



RELIGIOUS
SCHOOL
TEMPLE BETH EL
OF NORTHERN WESTCHESTER

PARENT HANDBOOK

Prepared by the Temple Beth El Religious School Committee

2019-2020/5779-5780

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INTRODUCTION

On behalf of the Religious School team, we'd like to welcome you to a new and exciting era of Jewish learning, growth, and commitment at Temple Beth El. We look forward to partnering with you to give your children a positive and enriching Jewish learning experience.

This handbook is designed to answer your questions regarding the Temple Beth El Religious School, but first and foremost, we want our families to know that we are always available to respond to any questions and concerns you might have. Furthermore, we value your insights and feedback and hope to hear from you regularly so that we can work together to create an incredible learning experience for your children. If you have any questions, please feel free to contact me at mlinzer@bethelnw.org or the Religious School chairs, Pam Goldfarb (pamgoldfarb@yahoo.com) or Jill Liebman (jill.liebman@gmail.com).

Our program begins in pre-school and continues through 12th grade. It is our hope that Beth El and our Religious School will be a second home for your children: a place for them to feel a part of an extended family, safe and secure to ask any question and explore their Judaism, and a place for them to grow intellectually, emotionally, spiritually, and socially.

We hope to teach your children the importance of actively participating in the Jewish community at the local as well as the global level. We will give them the skills and knowledge to be confident participants and leaders in the Jewish community wherever their lives may take them. We appreciate your support throughout this process.

Admission Policy

The Religious School welcomes all children of temple members in good standing.

Temple Beth El of Northern Westchester is an inclusive and responsive community. We embrace the full range of dynamics present in today's family structures. We believe it is in the best interest of each child's spiritual development to be educated in one religious tradition, and we welcome all family members to become involved in their child's Jewish education. We are always here to help families to guide their children's Jewish education.

Educational Philosophy

Mission Statement of the Religious School **(Adopted June 8, 2017)**

Temple Beth El's Religious School stands as an inclusive and welcoming environment that represents the heart of our synagogue. We strive to help our students build a strong Jewish identity and to foster a connection to God, the Temple Beth El community and to *Am Yisrael*, the Jewish people.

We view Jewish education as a life-long journey. To that end, our curriculum encompasses Jewish history and culture, Torah, appreciation for Israel and Jewish values. We teach prayer Hebrew and liturgy with the goal of enabling our students to participate in religious services anywhere in the world and to prepare them for all their life cycle events, from consecration through their bar/bat mitzvah and later, confirmation.

We utilize traditional and innovative teaching methods including text-based learning, music, art, small group projects, guest speakers, field trips and experiential education. We view our parents as our students' primary educators and therefore seek to engage them as active participants through family education, Shabbat and holiday observances, as well as volunteer opportunities.

Our goal is to help our students cultivate a love of Jewish learning, an understanding of our shared heritage and to become the next generation of Jewish leaders.

Discipline Philosophy

Our discipline policy is based on the Jewish values that we live by. These values shape the way we respond to our students and help them to develop into responsible Jewish adults.

Principles of our Discipline Philosophy

1. Students are expected to behave in a way that exemplifies the values of *derech erez* (good manners) and *kavod* (respect).
2. All students, even when they have made mistakes, deserve dignity and respect.
3. Students learn from living with the natural consequences of their actions. By allowing our students to live with the natural consequences of their actions, we send the message that they are capable of making decisions in their lives and learning from both their successes and mistakes.
4. Our role is to help ensure that the consequences of students' actions are appropriate, and to help our students to think through their decisions, so they will make even better choices in the future.
5. Parents are our partners in helping our children to make good decisions, and in developing appropriate responses to poor decisions. If at any point you feel your child has not been treated fairly or appropriately at religious school, you are encouraged to contact the teacher or to call Rabbi-Educator Maura Linzer.
6. If a student engages in unsafe behavior, or makes it difficult for the teacher to teach or for others to learn, the following steps will be taken:
 - a. Expectations for appropriate behavior will be clearly communicated to the student by the classroom teacher. If these expectations are not met, an appropriate response will be determined by the classroom teacher.
 - b. If inappropriate behavior persists, the teacher, the Rabbi-Educator, and the student will discuss the student's behavior, encouraging him or her to make better and more appropriate decisions. Parents may be contacted at this point.
 - c. If the meeting of the student, teacher and Rabbi-Educator does not result in more appropriate behavior, the parents will be contacted by the teacher or Rabbi-Educator to enlist their help. A conference of the parent, teacher and Rabbi-Educator will be held.
 - d. Continuing occurrences of disruptive or troubling behavior may result in the student being permitted to return to class only if accompanied by a parent.
 - e. Finally, if deemed necessary, the Rabbi-Educator, the senior Rabbi and the congregation's President have the authority to remove the student from religious school.

Cell Phone and Electronic Device Policy

So as not to disrupt the educational experience of our students, we ask and expect that all cell phones and other electronic devices be turned off during religious school hours. These devices should be kept in the students' book bags. There may be some occasions when students will be asked to use their phones for research during class. In such cases, cell phone use will be monitored by the classroom teachers.

Unauthorized use of electronic devices will be handled as follows: the administration or authorized personnel may confiscate any device for the duration of religious school hours for a first offense. The device may be retrieved at the end of class by the student.

Subsequent offenses will require a parent or guardian to pick up the device from the religious school office.

If you need to get in touch with your child during religious school hours, please contact the religious school office at 914-238-5641 or the main Temple office at 914-238-3928.

Philosophy of Hebrew

At Temple Beth El of Northern Westchester we believe that Jewish learning is a lifelong endeavor. We also believe that Hebrew studies are an integral part of this endeavor.

The goal of studying Hebrew at Temple Beth El is fluent *Siddur* reading, an understanding of the key prayers in the Shabbat Morning Service, and a basic knowledge of selections from the Friday Evening Service. After completing our Hebrew program, our students will be able to go into any synagogue, anywhere in the world, be familiar with the prayers, and feel at home.

Our Hebrew curriculum, beginning in the third grade, is aimed at building Hebrew fluency and skills. We want to ensure that our children are ready to begin their preparations to become a *Bar* or *Bat Mitzvah* six months before their scheduled date. And, even more importantly, we want to teach them to be active members and prayer leaders within the Jewish community. Therefore, our Hebrew curriculum prepares our children to become a *Bar* or *Bat Mitzvah* and teaches the prayers necessary to be active participants in religious services, at Temple Beth El and at synagogues throughout the world.

When the students have completed our Hebrew program they will be able to read the prayers fluently. They will understand the key words and roots, skills that will enable them to discuss the concept of each prayer. Students will feel a sense of comfort and familiarity with Jewish prayer and will be able to participate in the rituals and ceremonies of Jewish life.

The curriculum is focused on realistic, measurable objectives and takes into account that we have only one and one half hours a week for instruction. To supplement our weekly class time, we have created a structured, formal homework program that every student must complete to be successful in our program.

Because of the limited time we have to teach Hebrew, the homework component is an integral part of our Hebrew program. Hebrew assignments will focus on reading, and they are to be completed two times each for ten minutes at a time, or three times each week for five to seven minutes at a time. The assignments will be supplied by the school, and they must be completed with a parent whenever possible. We have created a format that makes it possible for every parent, regardless of their Hebrew ability, to assist their child in their homework. The homework will be sent home with the child weekly and electronically on Friday afternoons.

At Temple Beth El we wish to train our students to be skilled, involved members of our community. We are teaching them Jewish values, and we instill in them a sense of belonging to a great people - *Am Yisrael*.

Curricular Outline

Kitanim

Through art, music, movement, crafts, yoga, and tefillah (prayer), our youngest students will learn about Jewish values and holidays in a warm and loving environment. Once throughout the year, our Kitanim students will lead a Tot Shabbat Service.

Kindergarten

The kindergarten class is a setting where children explore the realm of "Jewish time," Jewish values, and the Hebrew language through activity centers--art, games, drama, stories, music, yoga, STEM activities, and cooking, organized around a theme of the day. Class begins with an opening ritual, before the students begin to rotate through their activity stations. Mid-morning, there is an oneg and a snack of Challah. The last rotation of the morning is reserved for school-wide Tefillah (prayer), where our students are often joined by their parents. Parents and grandparents participate weekly in our lessons through a Mystery Reader program, where they read a story to the children, based on the theme of the day. It is a great surprise for our students and an excellent way to build community. The kindergarten class is designed to be interactive, hands-on, and fun. We want our students to feel welcome and cared for and excited about Jewish learning and friends. Once throughout the year, our kindergarten and first grade families participate in family education held on a Sunday morning, and our kindergarten students help to lead services at one of the First Friday Tot Shabbat Services.

1st Grade

Each day, the children will participate in four rotations: learning the Hebrew alphabet, an in-depth look at Torah and Jewish holidays, a related art project and singing. Half the class will start in Hebrew, then switch to Torah and then both sections will join together for singing. Our first grade program is a camp model. (Children will have madrichim teen teachers, rotating with them.) Our students also participate in yoga, Israeli dancing, singing, studio art, and a theater partnership with ARC Stages. Once throughout the year, our kindergarten and first grade families participate in family education held on a Sunday morning, and our first grade students help to lead services at one of the First Friday Tot Shabbat Services.

2nd Grade

This year is dedicated to an in-depth look at the historical roots and modern function of the synagogue, Jewish values and how they might apply to everyday living, and an introduction to Hebrew. At the end of the year, students will walk away with a deep and rich understanding of the origins of synagogue life and a historical knowledge of the dynamic nature of synagogues, since its earliest antecedents in time, the First and Second Temples. Second graders participate in an exciting research project on a Jewish community/synagogue, which they present to the class. They take much pride in this project-based learning opportunity that serves as a culmination to much of their learning. Our studies are enriched by a trip to the Jewish Museum in NYC, Israeli dancing, singing, art and a Hebrew sports program. Once throughout the year, our second grade families participate in family education held on a Sunday morning, and our second grade students help to lead a service at one of the First Friday Shabbat Services.

3rd Grade

Using Behrman House's Pre-Primer *Shalom Alef Bet*, students will learn most of the Hebrew letters and vowels and will begin using their Hebrew decoding skills through hands-on games and activities. In addition to Hebrew, students will learn about the Jewish holidays and their history and customs along with an in-depth exploration of Jewish peoplehood. Students will explore different Jewish narratives, first by interviewing their own relatives, and then later, interviewing members of the Temple Beth El community. Under the leadership of our theater director, these interviews will inspire the children to write and perform their own plays. Students will finish the year with a foundational knowledge of what it means to be a member of Am Yisrael, the Jewish people. Once throughout the year, our third grade families participate in family education held on a Sunday morning, and our third grade students help to lead services at one of the First Friday Shabbat Services. Students will also participate in art and music.

4th Grade

Attending twice a week, fourth grade students will engage in serious study of the Torah, particularly our people's foundational journey from Egypt to Israel and the birth of the Jewish nation. Our textbook, *Being Torah*, introduces students to the study of Torah and each chapter offers a Torah text for the children to read, study, and learn to interpret. Students will engage in lively discussions as they struggle to help one another draw connections between the ancient biblical text and its relevance to our contemporary lives. Additionally, as students in public school are exploring American immigration, the fourth grade will study New York Jewish immigration, by spending several weeks exploring Jewish immigration and its impact on our present lives. The culmination of this unit is a "Living Wax Museum," where each student will bring to life the persona of an influential American Jewish immigrant for their families and classmates. We also take a grade level trip to the Tenement Museum on the Lower East Side.

Using the Behrman House textbook, *Shalom Uv'Racha* that builds upon the third grade Hebrew curriculum, the fourth grade Hebrew program focuses on Hebrew decoding, fluency, and reading proficiency. By the end of the fourth grade year, all students should be able to open a Hebrew prayer book and read it with confidence and ease. This year is aimed at not only Hebrew proficiency, but also confidence in one's Hebrew language facility. Through games and hands-on activities, children will develop a deep love of and appreciation for the Hebrew language. Students who require extra Hebrew help may be placed into a small group Hebrew class on Tuesdays to give them the support that they need to succeed. Fourth graders help to lead services at one of the First Friday Shabbat services, where they will also be honored with a siddur ceremony, and receive a copy of the Reform Siddur, *Mishkan T'filah*, formally marking the beginning of their Hebrew prayer studies. Our fourth grade families will join together on a trip to the Bronx Zoo.

5th Grade

The fifth grade program focuses on fostering a personal relationship with Israel, while exposing students to a deep and nuanced education. This includes the study of the *Brit*, the covenant, history, geography, *Am Yisrael* (Jewish Peoplehood), Israeli culture, and peace. Our foundational principals for teaching Israel include:

- Every aspect of Jewish life and experience reflects a relationship to Am Yisrael, (the Jewish people) Eretz Yisrael (land of Israel) and to Medinat Yisrael (State of Israel)
- A relationship with Eretz Yisrael requires knowing what it looks like, familiarity with its geography, people, language and history
- The Jewish people's connection to Israel is historical, physical, emotional and spiritual
- Israel connects the Jewish people to their past, present and future
- Israel is a small but dynamic country filled with exciting cities, neighborhoods and landmarks
- Am Yisrael (the Jewish people) are responsible for one another
- To understand Israeli society is to understand its diversity
- Peace is one of the most important values in Judaism and more than one people consider Israel their homeland and this makes peace difficult to achieve.

Students will not only read about Israel, but they will experience Israel, its culture, and its people through film and grade-wide, project-based units. One unit focuses on diversity within Israeli culture through a fashion show. The other unit explores the Israeli government and its political parties and culminates in the creation of political campaign ads and a coalition building simulation game. Students will also learn about Israeli contributions to green energy through a three-part environmental unit in partnership with the Jewish National Fund.

In Hebrew, using the Behrman House's *Hineini 1*, all students will be able to recite/chant the following prayers/songs: *Hatikvah* (The national Anthem of the State of Israel), *Bar'chu*, *Sh'ma*, *V'ahavta*, *Shabbat Kiddush*, and the Four Questions. Most students will be able speak about the meaning and history of these prayers, and some of the most advanced students will be able to translate the prayers based upon an understanding of the Hebrew roots system, used also in Modern Hebrew. Students will leave fifth grade as confident, successful readers. Our fifth grade students also help to lead an Israel themed service at one of the First Friday Shabbat Services.

6th Grade

The sixth grade curriculum focuses on the Jewish life cycle, and revisits the Jewish holidays from a more mature perspective. Students will learn about the following lifecycle events: entering into the covenant through Jewish ritual, becoming a B'nai Mitzvah, Confirmation, a Jewish wedding and divorce, conversion, keeping kosher, aging, and death, through discussions, mock lifecycle rituals, speakers, and trips. Students make their own wimpels, Torah binders, hold a model *bris*, with *mohel* Barry Meisel, visit a local *mikveh*, hear from a panel of converts from Temple Beth El, hold a mock wedding, and hear about Jewish mourning rituals from Stephanie Garry of the Plaza Jewish Community Chapel. They also meet with a *mashgiach*, kosher supervisor, visit Ben's Kosher Deli and participate in a kosher grocery store scavenger hunt. The holiday portion of the class will inspire students to honor and explore the meaning of the Jewish holidays with the goal of making each Jewish holiday more personalized. Sixth graders spend a significant amount of time exploring Purim.

In Hebrew, sixth graders will continue to explore Hebrew prayer through the utilization of Berhman Houses' *Hineini Level 2* textbook. Many students will be able to read/chant the following prayers: *Avot/Imahot*, *Gevurot*, Torah Blessings, *Haftarah* Blessings, and the Four Questions. Most students will be able speak about the meaning and history of these prayers, and some of the most advanced students will be able to translate the prayers based upon an understanding of the Hebrew roots system, also used in Modern Hebrew. Sixth graders and their parents will participate in a few family learning sessions with Rabbi Jaffe to increase their understanding of Shabbat liturgy that is used as a part of the bar and bat mitzvah service. Families will also participate in the sixth grade Mitzvah Corps Orientation for the majority of a Saturday during the spring of their sixth grade year, where they will volunteer with their families and peers at different sites around our community and learn about the seventh grade Mitzvah Corps program. Sixth graders will help to lead services at one of the First Friday Shabbat Services.

7th Grade

Our interactive, seventh grade program focuses on an in-depth study of *Torah*, *Avodah* (worship/spirituality), and *Gimilut Hasadim* (acts of loving-kindness) and concludes our formal Hebrew program. The Judaic curriculum is broken up into a series of trimesters that every student will rotate through during the course of the year. Students will have an opportunity to study the weekly Torah *Parshigot* (portions), explore differing concepts of God in Judaism, and participate in meaningful Tikkun Olam projects. The last two months of the spring semester are dedicated to a unit on the Holocaust based on a curriculum from *Facing History and Ourselves*. After visiting both the Jewish Heritage Museum in NYC and the Garden of Remembrance in White Plains and as a culmination of this Holocaust unit, students will create Holocaust monuments that will be on display.

In Hebrew, students are grouped by proficiency in order to help them prepare for becoming a Bar/Bat Mitzvah. Those students who have mastered all of the prayers necessary to become a Bar/Bat Mitzvah or who have already completed this lifecycle moment have the option of studying Modern Hebrew.

In addition to our Monday night program, students will participate in the Mitzvah Corps program. They will select one "Mitzvah Major" and three "Mitzvah Minors" during the year. Six project sites will be offered for the Mitzvah Major: three in the fall (September-January) and three in the spring (February-June). Each project will be coordinated by a parent volunteer serving as a site captain. Students will sign up for their Mitzvah Major in mid to late August. The Mitzvah Minors (for example: preparing Thanksgiving meals for the needy, assisting with a tot-Shabbat craft, volunteering to help younger students in our Religious School) will be offered throughout the entire year and coordinated by Joni Gehebe Kellogg, our seventh grade coordinator. The Mitzvah Corps program will fulfill the requirement of the B'nei Mitzvah project. Our students will also participate in a Shabbaton and help to lead services at a Friday night Shabbat Service.

Homework

Homework should serve a clear purpose. Homework expectations will be set on the first day of class with students and parents. Hebrew homework in grades three through six should be given on a weekly basis. The Hebrew homework should require students to read twice a week for ten minutes or three times a week for five to seven minutes. Typically, homework will follow the (*Hebrew Family Companion*) and will include both student and parent pages. Judaica homework is at the discretion of the teacher. Hebrew homework for grades four through six can be found on our website <https://bethelnw.org/RS-Curriculum>. It will also be sent out in the weekly Parent Newsletter that is emailed on Fridays.

Become an Active Participant in Our Religious School Community

Temple Beth El believes that there should be a strong partnership between home, school and temple. We want to teach our children how to live as Jews and help them find meaning in life through Judaism. In the classroom we will teach children about prayer and belonging to a community; however, this can never replace actively joining our community in prayer and engaging in *Tikkun Olam* (repairing the world) on a regular basis. Attending and participating in Shabbat services reinforces the Hebrew that students learn in class and provides a model for life-long Jewish learning. Regular participation in *Mitzvah* programs through our *Tikkun Olam* Committee reinforces the values that students learn in class.

Each time students attend Shabbat Services either on Friday or Saturday, it is important that they fill out a sign-in card at the back of the sanctuary and place it in the designated box.

Families with students in kitanim through third grade are encouraged to participate in a minimum of 4 community events during the school year; at least half of these are expected to be Shabbat Services. Families with students in grades four through seven are encouraged to participate in a minimum of 6 community events within the school year, and at least half of these are requested to be Shabbat Services. Families with students in grades eight through twelve are encouraged to continue participating in our temple services and programming.

School Pick up

We require all parents to park and come into the building to pick up their children in the Great Hall (grand entrance foyer), Monday through Thursday. Sunday morning's students will be dismissed from the Sanctuary or classrooms at 11:00 am.

Early Dismissal

Parents must come to the school office and sign their children out in an attendance log. After signing the log, a staff person will get the student. Students cannot self-dismiss.

School Closings

In the event of inclement weather or other emergencies, the following procedures will be in effect:

- 1) Weekdays, if the Chappaqua school district **has closed** due to inclement weather, the Religious School will be closed.
- 2) Weekdays, if the Chappaqua school district holds school, but cancels after-school activities, the Religious School will close.
- 3) Temple Beth El reserves the right to close school due to inclement weather, in any event.
- 4) At all times, if Religious School will be closed, a notice will be posted on the Temple's website www.bethelnw.org.
- 5) When possible, families will be notified by email regarding any scheduling changes.

Vaccination Policy

As of the 2019-2020 year, to provide for the health and safety of our students, and to mirror compliance with the local public school districts, students enrolled in our Religious School programs must provide proof that they have received all age appropriate immunizations.

For children entering K-5th grade, learners must have proof they have received the following age-appropriate immunizations:

- Diphtheria, Tetanus Toxoid-containing vaccine and Pertussis vaccine (DTaP/DTP/Tdap/Td) - 5 doses
- Poliovirus vaccine (IPV/OPV) - 4 doses
- Measles, Mumps, Rubella vaccine (MMR) - 2 doses
- Hepatitis B vaccine - 3 doses
- Varicella (chicken pox) vaccine- 2 doses

For children entering 6th-12th grade, learners must have proof they have received all of the age-appropriate immunizations listed above, and:

- Diphtheria, Tetanus Toxoid-containing vaccine and Pertussis booster (Tdap) - 1 dose
- The meningococcal conjugate vaccine (MenACWY) - 1 dose

TBE requires all families to be in compliance with local requirements unless an underlying medical condition prevents the child from being vaccinated, and a written doctor's certification is provided and deemed acceptable by TBE.

Sunday TBE Youth Choir Program

For 2nd, 3rd & 4th Grade Students from 11:00-11:30 am:

The TBE Youth Choir is an innovative co-ed singing group, which allows your child to experience Jewish music in a fun and educational setting. The music will include contemporary Jewish songs, and will also incorporate popular songs containing important and relevant values found in Judaism. Under the direction of Cantor Sternlieb, the students will contribute to song selection and themes. The TBE Youth Choir will participate in monthly Shabbat First Friday Family Services as well as various Westchester venues.

Monday/Thursday Chugim Program

Temple Beth El provides adult supervision for students who arrive before 3:45 pm by monitors and a Shalicha, community Israeli Emissary.

On Monday and Thursday, we offer a number of choices:

Basketball or Gaga

A monitor will be around to take students outside to play, weather permitting. This will give our children a safe, productive way to get their energy out.

Lounging Around

Read a book or just hang out with friends. The Youth Lounge is a perfect retreat for our children who simply need to unwind after school and before Religious School. We offer an air hockey table and board games. Students can also opt to do homework in the Great Hall.

Food in the Classroom

No food is allowed in the Religious School wing due to airborne allergies. If a food-based project is to be done in a classroom, all parents will be contacted at least two weeks in advance with a list of ingredients to discuss how we can organize the project in a way that will allow all children to safely participate. This advanced notice gives us enough time to make accommodations/alternative plans.

Kitanim-2nd Grade Snack - All Sunday classes Kitanim-2nd grade will have a weekly *oneg* of challah in their classes.

Progress Reports

Progress reports are issued at mid-year (at the end of January) and at the end of the school year by each student's teacher(s). These evaluations serve as a means of communication between our teachers, students, and parents. Please take time to read the progress reports and feel free to contact the teacher and/or Rabbi Linzer regarding any questions about your child's work. Regular contact throughout the school year will help us to provide the best learning experience we can for your child. We also conduct internal, mid-semester check-ins of Hebrew progress in grades 4-6.

Requirements for becoming B'nei Mitzvah

A student is eligible to become a Bar/Bat Mitzvah while enrolled in 7th grade or after the child's 13th birthday, whichever comes first. Students must have completed four (4) consecutive years of religious training in residence (or at another congregation), which implies, at a minimum, beginning school in the fourth grade, although 3rd grade is highly recommended as that is when formal Hebrew studies begin. As always, if there are extenuating circumstances, a later starting time would be considered.

- 1) Students and families must attend the 4th, 5th and 6th Grade Family Education Programs, as well as the Bar/Bat Mitzvah Seminar.
- 2) Students must be enrolled in Religious School and attend class regularly.
- 3) Students are asked to attend six Shabbat morning services at Temple Beth El in the calendar year preceding their own B'nei Mitzvah. In addition, each student will participate in 10 hours of community service, either through our structured Mitzvah Corps program or independently.

Family Shabbat Services

Cantor Sternlieb and Rabbi Linzer will organize student participation in grade level Shabbat services. These dates are subject to change based on any special events that might arise. Parents will be notified of the change immediately via email blast.

Dates of Family Shabbat Services

Kitanim:	January 10 th with a 4s Tot Shabbat at 5:45 PM
Kindergarten:	March 6 th at 5:45 PM
1 st Grade:	December 6 th at 5:45 PM
2 nd Grade:	December 6 th at 7:15 PM
3 rd Grade:	April 3 rd at 7:15 PM
4 th Grade:	March 6 th at 7:15 PM with Siddur Ceremony
5 th Grade:	January 10 th at 7:15 PM
6 th Grade:	November 1 st at 7:15 PM
7 th Grade Shabbaton:	March 13 th at 7:15 PM
Teacher Appreciation Shabbat:	May 1 st at 7:15 PM

Family Education Programs

Family education days are designed for parents and children to have a positive Jewish learning experience together. These programs are considered an important part of our program.

Family Education Dates

October 20 th :	Consecration for all new students
October 27 th :	4 th Grade Bronx Zoo Trip
November 7 th :	6 th Grade Family Education
November 17 th :	K/1 Family Education
November 18 th :	5 th Grade Parent Education
January 23 rd :	6 th Grade Family Education
March 1 st :	2 nd Grade Family Education
March 26 th :	6 th Grade Family Education: Dinner and a Movie
April 18 th :	6 th Grade Mitzvah Corps Orientation
April 19 th :	4 th Grade Parent Education
April 20 th :	Yom Hashoah
April 26 th :	3 rd Grade Family Education

Tzedakah

Kitanim-6th grade – Collect weekly Tzedakah.

Our Kitanim-4th grade Tzedakah Fair will take place on May 3rd. During this time the students will choose how to spend the money collected over the year.



2019-2020 Religious School Committee

Pam Goldfarb and Jill Liebman, Co-Chairs

Rhonda Regan, Executive Vice President

Ali Aizenstain

Lauren Bittman

Tara Brandoff

Stacey Divack

Nicole Feig

Lindsay Finkler

Lauren Harburger

Karly Herman

Deb Fass Jacobs

Orit Kadosh

Michelle Kruglak

Meryl Lefkowitz

Erica Losen

Alex Potashner

Stephanie Saletan

Sandra Stein

Melissa Singer

Diane Thaler

Alyssa White