between Hebrew and English in liturgy</li> <li>• What constitutes the preparation for Bar/Bat Mitzvah</li> </ul>	<ul style="list-style-type: none"> <li>• Elementary speaking Hebrew</li> <li>• Hebrew of the siddur</li> <li>• Initial section of the Amidah</li> <li>• Torah blessings</li> <li>• Torah service</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the Hebrew language as an integral part of the total cultural entity</li> <li>• Study Haftarah cantillation</li> </ul>
<i>Holidays/Rituals</i>	<ul style="list-style-type: none"> <li>• In-depth study of holidays</li> <li>• Significance of holidays</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Customs, laws associated with traditional observance of the holidays</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate different celebrations</li> </ul>
<i>Israel/history</i>	<ul style="list-style-type: none"> <li>• What preconditions had to be in place for Israel to be born</li> </ul>	<ul style="list-style-type: none"> <li>• Changing societal role of the Jewish people</li> </ul>	<ul style="list-style-type: none"> <li>• Study the history of Jews in America</li> </ul>

### *Learning materials:*

1. Teacher generated
2. Mitkadem
3. History of the Jewish People Vol. 2: The Birth of Zionism to Our Time
4. Count Me In: Jewish Wisdom in Action

### Special Activities with the family

- The initial Bar/Bat Mitzvah Family Meeting will take place at the end of the Vav year.
- Families are encouraged to attend services regularly.

\* For full explanation see page 5

Zayin (Grade 7)

*Enduring understanding:* Students will receive enough information and motivation to choose living a Jewish life in a non-Jewish world

	<i>Students will understand...</i>	<i>Students will know...</i>	<i>Students will be able to...</i>
<i>Values/Mitzvot</i>	<ul style="list-style-type: none"> <li>• The connection between Judaism and social activism</li> <li>• Where they stand as responsible Jews</li> </ul>	<ul style="list-style-type: none"> <li>• Ethical and ritual mitzvot</li> </ul>	<ul style="list-style-type: none"> <li>• Explore Jewish values by focusing on their everyday relationships and decision-making</li> <li>• Examine through a Jewish lens who they are, the kind of adults they want to become</li> </ul>
<i>Torah Study</i>	<ul style="list-style-type: none"> <li>• The Role of a prophet in the Bible</li> <li>• The importance of Torah cycle</li> </ul>	<ul style="list-style-type: none"> <li>• Lives of seven prophets and the Jewish values they exemplify</li> </ul>	<ul style="list-style-type: none"> <li>• Discover the relevance for today in the ancient messages of our biblical ancestors</li> </ul>
<i>Hebrew/Tefillah</i>	<ul style="list-style-type: none"> <li>• The difference between ancient and modern Hebrew</li> </ul>	<ul style="list-style-type: none"> <li>• Basics of Modern spoken Hebrew</li> <li>• Present tense</li> <li>• masculine and feminine nouns in the singular and plural</li> <li>• Sections of Shabbat and weekday liturgy</li> <li>• Cantillation systems for Torah and Haftarah</li> </ul>	<ul style="list-style-type: none"> <li>• Realize that Hebrew is a living language spoken in Israel</li> </ul>
<i>Holidays/Rituals</i>	<ul style="list-style-type: none"> <li>• Meaning of Bar/Bat Mitzvah</li> </ul>	<ul style="list-style-type: none"> <li>• Aspects of the celebration</li> <li>• Bar/Bat Mitzvah ritual objects</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the significance of Bar/Bat Mitzvah</li> </ul>
<i>Israel/history</i>	<ul style="list-style-type: none"> <li>• Place of Holocaust in Jewish and World history</li> </ul>	<ul style="list-style-type: none"> <li>• Time line of Holocaust and modern Jewish history</li> </ul>	<ul style="list-style-type: none"> <li>• Study primary source materials</li> <li>• Discuss the relationship of modern society to the Holocaust</li> </ul>

*Learning materials:*

1. Teacher generated
2. Mitkadem
3. The Prophets: Speaking Out for Justice
4. The Holocaust: The World and the Jews: 1933 – 1945
5. Making a Difference: Putting Jewish Spirituality into Action, One Mitzvah at a Time

Special Activities for the Family

- Regular attendance at services on Shabbat
- Bar/Bat Mitzvah Family Education Unit

### **Midrashah (Post Bar/Bat Mitzvah)**

The Midrashah class is offered in 2 sections:

Midrashah Aleph: Students in the 8<sup>th</sup> grade

Midrashah Bet: Students in grades 8 through 12.

Through the class we are committed to facilitating and directing the student's transition from Jewish child to knowledgeable, independent, critically thinking and committed Jewish adult. To this end, we will provide the necessary skills, information, experiences, atmosphere, guidance and materials.

Offerings may include courses in:

Biblical Exegesis

Contemporary Issues--Ethics and Morality

Community Responsibility in the Jewish Tradition

Current Events in the Jewish/Israeli Community

Hebrew

Jews in the Cinema

Jewish History

## **\*\*ADMINISTRATIVE INFORMATION\*\***

### **Drop-off and Pick-up**

**Entrance:** Please use the Tioga Street courtyard entrance when arriving at Religious School.

**Arrival at school:** School begins promptly at 9 a.m. on Sundays and at 3:45 p.m. on Wednesdays. If students arrive before the start of class, they should go directly to the Religious School library across from the Religious School office. Students should not arrive earlier than 8:45 a.m. on Sunday mornings, or 3:30 p.m. on Wednesday afternoons.

- **Pick up:** Parents or designees picking up children from Religious School should plan to do so on Sundays at 12:30 p.m. and on Wednesdays at 5:45 p.m.
- **Gain through Dalet:** Pick up is inside the building. Children will remain in their classroom until the authorized parent/adult arrives at the classroom.
- **He class and above:** With written parental/guardian consent, students may leave the building by themselves and wait to be picked up in the courtyard area.
- **Late pick up:** Students not picked up by 12:40 p.m. on Sundays or by 5:55 p.m. on Wednesdays will be asked to wait for their ride in the Religious School office. **A \$25 fee will be charged to the family for after-school care.**
- **Early pick up:** For your child's safety and protection, if your child must leave class early s/he must bring a note notifying the teacher of the early dismissal. The authorized adult must pick up the student from the classroom.
- **Change in pick up:** If you need to change Wednesday transportation arrangements on the day of school, please call the Temple Office (273-5775) by 3:45 p.m. so that your child can be informed of the change before school begins.

### **Inclement weather – School CANCELLATION**

In the event that school must be cancelled on Sunday, parents will be contacted no later than one hour before school begins via a “phone chain.” You will receive a copy of the phone chain shortly after school begins. We will also make every effort to contact local radio stations (I-100, WHCU, WYXL, WTKO, WVBR, and WICB) to announce the school closing. With respect to mid-week classes (Wednesday or Thursday), **in the event that Ithaca City public schools are closed or dismissed early or if after school activities are cancelled, there will be no Religious School.** Otherwise, school will be held even if the weather is very bad, as we have no way to notify students or parents mid-week. In any event, please use your own best judgment in deciding whether roads will be safe enough for you to travel.

### **Staff/Class Lists**

A school directory will be provided to each family shortly after school begins. **Please let us know, during the school year, if there are any changes to your address, telephone number, place of business, or emergency contact information.** We can only communicate with you if we have accurate information.

### **Snacks**

Each class will have time set aside for a small snack to be provided by the school. Students should not bring food or drinks to class. All food should be finished before arriving at Religious School, or stored in a backpack or lunch box while in the building.

Students may bring water bottles and drink from them during class. Should you wish to bring food for your child's class for a special occasion, check first with your child's teacher and the school director.

**RABBI FELIX ABER RELIGIOUS SCHOOL**

**TUITION AND FEES 2011-2012**

	Members Single payment	Members Two payments	Non-members Single payment	Non-members Two payments
Pre-Gan (Pre-K)	No charge	No charge	\$100	one payment only
Gan & Aleph (Grades K & 1)	\$415	\$207.50 per payment	\$765	\$382.50 per payment
Bet thru Zayin(Grades 2-7)	\$610	\$305 per payment	\$1,120	\$560 per payment
Midrashah	\$415	\$207.50 per payment	\$765	\$382.50 per payment

Fees are already included to cover books and snacks at \$65 for one-day students (Gan, Aleph & Midrashah) and \$100 for two-day students (Bet thru Zayin).

**PAYMENT DUE DATES**

<b>Single payment—September 11 &amp; January 15</b>	<b>Two payments—September 11</b>
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**Religious School Board**

Every parent who has a child in our Religious School should know that there is a special Board working in concert with the professional staff to ensure that the school runs smoothly.

**Members of the Religious School Board for 2010-2011 include:**

- Myra Berkowitz ..... 387-4453 ..... [mjb20@cornell.edu](mailto:mjb20@cornell.edu)
- Ruth Collins ..... 257-7590 ..... [rnc8@cornell.edu](mailto:rnc8@cornell.edu)
- Brooke Greenhouse..... 539-6383 ..... [brookegreenhouse@gmail.com](mailto:brookegreenhouse@gmail.com)
- Carol Levitsky ..... 257-2659 ..... [clevitsky@twcny.rr.com](mailto:clevitsky@twcny.rr.com)
- Eileen Yagoda..... 319-4017 ..... [emyadoga@gmail.com](mailto:emyadoga@gmail.com)
- David Kraskow ..... 273-9069 ..... [dkraskow@cayugamed.org](mailto:dkraskow@cayugamed.org)
- Jennifer Weinraub ..... 257-5357 ..... [jweinraub@twcny.rr.com](mailto:jweinraub@twcny.rr.com)
- Rochelle Proujansky, Chair..... 277-0138 ..... [rep@twcny.rr.com](mailto:rep@twcny.rr.com)
- Olga Zelzburg, Director..... (347) 260-1461 ..... [director@tbeithaca.org](mailto:director@tbeithaca.org)
- Rabbi Scott Glass (Ex-officio)

Our intent is for this policy book to provide clear expectations of teachers, students, parents, the Director and the Religious School Board itself. It is our hope that this document will support all students and promote the best possible Jewish education for the young people of our community.

### ❖ **Parent Feedback** ❖

- Feedback should always be directed **first** to the classroom teacher. If necessary, the Director should then be called in for support. Last, feedback should be given to the Board. Unsolicited feedback is always welcome and will be responded to in a timely fashion.
- Parents will be invited to share their thoughts with teachers and the Director so as to offer parents the opportunity to reflect on their child's religious school experience. This will be made possible in the form of a cover letter attached to each report card.

### ❖ **Parents/Visitors in the Classroom** ❖

- All requests to visit a classroom should be made to the Director. Visits are permitted at the discretion of the Director, in consultation with the classroom teacher.
- Appropriate notice must be given by parents (minimum 24 hours) of their desire to observe a classroom. The Director must approve this request before the visit.
- Approved visitors/volunteers need to "check in" at the Religious School office before proceeding to the classroom.
- Although we do not encourage student visitors during the school day, special signed permission from the child's parents and the school director is necessary.

### ❖ **Observation of classroom for prospective students** ❖

- Families considering enrolling their children in our school will receive a Parent Handbook that includes curriculum, calendar, and policy book.
- Anyone interested in visiting the school will be invited to attend a large group or all-school function, with the prospective student(s), for an abbreviated part of the day, rather than an individual class.
- Observation of classrooms is at the discretion of the Director.

### ❖ **Attendance** ❖

- Gan/Aleph meet once a week
- Bet-Zayin meet twice a week
- Students are expected to be in class at the times at which their classes meet and children should be enrolled with this expectation. Our priority is the student's Jewish education and we cannot properly educate students who are not present.
- For students in grades Bet through He, special circumstances may be considered at the discretion of the Director.
- Students in grades Vav and Zayin must attend all classes in order to remain enrolled in our school.

### ❖ **Tuition** ❖

- The school depends on tuition payments to meet its payroll, as well as other financial obligations. Tuition payments must be received by the due date.

- Teachers, textbooks, tuition and fees are determined by registration figures. Enrollment dictates the hiring of faculty and staff, the purchase of books, etc. Recognition and acceptance of this process for the entire academic year is reflected in the “Rabbi Felix Aber Religious School Payment Contract”.
- Should parents know in advance that students will be present for only one semester, that should be made clear at the time of registration. Tuition and snack fees will be prorated accordingly.
- Parents who **choose** to remove a student from school during the academic year are required to complete their financial obligation.
- In order to register for school, **all** previous financial obligations to the school must be met prior to the beginning of the school year.
- Tuition and fees may be found on page 15 of this Handbook. Need-based scholarships for Temple Beth-El members are available upon request of the Religious School Treasurer.
- When three or more siblings from one family are simultaneously enrolled, a 10% discount may be taken off the total tuition and fees for all three children, provided the family has membership in TBE.
- Emergency circumstances will be addressed on an individual basis.

### ❖ **Tardiness** ❖

- To take full advantage of our program, students are expected to be in their classrooms from the beginning until the end of the school day. Tardiness interrupts and interferes with the educational process.
- Students who habitually come to class after the starting time detract from their own experience, as well as that of their fellow classmates, and place an unfair burden upon their teachers. We ask for your cooperation.

### ❖ **Homework** ❖

- Homework serves to review and reinforce that which has already been taught in class. Because of the gap in time between class sessions, it is useful to actively refresh a student’s memory with assignments that will help to prepare for the next lesson.
- Although homework may periodically be assigned in the earlier grades, as a practice we begin regular homework assignments in the third grade (Kitah Gimel).
- We encourage students to use their homework as a means of demonstrating their ability to work independently as a reflection of what they have learned and mastered.
- We expect this process to take no longer than a total of thirty minutes per session (Wednesday to Sunday or Sunday to Wednesday). If a parent determines that a student has spent more than this amount of time on assignments, we advise the parent to stop the student and send a note to the teacher so that the appropriate adjustment may be made.

## ❖ Discipline Policies ❖

All students deserve a safe environment. We are committed to providing a mutually respectful and cooperative school setting. Behaving honestly and responsibly ensures the well-being of one's self and others. Parents are asked to take some time to review this section with their child.

A. Students, Staff, and Parents are encouraged to participate in all synagogue and school activities.

B. Everyone is expected to demonstrate **RESPECT** for one another, the facility, one's own property and the property of others. Individual differences must always be embraced.

C. Personal Appearance:

- In keeping with Conservative Jewish practice, boys will wear kippot in school, and girls may do so if they choose.
- T-shirts with offensive wording or design will not be permitted to be worn in Religious School classes.
- Students are encouraged to refrain from wearing clothing that is immodest and inappropriate for the study of Torah and religious subjects (e.g. spaghetti strapped tops, crop tops, jeans with holes in conspicuous places or worn so that undergarments are visible)

D. In addition to our school-wide policies, each class will formulate its own specific rules/guidelines. Following school and classroom rules will insure the smooth progress of the class. Maintaining the **safety** and **well-being** of our children is foremost in our minds.

- If a student is having difficulty in class, the teacher will use **positive** means to engage that child.
- If this first step falls short of providing the necessary support for the child to succeed, the teacher will discuss the behavior with the child.
- If the student's behavior persists, consultation with the Director will be necessary to establish a plan for the child's success.
- The Director may:
  - speak with the student
  - observe the classroom
  - call the student's parent/guardian
  - send the student home
  - If the student needs to be sent home a second time, the Director will meet with the teacher, the child and his/her parents to discuss concerns and establish a long-range plan for the child to participate in all aspects of the school day.

## ❖ Special Needs, Remediation, and Acceleration ❖

- The Rabbi Felix Aber Religious School will continue its policy of seeking to accommodate the special needs of its students whenever possible in conjunction with the cooperation and assistance from the family. Our school will provide remediation, acceleration, and/or special adaptation of our program when needed, as resources will permit.

- Parents of children with special needs should discuss those needs with the Director **prior to** enrollment in the school, or at such time as a need may become known or may change. The School may require copies of the student's most recent secular school education plan, academic assessments, and/or recommendations, as well as those of other professionals who work with the student. Parents will need to provide written consent should the securing of documents be necessary. Based on this information, the Director will determine whether an appropriate learning environment can be provided within the structure of our religious school program.

### ❖ **Parental Involvement** ❖

Jewish education is a joint venture between the family, the synagogue, and the Religious School. Parents are encouraged to become involved in as many ways as schedules allow.

- A. Read all newsletters and look for invitations to participate in your child's Jewish education.
- B. Schedule and attend Parent-Teacher conference with your child's teacher(s) during the designated time in the winter. This will be an opportunity for you to share goals and expectations of your child's Jewish education for the year.
- C. Read and review your child's end-of term report in May, with your child.
- D. Join ***Parents in Presence*** during Religious School hours. (Help a teacher with a special art project, listen to a child read Hebrew, sit with a sick child waiting to be picked up by a parent, etc. For most of these assignments Hebrew reading ability is not required).
- E. Join a school committee (facilities, curriculum, policy...)
- F. Attend synagogue services **with** your child. Actions speak volumes.
- G. Attend our **weekly** Sunday 9 AM minyan. Support our young people as they conduct services themselves.

### ❖ **Scholarships** ❖

It is the intent of the Religious School Board that Temple Beth-El member families in need be provided scholarship assistance to enable their children to attend Religious School. Please be aware, however, that available scholarship funds are limited.

The following guidelines will be followed by the Board in the granting of scholarship assistance:

1. The Registrar(s) of the Religious School Board will accept only written requests for scholarship assistance. Application forms may be obtained from the Registrar(s). All requests are kept confidential.
2. Families who request scholarships are encouraged to make a substantial contribution toward tuition and are responsible for full payment of all book and snack fees.
3. Scholarships are available to only those families who are current in their financial obligations to the synagogue. (Non-member families requesting scholarships will first need to discuss membership with the Temple Membership Committee.)
4. Priority will be given to applications received at least two weeks before the start of fall semester. Awards will be based on need and availability of funding.

# Religious School Calendar 2011-2012

First Day of School: September 11, 2011

Last Day of School: May 13, 2012

Regular Sessions are:

Pre-Gan (Monthly, see dates on calendar)	<b>Sunday</b>	TBA
Gan	<b>Sunday</b>	11AM – 12:30PM
Aleph	<b>Sunday</b>	10 AM – 12:30PM
Bet-Zayin <b>and</b>	<b>Sunday</b>	9 AM – 12:30 PM
	<b>Wednesday</b>	3:45 PM – 5:45 PM
Midrashah	<b>Thursday</b>	5:30 PM - 7 PM

The Days Religious School  
**Will NOT Be in Session:**

**(2011)**

September 28

October 9

November 23, 27

December 25, 28

**(2012)**

January 1, 15

February 19, 22, 26

April 8, 11

**Shabbat Mishpacha – Shabbat Family Experience**

October 15

November 5

December 17

January 28

February 18

March 31

April 28

**Tot Shabbat (invite you Jewish friends & their Tots!)**

September 24

October 22

November 12

December 3

January 7

February 4

March 3

May 12

## **Special Programs (Save the Date!)**

September 16 – Family Friendly Friday

October 12 – Sukkot Program

November 4 – Tot Kabbalat Shabbat

November 13 – Global Day of Jewish Learning/ Day of Caring & Sharing

November 18 – Family Friendly Friday

December 3 – Havdallah

December 11 – Chanukkah Fair

December 17 – Chanukah Youth Party

December 18 – Religious School Dance Show

January 8 – Day of Caring & Sharing

January 13 – Family Friendly Friday

February 12 – Havdallah

March 3 – PrePurim Youth Party

March 16 – Day of Caring & Sharing