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Box  
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Solomon Schechter High School [Hartsdale, N.Y.]. 1993-1996.

For more information on this collection, please see the finding aid on the  
American Jewish Archives website.

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February 5, 1996  
15 Shevat 5756

Rabbi H. Friedman  
Wexner Heritage Foundation  
551 Madison Avenue  
New York, NY 10022

Dear Rabbi Friedman:

The Solomon Schechter High School is now in its second year and I want to bring you up to date on recent events at our school. I have enclosed excerpts of a recent article about our school by our Principal, Mrs. Bracha Werber, which appeared in Women's League Outlook. What was only a dream two years ago is now a high school of two grades of 48 students, and our prospects for growth are excellent. We are proud of the school we have created and of the high caliber of students that we enroll. It is an accomplishment being watched closely by communities all over the country. Please join us on March 21st at which time we will honor six of our senior Rabbis and celebrate what, together with you, we have achieved.

Today we fully understand that only through Jewish education can we ensure our continuity and strength, and communities throughout the country are experiencing rising enrollment in day school programs. In anticipation of growth in the high school and continued growth in our elementary school, we have concluded that the time has come to build (we now rent two sites) in order to accommodate our long-term needs. We have reached an agreement for the purchase of a site for our campus of the future to meet the wonderful challenge that we face. We look forward to commencing construction of our new buildings at a site in Old Westbury within two years to meet our anticipated enrollment, approaching 1,000 students by the year 2000.

The Solomon Schechter Day School of Nassau County was started almost 30 years ago on the premises of the Old Westbury Hebrew Congregation with approximately 25 students. Our current enrollment is 528. We have certainly come a long way, thanks to your support and encouragement!

I would be happy to join you on a one-hour tour which would enable you to meet with our children, faculty and administrators. It would allow you to share in the joy that we experience each day and would give you an understanding of our philosophy and the achievements to which we can point with pride. I look forward to the opportunity to speak with you to discuss our school and hope that we can get together to talk about Schechter High.

With best wishes, I remain,

Very truly yours,

William Spielman, President  
Solomon Schechter Day School  
of Nassau County

WS:mp  
enc.



# THE SCHECHTER SCHOOLS: A NEW GENERATION

## The Solomon Schechter High School of Long Island

BY BRACHA WERBER

Last year, the Solomon Schechter High School of Long Island opened with 31 eager freshmen, a highly motivated faculty, a supportive community, and visionary lay leadership working together to turn a dream into a reality. Most importantly, there were willing parents who saw the vision and the promise of a school of excellence, where Conservative Judaism would be a living presence.

We can now look back at our first year with pride, having created a high school which embodies a commitment to traditional Jewish values as well as to the latest educational methodologies. College admissions officers are eager to accept students such as ours, who have undergone the rigors of a dual curriculum with multiple foreign languages. Parents report that their children go to school with an enthusiasm they never expected to see. Local rabbis who have seen the school in action and joined in the morning *minyan*, are invariably impressed by the students' participation and intensity.



One of the first concerns of high school students and their parents is the quality of education and the social relationships in such a small school. Current pedagogic thinking endorses the kind of smaller school we have created which can keep the most gifted students challenged while totally engaging those with special needs. Students who, in other schools, might fall through the cracks, are encouraged to reach their full potential. Students form close friendships, provide support for each other, and learn by example, by doing and by conceptualizing.

Students have maintained their enthusiasm while handling the dual curriculum, with ten different subjects, as well as becoming involved in a variety of extracurricular activities such as science projects, competitions and sports. The freshmen fared well in regional and national competitions with older students from other schools. One of the ten American high school students selected last summer to study at the Technion, Israel's M.I.T., was from the Solomon Schechter High School of Long Island.

The Schechter School is about connections and continuity. Students make connections between their history and Bible, *Midrash* and literature, *Talmud* and logic. They make connections within their own school community, the regional Jewish community, Israel, and world Jewry. They make connections with the grandparents of their fellow students who are Holocaust survivors and with parents who share their professional experiences.

Long Island and Queens, in New York, are served by four Solomon Schechter Day Schools for students through the eighth grade. The high school provides these students with the opportunity to continue their Jewish education while receiving a first-rate college preparatory education. They can begin to determine how they can live as moral, caring and successful individuals and knowledgeable Jews who will lead Conservative Judaism well into the 21st century.

*Bracha Werber is principal of the Solomon Schechter High School of Long Island.*

Women's  
League  
OUTLOOK FOR CONSERVATIVE JUDAISM

VOL 66 NO 2  
WINTER 1995  
KISLEV 5756



# SAVE THE DATE!

## *The Solomon Schechter High School of Long Island*

serving the four Solomon Schechter schools on Long Island  
The Brandeis School

Solomon Schechter Day School  
of Nassau County

Solomon Schechter School  
of Queens

Solomon Schechter Day School of  
of Suffolk County

is pleased to invite you to attend

## *The Mara D'Atta Award Dinner*

as we continue our series of award dinners honoring Rabbis and leaders of our community. This year we honor Rabbis of major congregations who have made a lasting impact on Jewish life for over 25 years. While honoring them, we also pay tribute to their colleagues and the Jewish community that support Solomon Schechter day schools. Our honorees, their congregations and our committed parents have been instrumental in the creation of the Solomon Schechter High School of Long Island.

### *The 1996 Mara D'Atta Award Honorees*

**Rabbi Myron Fenster**

Shelter Rock Jewish Center

**Rabbi Ezra Finkelstein**

Midway Jewish Center

**Rabbi Morris Friedman**

Temple HShel

**Rabbi Stanley Platek**

Hewlett-East Rockaway Jewish Centre

**Rabbi Stanley Steinhart**

Jericho Jewish Center

**Rabbi Mordecai Waxman**

Temple Israel of Great Neck

Thursday evening, March 21<sup>st</sup> at 7:00 pm  
Temple Beth Shalom  
Roslyn Heights

We are very pleased to announce that our featured speaker will be

**Professor Everett Fox**

translator of the exciting new edition of The Five Books of Moses

Journal Ad Form attached  
Invitations to follow



# The Mara D'Atra Award Dinner Journal

of the  
**Solomon Schechter High School of Long Island**  
honoring

**Rabbi Myron Fenster**

Shelter Rock Jewish Center

**Rabbi Ezra Finkelstein**

Midway Jewish Center

**Rabbi Morris Friedman**

Temple Hillel



**Rabbi Stanley Platek**

Hewlett-East Rockaway Jewish Center

**Rabbi Stanley Steinhart**

Jericho Jewish Center

**Rabbi Mordecai Waxman**

Temple Israel of Great Neck

Our honorees will receive a framed Scroll of Honor with the names of those friends and congregants paying special tribute to them. A section of our library will be dedicated in the name of each Rabbi and a Scroll of Honor will be displayed in the library listing the participants of this event. Your donation will be used to develop our library into a state-of-the-art learning and resource center for our high school students.

**I/We** wish to place an ad in the Journal to be presented at the Dinner on Thursday evening, March 21<sup>st</sup>. (Includes listing on the presentation plaques as well as on the Scroll of Honor to be mounted in the library of the Solomon Schechter High School of Long Island.)

I/We wish to become a:

- ☐ Benefactor ..... \$5,000 Gold Page - (includes 10 seats - one table)
- ☐ Patron ..... \$2,500 Silver Page - (includes 10 seats - one table)
- ☐ Sponsor ..... \$1,000 Sapphire Page - (includes 4 seats)
- ☐ Guardian ..... \$750 Rose Page - (includes 2 seats)
- ☐ Donor ..... \$500 White Page - (includes 2 seats)
- ☐ Supporter ..... \$360 Half Page - (includes 1 seat)
- ☐ Friend ..... \$180 Quarter Page
- ☐ Participant ..... \$100 Listing
- ☐ Contributor ..... \$75 Listing
- ☐ ..... \$50 Listing

*Please print advertisement on the back of this form or send art work.*

JOURNAL DEADLINE - FRIDAY, FEBRUARY 23<sup>RD</sup>

Please reserve \_\_\_\_\_ seat(s) at \$90 per person at the Mara D'Atra Award Dinner  
\_\_\_\_\_ Dinner Sponsor seat(s) at \$180 per person

I/We would like to sit with \_\_\_\_\_

Enclosed, please find a check in the amount of \$ \_\_\_\_\_

We wish to honor Rabbi(s) \_\_\_\_\_

Name \_\_\_\_\_

Address \_\_\_\_\_

Daytime phone \_\_\_\_\_

**PLEASE MAKE YOUR CHECKS PAYABLE TO: Solomon Schechter High School of Long Island  
East Street, Hicksville, New York 11801**

Please note: \$75 represents the cost of dinner for one person at the Mara D'Atra Award Dinner. The remainder of your contribution is tax deductible to the extent permitted by applicable law.





# CHADOSHOT

Volume 5, Number 2

Publication of SOLOMON SCHECHTER DAY SCHOOL OF NASSAU COUNTY

Iyar 5756 • May 1996

## Moving To The Future

By Paul Rotstein

Everything has a beginning. On the night of Thursday, February 8, those who attended the special meeting of the parent body not only witnessed, but took part, in the creation of a new home for our school. The overwhelming vote in favor of moving ahead with this enormous project was an inspiring experience. It will truly be remembered and talked about as a milestone in the life of our school. The parent body was so enthusiastic about this project that offers all of us so much. The faith and belief in taking the first step were so pervasive that you couldn't help but feel the energy and excitement in the room.

Our motivation to embark on this course is multifaceted. First is the tenuous nature of our lease on the Barbara Lane school. As has always been the case, the lease can be terminated with just one school year's notice. Last year Jericho took back a school building that was being rented to BOCES due to Jericho's growing need for additional space. Our Elementary School is the only remaining rental property that Jericho has to satisfy their growing population. Although they have indicated they do not need our school in the next couple of years, beyond that is suspect. With an enrollment of approximately 360 children in that school we cannot be at the whim of the Jericho School Board, we need to control our own destiny.

As enrollment grows we will be back at an unacceptable level of crowding in the Elementary School very soon. In order to maintain a proper environment, we will have no choice but to turn away

## Mara d'Atra High School Dinner

The Solomon Schechter High School of Long Island honored six Long Island rabbis at its Mara d'Atra Award Dinner at Temple Beth Sholom in Roslyn Heights, New York. The High School, housed in Hicksville, New York, chose to honor the rabbis in recognition of their dedicated support for Jewish education and their many years of

outstanding service to the Long Island community. Honored were Rabbi Myron Fenster of Shelter Rock Jewish Center, Rabbi Ezra Finkelstein of Midway Jewish Center, Rabbi Morris Friedman of Temple Hillel, Rabbi Stanley Platek of

Hewlett-East Rockaway Jewish Center, Rabbi Stanley Steinhart of Jericho Jewish Center, and Rabbi Mordecai Waxman of Temple Israel of Great Neck.

Each rabbi was presented to the over 475 attendees by his congregational president. All of the presidents noted the affection their community holds for their rabbi and the powerful influence each has had on their community. One of the rabbis spontaneously led the assembly in the shecheyano blessing, noting that the Long Island Conservative Jewish community has finally arrived at a time when a Jewish education is available to high school age children.

The school's founding principal, Mrs. Bracha Werber, commented on the outstanding response from the entire community in support of the high school. "It is heartwarming to see the widespread support from the Long Island and

Please see DINNER on page 3



Rabbis honored at Solomon Schechter High School of Long Island Mara d'Atra Dinner; Left to right: Rabbi Morris Friedman, Rabbi Mordecai Waxman, Rabbi Ezra Finkelstein, Rabbi Myron Fenster, Rabbi Stanley Steinhart, Rabbi Stanley Platek



# "Ready to Play, Ready to Pray, Ready For Life"

By Harold (Coach Hesh) Klein

*"Three changes could happen - you could get lucky, you could be locked in jail, or you could end up nine feet under...I had sports, the Boy's Club, God, and my Mom. Those things kept me from the temptations of the street."*

- Francisco Alameda,  
23 year old owner of East Side Sports

That is what I recently heard in an interview conducted for a video we are creating for Inc. Magazine, called "Entrepreneurship has the really young." Francisco, an impressive and inspiring young man, responded to being asked how was he able to resist the lures of the neighborhood. His mother's strong presence, combined with a passion for sports and his institution of the Boys Club were his outlet. However, he actively is giving back to the community and donating time and uniform to the local church teams. This story is presented to give you a proper perspective and appreciation of what is happening for the Schechter kids.

Without a doubt the environment, education, faculty and overall spirituality of our school is incredible. Now, thanks to a group of dedicated parents, Mr.

Dickstein, the coaches, Danny Viola and Office Staff, there is an exciting sports program available for boys and girls starting in kindergarten. We have "Solomon Sluggers" in baseball, the "Solomon Slammers" in basketball and soon the "Solomon Strikers" in soccer. Growth has been phenomenal. Two years ago the Sluggers had 67 kids, last year 115, and this season we anticipate 150 children.

What is most gratifying and enlightening is that many of the kids (and parents) have told me that playing in our league is more fun than their older league. Now, I must confess, these older leagues are run with more structure, appreciation, and support and in greater number. Why is it better in Solomon's Leagues? One child told me "because I'm playing with my friends from Schechter".

Often, when there is a conflict in schedule with other activities, the children will choose to participate in the Solomon Schechter's program. As an aside, I feel the "S.S." also stands for "Something Special."

Stop and think of the importance of all that. We've seen the various media communicating "Do

Sports, Not Drugs." For our kids this total involvement in the Jewish experience has the potential to go way beyond that. The league was started in response to "Saturday Only" little leagues. The children participating know that Shabbat need not be desecrated in order to

compete, have fun, socialize, and physically develop. As Jews we do

things differently in many aspects of our lives, but that ain't so bad. In fact, it can be quite wonderful.

Dear reader, put all this in perspective. My Rabbi Steinhart always says, "If you want insurance against intermarriage, make sure your children eat kosher all the time". That means when they socialize or when they go on a date, they will eat kosher. Who else eats kosher? Combine that thought with the Schechter educational experience encompassing academics, Jewish values and studies, and the growing sports program. If we, as parents, maintain the character of Francisco mom in reinforcing at home all that our kids are given from their total Schechter experience, then "wow." With all my heart I believe if our children are given this complete foundation, then we will have prepared them well for a world of temptation, exclusion, influence, ups, downs and of incredible opportunity.

Yes, we, as Jews, live in a different way by a code of laws that makes our people the "light unto nations." I see the intensity and brilliance of that light when our kids hit the fields together, ready to play, ready to pray, ready for life.





## Annual Giving Campaign

Parents and board members recently met to explore ways to raise money for the school. Because of the Board's commitment to hold down tuition, our schools are presently operating with a budget deficit that must be met by fundraising efforts.

In studying the ways that other private schools operate, it became clear that most schools raise a significant portion of their funds by directly asking for annual donations from the parents and grandparents of the students in the schools.

The Annual Giving Campaign is being

chaired by Jeffrey Amer and David Tarica who welcome suggestions and volunteers. Parents willing to work on this committee are encouraged to call either Jeff or David.

We are committed to the concept of tzedakah as a mitzvah. We know that some parents can give more than others, but we are asking all parents to make some contribution. Join Jeff and David in this project and give generously when asked.

All donors will be acknowledged on a special Annual Giving Campaign page in our Journal.

### *DINNER from page 1*

Queens communities for the high school and its recognition of the importance of our mission. Our parents, students and faculty are truly moved and encouraged by this wonderful occasion."

The High School, now in its second year, has 50 students in grades nine and ten. It offers a challenging dual-curriculum committed to quality in both Judaic and secular education within a caring and supportive environment. It attracts students from the other Schechter schools on Long Island, the Solomon Schechter Day School of Suffolk County, the Solomon Schechter School of Queens, and the Brandeis School, as well as from the general Jewish community.

The keynote address by was presented by Professor Everett Fox, the author of the highly acclaimed translation of the Torah, "The Five Books of Moses". Professor Fox stressed the importance of a Solomon Schechter education by remarking that it is the intensive and high caliber of a Schechter High School education that will create the next generation of

scholars and committed lay leaders.

Mr. William Spielman, President of the Board of Directors, began the evening by saying, "The community has been witness to the creation and development of a Beit Sefer that excels in many ways. We have inspired leadership by our Principal, Bracha Werber, an

school, and Philip Dickstein, principal of the Solomon Schechter Day School of Nassau County elementary school. Mr. Dickstein, in introducing the Mara d'Atra honorees, said, "While each of the six communities represented here tonight have long ago bestowed the title of Mara d'Atra upon these

rabbis, the fact that we, at the Solomon Schechter High School of Long Island, have chosen to acknowledge these six rabbis as our Marei d'Atra is a statement of the supreme value of Jewish education. We and they understand that our people's very existence rests on their

commitment to Jewish teaching." Dickstein continued, "As our high school now flourishes in its second year, it will continue to bloom for years to come."

Following the presentation the H.S. choir, directed by Ms. Beile Block, performed several songs. Accompanying the dinner was a Journal which showed the community's regard for the honorees and an overwhelming support for the high school.

***"I have no doubt that the Solomon Schechter High School of Long Island - given its excellent leadership, vital goals and clear sense of mission - will prove to be a beacon of pride in Long Island and for the entire Conservative movement."***

*Dr. Ismar Schorsch, Chancellor  
The Jewish Theological Seminary*

excellent faculty, and a bright and motivated student body. What is most important is that they have created a community committed to Torah, each other, and our people. Our building resonates with the energy generated by our students. Soon they will be joined by the Class of 2000. In September, we will be educating over 80 future leaders of our people."

The Dinner was chaired by Mr. Martin Werber, parent of Talia Werber, a tenth grader in the high



## Alumni Corner

*"I had just turned eleven and had spent an exciting summer at Camp Ramah. I came home begging my parents to let me go to Solomon Schechter...Several weeks later I was a sixth grader at SSDS of Nassau. Those years were years of intensive learning and great fun. I grew Jewishly by leaps and bounds...My husband, Howard, and I now have three sons. When the time came to make a decision about Joshua's education, there was no question where he would attend school...He loves kindergarten and is proud to be going to the 'same school as mommy.'...When I walk the halls of SSDS, I am filled with wonderful memories and the joy of knowing that my children will be touched as I was by a deep love for Jewish life."*

So writes Mrs. Denna Schindel Stecker, Class of 1980! We are now at the point when we have three children like Joshua Stecker. All of our alumni have wonderful memories of our school. While not yet matching Mrs. Stecker, a Solomon Schechter education truly has a lifelong impact on our students. We now have close to 800 graduates of our school! They are leaders of the Jewish community and have achieved remarkable success.

So that we can continue to share the memories and accomplishments of our alumni, we are proud to be starting an SSDS Alumni Association. We ask all alumni to respond to this opportunity. We will be arranging reunions and starting an alumni newsletter. Please send us your name, address, phone number, your year of graduation, and your accomplishments since graduating Solomon Schechter. If you know where other alumni are, please give us their information so we can contact them.

## PARENTS' MEETING *from p 1*

entire classes of students. As Mr. Dickstein said, "As Jews we cannot turn away even one student who wants to have a Solomon Schechter education. We must respond to the growing demand."

The Board of Directors has investigated numerous existing schools over the years in order to find a solution to the problem, unfortunately, with no success. In each and every case, the primary criterion was the location of the site. We are committed to retaining each and every family that currently is part of our school.

Another concern of the Board has been the ability to fund raise moneys outside of the school population in order to attain our goal. Certain parcels of land that have recently

become available to us, within several miles of our existing sites, have the potential to satisfy our goals. The parents attending the meeting overwhelming agreed that the school buy one of the parcels. The Board of Directors will obviously negotiate to make the best possible deal for the school. The funds for the purchase of the land will come from the Endowment Fund and moneys raised from supporters of the school.

Obtaining the site is only the beginning. On behalf of the Board, a committee has embarked on a search for an architectural firm. Approximately 30 firms were initially contacted and made aware of our desire to build our own school. The firms were selected for the expertise they would bring to the project. Most

of the firms took the time to tour our existing schools and see what we are all about, and to meet our administration and our children. From the initial group, 20 firms expressed real interest in our school and have submitted formal proposals. The committee is in the midst of reading through the very inspiring proposals and narrowing the field down to a handful of firms that will be interviewed.

We are at the beginning of a great new era for our school. Everyone will have the opportunity to be involved in the process as it goes on. Together, as a family, we will have to decide what shape our new school will take. It is a most exciting time for our school - be a part of it.





## Around SSDS

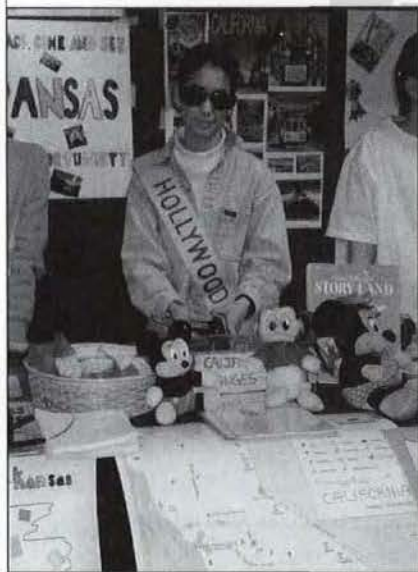
### THIRD GRADE PRESIDENTS' PLAY

The third grade children presented a parade of our nation's Presidents. The children researched a favorite president and then presented brief summaries of the presidents' lives. Interspersed through the program were songs from our nation's past.

### SCIENCE FAIR

The middle school held their annual Science Fair and proudly displayed their remarkable experiments. Each child had to meet the New York State Requirements for their projects. Parents and fellow-students alike were

impressed by the high caliber of science learning represented at the Fair.



### STATES FAIR

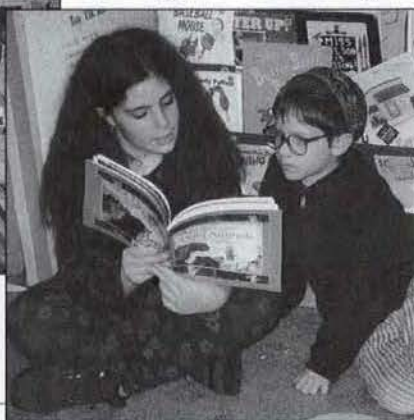
As part of the fifth grade social studies learning, the children presented a States Fair. Each child prepared a report, visual display and an e-mail to the state's Senator. Culminating the program, the children sang a song which includes the name of every state of our country!



### READING BUDDIES

The fourth and fifth graders have been paired up with kindergarten and first grade reading buddies. Each pair

has created a number of exciting and enjoyable projects together. The program provides an opportunity for the older children to be models of learning and the younger children have the chance to find new friend.





# ZIMRIYAH-JERUSALEM 3000

*Celebrate Jerusalem • Celebrate our Children  
Honor William & Bette-Ann Spielman*

**Zimriyah Performance by SSDS Children**  
"B'shaarayich Yerushalayim - At Your Gates, O Jerusalem"

*Mrs. Bruria Gefner, Creator and Director  
Mr. Ira Weiss, Musical Director*

*Mr. William & Bette-Ann Spielman*  
**AMERICAN JEWISH**  
*Champagne Reception in honor of*  
**William & Bette-Ann Spielman**  
*to follow Zimriyah*

**Tilles Center for the Performing Arts  
LI University, C.W. Post Campus**  
Wednesday, May 22, 1996, 7:30 PM - 4 Sivan, 5756



## **Solomon Schechter Day School of Nassau County**

Jericho and Hicksville, NY  
516/935-1441 516/935-2450

## **Solomon Schechter High School of Long Island**

East Street, Hicksville, NY 11801  
516/935-2450 Fax 516/935-0510

Mrs. Susan Aberbach, Board of Trustees  
Mr. William Spielman, President  
Mrs. Wende Jager-Hyman, Board of Education  
Mrs. Mindy Edelman, PA Co-President  
Mrs. Barbara Rubinfeld, PA Co-President  
Mr. Philip Dickstein, Principal, Elementary School  
Mr. Arthur Yavelberg, Principal, Middle School  
Mrs. Bracha Werber, Principal, SSDS HS of LI



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Permit No. 33

Rabbi Herb Friedman  
Wexner Heritage Found 551 Madison Ave  
New York, NY 10022



# CHADO SHOT

Volume 5, Number 1

Publication of SOLOMON SCHECHTER DAY SCHOOL OF NASSAU COUNTY

Tevet 5756 • January 1996

## SSDS Receives Computer Challenge Grant

Solomon Schechter has arrived on the Information Super Highway! Thanks to a "Challenge Grant," initiated by long time benefactor Herman Gross, the East Street campus now has the beginnings of what promises to be a superior computer laboratory. (The elements of our new computer laboratory are described in the accompanying article.)

But while we have made a tremendous beginning, there is still a long way to go if we are to bring our dream to reality. We need to increase the number of computers available to our students in the lab and in the classrooms and to expand our software library -- particularly with regard to Judaic resources. As students and teachers become more familiar with the lab's wonderful possibilities, the demand for access to the Internet and the need for additional printing and scanning capabilities will grow dramatically. In brief, we expect the computer to become a tool that is so integral throughout our education program that, like calculators or overhead projectors, they will no longer be seen as "special" or "extraordinary."

How are we to achieve this vision? Clearly it will take a lot of hard work, planning, and commitment on the part of the teachers, administrators, and students alike. And, like everything else, it will require a good deal of money. As things stand right now, besides having honorary plaques at each computer station, we have compiled a list of additional ways of recognizing donations dedicated to the technological advances in our schools.

These include:



### Windows Sign On:

As a computer loads Windows, the Microsoft program shows an image of the Windows logo. This could be replaced with

a bit-mapped photo or artwork commemorating the donor of the month. \$ 25.-



### Screen Savers:

Screen Savers switch images about every 30 seconds while the

computer is idle. Many donors could be seen in this way with the image changing constantly. \$ 36.-  
continued p.2

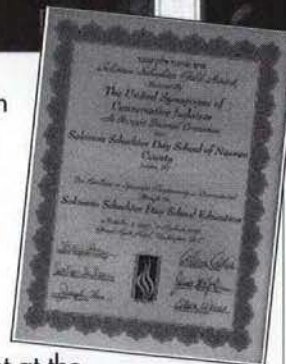


## "In Pursuit of Excellence"

By Bat-Sheva Slavin

On November 2nd, I joined a thousand people from across the country, Canada and Mexico for the United Synagogue of Conservative Judaism Biennial Convention in Washington, D.C. This year's convention theme was "Creating a Jewish Environment: Jewish Living Now." This theme reflects our own school's pursuit of many years. Especially since the establishment of "Yad l'Yad" Jewish Family Education program in 1994, our school has done more and more to involve our families in a total Jewish life.

We are proud to tell you that our school was awarded the Gold Star Award, which is awarded for Excellence in Day School Education! Present at the award ceremony were several SSDS families, Mrs. Bette-Ann Spielman, Mr. and Mrs. James Schlesinger, Mr. and Mrs. Kalb and Mr. and Dr. Robert Hirsch and family. Through the work of our administration, teachers and our entire Schechter Family, let us continue to pursue excellence and grow from "chayil to chayil - from strength to strength."







## Around SSDS

### Sukkot

The Pilgrimage holiday of Sukkot was celebrated in traditional Schechter fashion. The children felt the joy of the holiday through eating in the sukkah and a "March to Jerusalem"!



### 3rd Grade Chumash Program

The learning of Torah is sweet. So too was the children's presentation. Third grade marks the formal beginning of Torah study. As each child now begins a life-long study of Torah, we honor our third graders on the occasion of this important milestone in the lives.



### Thanksgiving

Our children are thankful for many, many things. We use the opportunity of Thanksgiving to give thanks for America and the many gifts that God gives us. The first grade staged an adorable reenactment of the first Thanksgiving.



### Labor Day Fair

In typical Schechter fashion, over 200 parents volunteered their time for the Labor Day Fair. This special fund raising project, chaired by Mrs. Bat-Sheva Slavin, received wide support from the community and raised additional monies to enhance our school program.



### Art Taught by Mrs. Naomi Bernstein

Middle School students always look forward to art. Through a wide variety of projects and an exploration of many different media, the children have created many treasured pieces of art.



## Technology - Reaching Out to the 21st Century

- Sheryl Sokoler and Philip Dickstein

"Before most have had a chance to fasten their seat belts, the world has embarked on a wondrous and mysterious ride down the information super-highway."

- ASCD, Technology, Education, & The Arts

At Solomon Schechter, we are all buckling in for the ride! As a result of the guidance of the Board of Education and the generous funding of the Board of Directors, the Elementary School is rapidly entering the 21st century. In addition to the hardware we had from last year, our computer lab now has 17 Mac computers, a scanner and camera, and a color printer, as well as going online.

The goal of our computer program is to provide the necessary exposure to different instruments of technology so that the children can use the computer-related technologies as an integral part of the process of learning. With this new technology, we are implementing a process which will transform our present computer enrichment program from one which focuses on teaching specific instructional skills to one which addresses computers as part of the totality of our children's learning.

Just two examples:

Students in third grade will be integrating their state-mandated science curriculum with our computer curriculum. The children will be "speaking" with NASA through our on-line capabilities. They will be able to watch real-time footage of actual space

shuttle activities. We will be able to download actual photos of planets and constellations for the children to import into their reports. They will also learn to collect data and use a database, and a variety of CD-Rom.

Our fifth grade will soon be participating in the JASON Project, a nation-wide program which is designed to "excite and engage students in science and technology...and to expose students to state-of-the-art science and technology." The JASON Project "takes a team of specialists to a remote site where new scientific discoveries are being made. Thanks to JASON, the excitement of these annual expeditions is communicated to children through a coordinated curriculum and the latest technology - including online access and live, interactive telecasts." This year Dr. Ballard and his team will be in the Florida Everglades.



## East Street Computer Lab

- Otilia Abraham Computer Instructor

Technology today is revolutionizing the educational process in schools nationwide. The Solomon Schechter School recognizes the potential to aid, enhance and expand the resources devoted to educating our students. Thanks to the very generous donation prompted by the Herman Gross "Matching Fund Challenge," the Solomon Schechter Middle and High Schools of Long Island feature a new computer lab, with state of the art equipment and a growing collection of software.

We have a Novel network composed of seven Pentium 75 workstations with 8Mb of RAM and 640 Mb of hard drive and a large file server. A high resolution HP laser printer and an HP scanner enable us to produce high quality documents. Our older 486 SX computers have been upgraded and will become part of our library, science lab and classrooms. Moving computers into the library will facilitate the creation of a media center where students can have access to vast library resources and on-line databases. Making computers available in the classrooms will encourage teachers to use them for specific discipline related material. We have dedicated one new computer to a bulletin board which will be created and maintained by our high school students. Another computer is dedicated to the use of the Internet, and



we will soon establish our presence on the World Wide Web with our own home pages also created by our high school students.

The students are exposed to computer technology and a thorough understanding of what a powerful and valuable tool it can be. Our students have the opportunity to explore the basics of word processing, desktop publishing and database design. The students are also learning very important writing and

research skills that can be carried over to any future projects. We are also in the process of exploring the many opportunities available regarding Jewish Studies.

The computer lab is a place for the students to explore, from basic concepts to advanced applications. The lab is a busy place, which is used by students not only during designated computer sessions, but at all times and for all different kinds of projects.

Most significantly however, is the direction in which the school is heading in terms of technology. We are aware that the computers cannot be taught as a separate discipline. In order for technology to be completely successful and integrated into our core curriculum, we need to look at new and innovative ways in which it will become an integral part of our teaching style. That is precisely what we are doing right now.

Challenge Grant from p.1

### Mouse Pads:

Mouse Pad at each station can feature a photograph or other artwork commemorating the donor of the month. \$ 50.-



### WEB Home Page:

Internet on-line services "warehouse" a Web Page for each account. Besides being a way to advertise the school, it could also be used to honor computer donors. \$ 100.-



### Presentation:

A computerized "slide show" can be produced including both photos and text which can describe the donor and why the donation was given. This could be run at any time and could be printed and published as a keepsake for the donor. \$ 100.-

We are all very excited about the progress we have made thus far and about our prospects for the future. Still, we need your help! If any of these ideas interest you, or if you have any suggestions, please let us know as soon as possible. (In fact, why don't you e-mail us at [otilia@i-2000.com](mailto:otilia@i-2000.com))

## The Challenge of Growth

- Wende Jager-Hyman Chair, Board of Education

In September of 1983 my eldest daughter Joie entered Solomon Schechter Day School of Nassau County as a kindergartner. There were 21 children in total registered for kindergarten that year. I don't believe that the total school population was 200 at that time. We had one building in Jericho and there was no High School for children to study in.

In September of 1994 my middle daughter Shari became part of the first class of our High School.

In September of 1995 my son Jonathan entered our Middle School in Hicksville.

Our High School now has a ninth and tenth grade. Our student population has grown to over 525 students. We occupy two facilities and the future looks bright.

Over the last twelve years, more and more families have realized the value of a solid education for their children that incorporates the teaching of Conservative Jewish values, morals and ethics. We now have four sections of first grade and three sections of every other grade through six. Our Jericho facility is filled to capacity and Hicksville is quickly following.

Our mission is to provide quality secular and Judaic education to any student with the desire and ability to handle our curriculum. It is my sincere personal belief that the future of the Jewish people is in our hands. It is only through the education of our children that we ensure the survival of our people. After all, even Ha'shem agreed, for it was only when the Israelites offered their children as guarantors that He(Sh) gave them the Torah.

You are all to be admired and applauded for making the commitment to Jewish education. The financial sacrifice is not insignificant. Many of you have had to forgo various material desires to ensure the future for your children. Now is the time for us to ensure that there is enough space for all of those who want to follow in your foot steps. We do not want to find ourselves in the position of having to turn families away due to lack of space.

The continued growth of our school presents a welcomed challenge. I am certain that with the help of each and every one of you we will be able to meet the challenge and move into the twenty-first century with confidence, hope and pride.





## Parents' Association News

Mindy Edelman and  
Barbara T. Rubinfeld  
Co-Presidents

The Parents' Association of SSDS is a very special organization. It provides programs which enrich our children's education and it forms bonds among parents which last a lifetime.

During the months of September through December, we held many fund raising events. We sold New Year's Cards, personalized New Year's Cards and gift wrap for Chanukah and many occasions. We deliver challah every Friday for Shabbat. We held our annual book fair and a Read-a-Thon. The Read-a-Thon encourages reading for all our children while raising money for our classroom libraries and a donation to the Jewish Braille Institute. Our Chanukah boutique allows children in grades K - 5 to purchase gifts for family and friends.

On November 19th Robin Joseph and Sonny Schweitzer, known as B'Shert, gave a concert. They are two award winning cantorial students at the Academy of Jewish Music in Manhattan. During the intermission, we sold delicious cakes, pastries and drinks. The coffee was generously donated by Starbucks of Plainview. This was a special evening of family entertainment.

As a result of these fund raising programs, all of our children benefit greatly. For Rosh Hashanah and Sukkot, we provided treats for children in grades K - 5. On Monday, November 20th, as part of our celebration of Thanksgiving, we co-sponsored a Native American speaker, Peggy Turcow, who spoke to all three schools. Each grade (K - 10) has a special event that we sponsor. To date, the third grade had its Chumash Ceremony

and the fourth grade had its Kabbalat Shabbat. We are proud of the accomplishments of all the children. In addition, we have provided "seed money" for the startup of a Speech & Language Program. Last year, the PA gave a large donation for a math lab in the middle school. We also have provided the funds for educational materials and equipment for the entire faculty.

During the next few months, we look forward to offering our parent body an opportunity to purchase Purim Baskets in keeping with our tradition of M'shloach Manot, sending gifts, and Passover candy. We will be giving Tu B'Shevat treats. On April 24th, we will hold one of

our major fund raisers -- our Fashion Show at the Woodbury Jewish Center featuring clothing from Mazzaro's.

The Parents' Association has many chairpeople who are truly dedicated to helping the PA. These chairpeople give of their time, energy and patience. They, along with many, many parent volunteers who work on the committees during the year, enable our PA to be the active, successful organization that it is. We thank you and our executive board for your endless work.

We meet the second Tuesday of every month at the Jericho School. All are welcome to join our family.

Shalom V'Ilhiraot!

## Toldot Grandparents Association

As Rabbi Ezra Finkelstein explains, the significance of the parsha Toldot (Genesis 25:19) is that "the stories of our lives are told by our children and grandchildren". By becoming members of Schechter's newly formed Toldot Grandparents' Association, the people listed below have demonstrated their commitment to having the story of the Jewish nation live on.

As our children go about the daily work of learning, these grandparents are enriching their educational experience. They may be observed assisting in classrooms, distributing special

holiday treats and raising funds for various school projects. We tell their story with great pride!

Amy Auslander

On behalf of the Board of Directors, faculty, parents, and children of the Solomon Schechter Day School, I would like to extend a warm welcome to the newest members of our "family," the grandparents. We look forward to your participation and support in the upcoming year.

Bill Spielman  
President

Ms. Charlotte Anhalt  
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Ms. Ida Barenbaum  
Mrs. Norma Chein  
Ms. Carol Cott  
Mr. and Mrs. David Dickstein  
Mr. and Mrs. George Ehrlich  
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Rabbi Marilyn Werman  
Mr. Paul Werman  
Ms. Tess Wilson  
Dr. and Mrs. Jerome Zufflact



*We gratefully thank the following donors to the "Challenge Grant"*

Susan Aberbach  
Leah and Harry Brochstein  
Randy and Jeffrey Brook  
Pamela and Noel Cott  
Ellie and Stuart Dolgin  
Rosalie and Norman Gastman  
Pearl Goldhagen  
Laura Goodman  
Zelda and David Greenstein  
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Debbie and David Morris  
T.M. Murphy  
Beth and Ronald Ostrow  
Jean and Nicholas Pascale  
June and Alvin Pitkow  
Margo Przybylski  
Elinore and Murray Rosen

The Solomon Schechter High School  
of Long Island

gratefully acknowledges major grants

from the

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and  
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Leslie and Jack Rubin  
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Joshua Schneidman  
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Dodi and Jonathan Spielman  
Billee and Irving Spodek

Ellen and Jay Steinberg  
Michelle and David Tarica  
Jhanna and Eugene Volynets  
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**Solomon Schechter Day School  
of Nassau County**

Jericho and Hicksville, NY  
516/935-1441 516/935-2450

**Solomon Schechter High School  
of Long Island**

East Street, Hicksville, NY 11801  
516/935-2450 Fax 516/935-0510

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Mrs. Mindy Edelman, PA Co-President  
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# SAVE THE DATE!

## *The Solomon Schechter High School of Long Island*

serving the four Solomon Schechter schools on Long Island

**The Brandeis School**

**Solomon Schechter Day School  
of Nassau County**

**Solomon Schechter School  
of Queens**

**Solomon Schechter Day School of  
Suffolk County**

is pleased to invite you to attend

## *The Mara D'Atra Award Dinner*

as we continue our series of award dinners honoring Rabbis and leaders of our community. This year we honor Rabbis of major congregations who have made a lasting impact on Jewish life for over 25 years. While honoring them, we also pay tribute to their colleagues and the Jewish community that support Solomon Schechter day schools. Our honorees, their congregations and our committed parents have been instrumental in the creation of the Solomon Schechter High School of Long Island.

### *The 1996 Mara D'Atra Award Honorees*

**Rabbi Myron Fenster**  
Shelter Rock Jewish Center

**Rabbi Stanley Platek**  
Hewlett-East Rockaway Jewish Center

**Rabbi Ezra Finkelstein**  
Midway Jewish Center

**Rabbi Stanley Steinhart**  
Jericho Jewish Center

**Rabbi Morris Friedman**  
Temple Hillel

**Rabbi Mordecai Waxman**  
Temple Israel of Great Neck

Thursday evening, March 21<sup>st</sup> at 7:00 pm  
Temple Beth Sholom  
Roslyn Heights

**Journal Ad Form attached  
Invitations to follow**



# The Mara D'Atra Award Dinner Journal

of the  
**Solomon Schechter High School of Long Island**  
honoring

**Rabbi Myron Fenster**

Shelter Rock Jewish Center

**Rabbi Ezra Finkelstein**

Midway Jewish Center

**Rabbi Morris Friedman**

Temple Hillel



**Rabbi Stanley Platek**

Hewlett-East Rockaway Jewish Center

**Rabbi Stanley Steinhart**

Jericho Jewish Center

**Rabbi Mordecai Waxman**

Temple Israel of Great Neck

Our honorees will receive a framed Scroll of Honor with the names of those friends and congregants paying special tribute to them. A section of our library will be dedicated in the name of each Rabbi and a Scroll of Honor will be displayed in the library listing the participants of this event. Your donation will be used to develop our library into a state-of-the-arts learning and resource center for our high school students.

**I/We** wish to place an ad in the Journal to be presented at the Dinner on Thursday evening, March 21<sup>st</sup>. (Includes listing on the presentation plaques as well as on the Scroll of Honor to be mounted in the library of the Solomon Schechter High School of Long Island.)

I/We wish to become a:

- ☐ Benefactor ..... \$5,000 Gold Page - (includes 10 seats - one table)
- ☐ Patron ..... \$2,500 Silver Page - (includes 10 seats - one table)
- ☐ Sponsor ..... \$1,000 Sapphire Page - (includes 4 seats)
- ☐ Guardian ..... \$750 Rose Page - (includes 2 seats)
- ☐ Donor ..... \$500 White Page - (includes 2 seats)
- ☐ Supporter ..... \$360 Half Page - (includes 1 seat)
- ☐ Friend ..... \$180 Quarter Page
- ☐ Participant ..... \$100 Listing
- ☐ Contributor ..... \$75 Listing
- ☐ ..... \$50 Listing

*Please print  
advertisement  
on the back of  
this form or send  
art work.*

**JOURNAL DEADLINE – FRIDAY, FEBRUARY 23<sup>RD</sup>**

Please reserve \_\_\_\_\_ seat(s) at \$90 per person at the Mara D'Atra Award Dinner  
\_\_\_\_\_ Dinner Sponsor seat(s) at \$180 per person

I/We would like to sit with \_\_\_\_\_

Enclosed, please find a check in the amount of \$ \_\_\_\_\_

We wish to honor Rabbi(s) \_\_\_\_\_

Name \_\_\_\_\_

Address \_\_\_\_\_

Daytime phone \_\_\_\_\_

**PLEASE MAKE YOUR CHECKS PAYABLE TO: Solomon Schechter High School of Long Island  
East Street, Hicksville, New York 11801**

Please note: \$75 represents the cost of dinner for one person at the Mara D'Atra Award Dinner.  
The remainder of your contribution is tax deductible to the extent permitted by applicable law.





**SOLOMON SCHECHTER DAY SCHOOL OF NASSAU COUNTY  
AND HIGH SCHOOL OF LONG ISLAND**



East Street, Hicksville, NY 11801  
(516) 935-2450  
FAX (516) 935-0510



W  
You may have missed our  
1998 Journal - It was issued on  
June 18 as part of the Jewish World.  
With best wishes

R. M. Speilman





*The 1995-96 Annual Journal of the*  
**Solomon Schechter High School of Long Island**  
**Solomon Schechter Day School of Nassau County**



Photo by Dov Ismail

**Growing for, and toward,  
the Jewish future**



# Annual Giving Campaign

As with all other educational institutions, we have found that there is a large gap between income collected from tuition, interest on endowments, grants and special gifts, and the actual cost of educating a child at Schechter. The Solomon Schechter Annual Giving Campaign has been inaugurated this year to help fill this gap. The campaign has only recently been initiated and the following parents, grandparents and board members have already committed themselves to providing support. When the campaign is completed at the end of the summer a Scroll of Honor listing all participants will be published. Join us in supporting our school so that we can continue to provide the finest Jewish and secular studies to our students.

We thank our committee for the long hours spent on developing the campaign, preparing the material and soliciting gifts.

Jeffrey Amer David Tarica  
Co-Chairs

*With gratitude and appreciation we honor the donors who have helped launch our new campaign.*

## \$3,600 and over

Elissa and Lewis Broad  
Debra and Henry Sutton

## \$1,500 and over

Randi and Joseph Kuperman  
Sandi and David Nussbaum  
Wendy and Ira Parr  
Ruth and Michael Slade  
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Michele and David Tarica  
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## \$1,000 and over

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Judith and Robert Hirsch  
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Beth and Ronald Ostrow  
Maris and Andrew Rosenberg  
Tina and Paul Rotstein  
Robin and Barry Simonson

## \$500 and over

Bette-Ann and Bill Spielman  
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Amy and Robert Kulchinsky  
Leslie and Jack Rubin  
Denise and Leslie Stern  
Shirley and Morris Tarica  
Rabbi Marilyn S. Werman  
Janet and Mark Zimmerman

## Up to \$500

Sherrie and Jerry Birbach  
Nancy and Ken Bob

Selma and Irving Cooper  
Carol and Barry Cott  
Ruth and Gad de Beer  
Shellie and Philip Dickstein  
Kathy and Khassro Eshaghzadeh  
Blossom and Carl Fraiman  
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Felicitas and Max Kleinman  
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Dorothy and David Stopsky  
Barbara and Steven Rubinfeld  
Bracha and Martin Werber  
Flora and Arthur Yavelberg

*\*\* With special thanks to these donors for donating their bond to the school this year.*

## Synagogues and Organizations

Temple Beth Shalom, Roslyn Heights  
Rabbi Alan Lucas  
Howard Goldstein, President

Temple Israel, Great Neck  
Rabbi Mordecai Waxman  
Eileen Pottermann, President

Jewish Community Center of West  
Hempstead  
Rabbi Eric M. Lankia  
Joe Richmond, President

Merrick Jewish Center  
Rabbi Charles A. Klein

South Baldwin Jewish Center  
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Temple Beth El, North Bellmore  
Rabbi Harvey Goldscheider  
Robert Boriskin, President

Shelter Rock Jewish Center  
Rabbi Myron Fenster  
Arlene Kagan, President

Temple Beth Torah, Westbury  
Rabbi Michael Katz  
Steve Tilzer, President

Congregation Tifereth Israel  
Glen Cove, New York

Beth El, Cedarhurst  
Rabbi Sholom Stern

Temple Judea of Manhasset  
Rabbi Abner L. Bergman

Wantagh Jewish Center  
Rabbi Howard Morrison  
Norman Breslow, President

Plainview Jewish Center

Midway Jewish Center  
Rabbi Ezra Finkelstein  
Richard Resnick, President

Rabbi Moses Birnbaum  
Cantor Morris Wolk  
Donald Ingram, President

Temple Beth Shalom Mens Club

Sisterhood Temple Beth El  
North Bellmore

Sisterhood of Huntington Jewish Center

*With appreciation to the families of the New York Metropolitan Region of the United Synagogue of Conservative Judaism for their support of the Solomon Schechter High School of Long Island.*





# A message from — and for — the future

**Dateline: Nassau County - June 14th, 2003**

*Imagine that you have fast forwarded several years, and are approaching the entrance to the campus of the \_\_\_\_\_ Center for Jewish Education of Long Island (the blank above, and all those below, to be filled in with the names of people deeply committed to the future we envisage here). As you enter, a student guide greets you and offers you an audio chip, which you insert into your mini-audio player, carried on your key ring. The audio tour guide begins:*

"Welcome to the \_\_\_\_\_ Center for Jewish Education. On your right you'll see a large sculpture erected in 1999 in recognition of the *Lamed Vavniks* (36 righteous) who shared our vision and enabled us to purchase this 45-acre site. We have engraved their names on this sculpture as an expression of our appreciation.

"Our campus now includes the permanent home for the \_\_\_\_\_ Day School of Nassau County and the \_\_\_\_\_ High School of Long Island. Previously, we had leased facilities at three different locations in the area. As our school grew and the high school continued to attract students from Queens, Suffolk and Nassau Counties, we began to plan for our campus of the future. There was a need, also, for space for cultural and social activities serving the Jewish community of eastern Queens, Nassau and Suffolk Counties.

"We are now approaching the day school complex, which includes a building for the \_\_\_\_\_ Elementary/Middle School and another for the high school. The core building connecting the schools contains the \_\_\_\_\_ *Beit Midrash*, the \_\_\_\_\_ Library and our administrative offices. It also houses the Brandt Mikva, administered by the Nassau/Suffolk Board of Rabbis. Adjacent to the library is the \_\_\_\_\_ Holocaust Study Center. The \_\_\_\_\_ Multi-media Auditorium provides opportunities for seminars and cultural programs throughout the year. Each school has its own gym facilities. However, they share the \_\_\_\_\_ Athletic Facility. The \_\_\_\_\_ Fitness Center, now under construction, will house the olympic-size \_\_\_\_\_ Swimming Pool and the \_\_\_\_\_ Exercise Room.

"During the planning stage in 1996, we learned that classrooms of the future would be designed around electronic exchange of information. All of our classrooms are built with provisions for desk-top monitors as well as wall-size, flat screen monitors that can be addressed by students and teachers.

"You may have noticed the plaques on each classroom door, which pay tribute to the over 100 families and foundations that sponsored our computerized classrooms. Notice also the \_\_\_\_\_ Elementary School Library and the \_\_\_\_\_ Teachers' Lounge, and the facilities they offer for faculty meetings as well as meetings with students, teachers and parents.

"As you enter a fifth grade class, you can observe children communicating among themselves and with the instructor from the multi-screen monitors, a system made possible by a major grant from the \_\_\_\_\_ Foundation. Text and images are selectively displayed, and students can download data from the library and a variety of world-wide sources. They can also access information

for study at home or during vacations. One of our students, who had a skiing mishap this winter, borrowed a monitor and modem and participated in class and social activities as if on site. Observe our state-of-the-art media center, made possible by a major grant from the \_\_\_\_\_ Corporation.

"We are walking through the brightly lit atrium to the high school. Observe the audio-visual displays on either side, prepared by our students using CAD/CAM programming and some of the more sophisticated multi-media presentation formats.

"Our secular and Judaic studies receive a great deal of attention and we are committed to a program of excellence in both areas. Our students have won many awards and have gained acceptance to many colleges and universities.

"The United Synagogue of Conservative Judaism just completed its regional meeting and we are looking forward to hosting a summer retreat for members of the Chancellor's Council of the Jewish Theological Seminary. We have, over the past few years, housed summer programs run by JTS for its students and cantors. A major grant from the foundation has funded the construction of a facility for the Jewish Theological Seminary on our campus. It will become a satellite campus and provide opportunities for year-round retreats, workshops and study sessions.

"Our tour ends with a program in the \_\_\_\_\_ Auditorium, after which I urge you to join with the students in the \_\_\_\_\_ Student Lounge or \_\_\_\_\_ Cafeteria. You may also visit with our faculty in the \_\_\_\_\_ Faculty Lounge.

"Thank you for your interest and continued support. Your contributions, together with the contributions of 1,000 families, foundations and Corporations, helped create an environment vital for the education and continued strength of our people. You may return the audio chip to your student guide or give it to a friend."

*With best wishes for a summer of continued discovery, growth and anticipation of the wonderful things to come, I remain,*

Sincerely,

William Spielman, President  
Solomon Schechter Day School of Nassau County  
Solomon Schechter High School of Long Island



# ב'ים הילדות רבר לומדים לעת זקנה על אמתו עומדים

## A thing learned in childhood is proved in old age.

The elementary school provides the building blocks upon which our children's future is built. From an emerging fluency in Hebrew to an exploration of the scientific method, from the study of the first two books of the Torah to an integration of computers with "real-life" learning, the elementary school plants the seeds that will bloom in years to come.

Taught and nourished by a staff of 45 professional and dedicated educators, the children receive an education that combines an outstanding academic curriculum with a nurturing Judaic environment. The school's teaching is predicated on the belief that frequently we need to care more about how a child learns rather than what is being learned. Thus, we provide the foundation of all future learning—from an active and personal engagement in learning to read and write to the pride and satisfaction that the children feel when recognizing that not only do they know more today than they knew yesterday, but that they will understand more tomorrow than they do today.

As a Jewish day school, we are committed to providing the necessary attitudes and skills that will make for a lasting and proud Jewish identity and the ability to become a life-long learner, both to be formed by the world and to help in its re-creation. Toward that goal, we have continued to build upon our Whole Language approach to learning—the belief that all learning needs to be both natural and whole for children. The daily learning experiences we provide the children foster the independence of active learning and the reward of accomplishment.

Each of our children is beginning to set in place his/her understanding of the world. How a child learns, the reward he/she feels, the pride felt in accomplishment, all become the key ingredients to successful learning. A child who learns to love reading becomes a life-long reader, a child who learns to sing a Jewish song becomes a committed Jew. We need to combine both into one whole. Our task is to see the world through Jewish eyes—to use what we provide in school to help our children make sense of the world around us.

The goal of our computer curriculum, for example, is to provide the necessary exposure to different instruments of technology so that the



children can use the computer-related technologies as an integral part of the learning process. The highlight of our computer curriculum was the fifth grade's participation in the Jason Project. This nationwide program seeks to "excite and engage

students and educators in science and technology." The children spent a year using the Jason curriculum as their focus of science/technology education by exploring the ecosystems of the Florida Everglades. Combining many different school-based projects with on-line



learning, the Jason Project provided an exciting and fascinating experience with computer technology and the highest level of science learning.

So too, our Judaic curriculum provides for a personal attachment to Jewish life and a growing relationship with Torah study. Our Hebrew Language Program was enhanced this year with the addition of the TaL AM first grade program. Combining a fluency in Hebrew with a growing familiarity with the siddur and the weekly Torah reading, the TaL AM program provides the finest in second-language and Judaic curriculum. Also, we all celebrated the

3000th birthday of Jerusalem. From our in-class learning about Jerusalem to our Zimriyah, we celebrated our love for the glory that is Jerusalem.

We continued to address the need of building a Jewish community at Schechter. Our Yad I'Yad Jewish Family Education program excited and involved our families. We believe that, in addition to meaningful school learning, we need to address the needs of our children within the context of their families. Be it a kindergarten havdalah program or a fifth grade Israel program, a first grade Tu B'Shevat science and crafts program or our school-wide Shabbaton, the

Yad I'Yad Jewish Family Education program provides us the opportunity to spend quality Jewish time with our families and encourages the spiritual and religious growth we all seek as Jews.

In thinking of the memories of this school year, I am left with two. I had the personal pleasure and honor to study the weekly Torah reading with our first grade children. As part of the newly-adopted TaL AM Hebrew language program, I taught the children a key part of each week's Torah reading. To see their thirst for Jewish learning and to share in their growing love for the Torah was an experience that gives our work its purpose. At the end of each lesson, the children would gather around me and sing "Shabbat Shalom."

The second memory is, unfortunately, one of sadness. Along with people throughout the world, we honored the memory of Prime Minister Yitzhak Rabin, z'l. The tears in the children's eyes and the pain in their hearts taught us that our work must create a world of peace and goodness. As we sang Hatikvah together, we all thought of hope—the hope that Eretz Yisrael will know peace and the hope that our children will forever share in the love of Jewish living and celebrate their dedication to Jewish learning.

PHILIP DICKSTEIN  
Principal, elementary school



# "Jacob Struggling To Be Israel."

Bereshit's account of Jacob's wrestling with an angel "all through the night," and thereby becoming "Israel," is well known. While some see this as an historical event, there are many commentators who see it in metaphorical terms — that Jacob, terrified at the prospects of seeing his brother Esau, had to battle his own fears in the dead of night, and, in so doing, matured into the patriarch of the Twelve Tribes of Israel. Though scarred by the struggle — walking with a limp for the rest of his life — there is no question Israel was a more complete person afterwards than before.

Jacob's wrestling with the angel is an apt metaphor for the Jewish adolescent. Adolescence in general is a struggle in many ways. Educationally, it is a time when students begin to grapple with more sophisticated, "higher order" abstract questions. Physically, they need to deal with all sorts of hormonal and physical changes that characterize maturation into adulthood. Behaviorally, they need to learn to think independently; to take responsibility for their actions and determine the kinds of people they want to be. And if these are dilemmas all adolescents face, the Jewish adolescent needs to understand where he fits into the Jewish world as well; to identify his spiritual needs and to tap the Jewish resources available for him. In short, adolescence is about forming an identity. It is a tumultuous, often painful, process, but its results will remain with an individual for the rest of his or her life.

The Solomon Schechter Middle School of Nassau County is fully aware of the needs of adolescents. With a dedicated, knowledgeable staff, it has developed a program specifically designed to facilitate this maturational process. First of all, the academic program is first rate. Whether using results from standardized tests like the California Achievement Test, state criteria from Regents Examinations in mathematics, earth science, or Hebrew, or curriculum profiles from middle schools around the country, it is clear that the Schechter program is extremely competitive.

Furthermore, the Middle School offers an integrated program, with projects and theses that allow students the opportunity to synthesize information and truly think for themselves. The Science Fair is designed to have students demonstrate a true understanding of the scientific method. The

"Create Your Own Country" project has students creatively apply geographic, political, and economic concepts learned in class. International Day has students learning about the customs of a wide variety of nations and present-

ing their findings in dramatic — and delicious — form. The Principal's Paper — this year's topic, "Compare the Jewish Attachment to the Land of Israel with the South's Attachment to the Confederacy" — uses an interdisciplinary approach that shows the interrelatedness of all academic disciplines.

There is also an understanding that adolescents often learn better in informal settings and situations. There are overnight trips to Washington, Boston, and Philadelphia. Students attend plays like "Inherit the Wind" and "The Miracle Worker." There is a state-of-the-art computer laboratory in which students conduct research and use the Internet to converse with students around the world. There is a Knesset — a student government with "real" responsibilities that develops a first hand understanding of administrative process and delegation of authority. After school there are boys and girls soccer, baseball, and basketball teams. There is even a band that began this year and will soon be giving its first concert!

But it is clearly the Jewish dimension that distinguishes the Solomon Schechter Middle School from other excellent programs. Students are responsible for the daily tefilot, including reading Torah and leading the davening. Through community service visits to area nursery schools and senior citizen centers, students learn there is much more to tzedakah than just giving money. Hanukkah is an assembly of lighting candles, Israeli dancing, and singing songs. The Yom HaShoah program includes striking dramatizations that contrast the experiences of children in Europe with those in America today. In addition, whether creating Jewish ritual objects in art or writing about how Jews go about "turning over a new leaf," Jewish teachings and values are integrated throughout the general studies curriculum.

Finally, there is the recognition that there is no "standard" adolescent. Adolescents learn and develop at different rates — and, so, are often "one step behind" or "two steps ahead," and confused as to which is which. With that in mind, there are skilled professionals — a social worker, a resource instructor, a school nurse — who are available to listen, to help, and to reassure whenever they are needed. There are small group advisories with teachers who serve as advocates and counselors as well as sources of information.

No, Jacob certainly did not have an easy time "becoming" Israel. Nor is it easy for any adolescent to mature toward adulthood. Nevertheless, with the right people and an appropriate program, adolescents can be guided so that they can achieve to the best of their potential and lead balanced, healthy Jewish lives. That is what the Solomon Schechter Middle School is all about.

Arthur Yavelberg  
Principal, middle school





# Building a foundation

It gives me a great pleasure to join the Solomon Schechter community in honoring Mr. and Mrs. Bill Spielman. For many years Bill and Bette-Anne Spielman have been actively involved in the Jewish community on Long Island and the New York Metropolitan area, bringing enthusiasm and hard work to the numerous organizations that they work for and support.

The parents, students and faculty members of the Solomon Schechter High School of Long Island and I have a special reason for thanking Bill Spielman. Without his vision and determination, this unique high school would not have been founded.

During his presidency of the Solomon Schechter Day School of Nassau County, Mr. Spielman recognized the need and the importance of establishing a Conservative high school on Long Island. He took a leadership role in reaching out to the volunteer leadership in the greater Jewish communities of Queens and Long Island to turn this dream into a reality.

In the short time since its opening in September 1994 with 31 students in the ninth grade, the school has steadily grown and has already established a reputation as a rigorous, serious and innovative educational institution in both General and Judaic studies. In addition to the excellence of its academic program, the Solomon Schechter High School of Long Island provides its students with many opportunities for religious and spiritual growth, leadership development



and involvement with a variety of co-curricular programs.

The school's leadership development and co-curricular activities have been developed jointly by faculty members and students. This past year our students



established a Tikkun Club, raising money and distributing it to several charities of their choice. Other student activities include art club, music club, video/photography club, and a newspaper club. This past year, students participated in Odyssey of the Mind contest, the Long Island Science Fair, the Lea Ronal Invitational Science Fair, and the Rube Goldberg Jewish High School Competition, which was organized by our school. Student committees, under faculty guidance, planned the school's Special Programs and organized a Moetza Zmanit (temporary council) to plan our Town Hall meetings. The ninth and tenth grades have participated in a retreat designed to develop community building skills.

Bill and Bette-Anne Spielman have long recognize that a vibrant Jewish community on Long Island must have strong educational institutions: schools, synagogues, community centers and museums. Both of them have devoted much of their energy to ensure that these institutions develop, thrive and provide opportunities for Jewish learning and growth.

May they continue to go from strength to strength in everything that they do.

BRACHA WERBER  
Principal,  
Solomon Schechter  
High School  
of Long Island







# Solomon Schechter Day School of Greater Hartford

26 Buena Vista Road • West Hartford, Connecticut 06107

August 27, 1993

10 Elul 5753

Dear Friend,

Last December we wrote to you about our plans to embark on a long range planning process. Since that time many of you have participated in various ways in that process. The LRP Steering Committee of the Solomon Schechter Day School herewith presents the culmination of many months of hard work, The Long Range Plan.

This plan is unique in that it is a result of the combined efforts of over 100 people. In a world that rarely sees such a cooperative effort, this document is to be respected. This plan is representative of the vision of the Schechter constituency and we believe, with the needs and desires of the greater Hartford community. We firmly believe that it is a solid foundation on which to build the future of our school as we enter the 21st century.

The process by which this document was derived proved to be as important as the document itself. A sense of community and a sense of involvement was evident with each of the many participants. This regeneration of spirit is a precious resource which is of value to the entire community.

We now move forward with implementation. This is a challenging and exciting task for all of us and we hope our paths will cross again in the process. We are grateful for your support and interest and look forward to your continued support in the years ahead.

If you would like more information or would like to assist in the implementation please feel free to call us.

Thank you and Shana Tova.

Linda Stanger

Chairperson, Long Range Planning on behalf of the Steering committee

Beth Bren  
Mervyn Danker  
Tom Divine  
Martin Freilich

Doreen Fundiller-Zweig  
Sherri Goldenberg  
Cynthia Belfer Hoffman  
Bilha Kaplan

Andy Paller  
Mark Rosen  
Al Weisel

(over)



Rabbi,

I thought you'd be interested in this project. Heavily involved were 4 Wepnerites

Tom Durkin

Doris Fundiller Zweig

Mark Rosen

& myself.

Several others were involved as parents and community leaders.

Because of our work in Wepner we were able to involve Mark Duber, the President of the "other" day school in Town. and other non day school affiliated Wepnerites.

More significantly, because of our work with you & your staff, we were able to dream and to get others to dream.

Once again, we are grateful for the gift of Wepner! Sharon Toran, Linda Stanger



# **Long-Range Plan**

**The Solomon Schechter Day School of Greater Hartford**

**West Hartford, CT**

*Submitted to the Solomon Schechter Day School  
Board of Trustees*

*by the Long-Range Planning Steering Committee*

*May 1993*

**Chairperson, Steering Committee:**  
*Ms. Linda Stanger*

**Steering Committee Member and Board Chairperson:**  
*Ms. Doreen Fundiller-Zweig*

**Steering Committee Member and School Director:**  
*Mr. Mervyn Danker*



## Forward

This document represents the work of more than 100 members of the Solomon Schechter Day School community, and nearly a full year's labor by the Long Range Planning Steering Committee. In the fall of 1992, the Steering Committee, working with consultant Walker Buckalew, Ph.D., of Independent School Management (Wilmington, DE), developed a constituent survey. This survey, designed to ascertain the school's strengths and weaknesses as perceived by the school's constituent groups, was distributed in December of 1992.

Concurrent with the development of the constituent survey, the consultant conducted an on-site "institutional assessment." This assessment, which included the analysis of relevant financial, enrollment, and other data, as well as interviews with three dozen parents, trustees, staff members, students, and other members of the school community, culminated in both oral and written reports to the Board of Trustees.

In January and in March of 1993, retreats were held. At each retreat, 25-30 individuals (a different group each time) joined the 12-member steering committee and its' consultant for a day of intensive small-group work. At the January retreat, the participants identified the characteristics of the ideal Solomon Schechter Day School for the year 2001. At the March retreat, the participants suggested solutions to the problems inherent in achieving those goals.

In each retreat, participants were divided into five working groups: management and governance, operating, special programs, support services, and external affairs. Each group was chaired by two members of the Steering Committee.

In April, the consultant returned to meet with the Steering Committee and to assist in the drafting of this long-range planning document. The final step in that process included a lengthy session in which the Steering Committee edited the document in detail.

The purpose of this extended process has been to develop a long-range plan which does not "belong" to any one individual or group of people. Every constituency of the school has been involved in the preparation of this plan. As a result, this is neither the Steering Committee's plan, nor the Board's plan, nor the administration's plan, nor the faculty's plan, nor the consultant's plan.

It is the school's plan.

Members, The Solomon Schechter Day School Long-Range Planning Committee:

Beth Bren  
Mervyn Danker  
Tom Divine  
Martin Freilich

Doreen Fundiller Zweig  
Sherri Goldenberg  
Cynthia Belfer Hoffman  
Bilha Kaplan

Andy Paller  
Mark Rosen  
Linda Stanger  
Al Weisel



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## Introduction

### Past and Future

Our past impels us to think of our future.

When we think of the future of Solomon Schechter Day School, we envision a center of Jewish learning, one in which not only children, but also their parents and other adults, will join together to study, teach and learn. We envision a living community in which children's and adults' intellectual, social, and spiritual needs are met. We envision a living community which both teaches and practices Jewish values in the broadest sense, and by so doing demonstrates the meaningfulness of Jewish living in modern times.

We know that each year of integrated Judaic-secular curriculum which we give to our children increases the likelihood that they will ultimately live meaningful Jewish lives, and that they will raise and educate their own children in these same traditions. We also know that few, if any, alternative institutions can affect our future as a people to such an extent.

The base for this Jewish learning center of tomorrow is the Solomon Schechter Day School of today. This long-range plan for Schechter calls for its development into a school which is larger at every level, eventually reaching 450-500 students. In particular, this plan calls for a physically larger and programmatically more expansive middle school.

Our appeal, rooted in this year-long planning process, is for the development of a school of such size, strength and excellence that all parents of children in our kindergarten will look forward eagerly to the day when their children will enter our middle school as sixth graders to graduate three years later from our eighth grade.

Further, this appeal is for a middle school so attractive to the young students themselves that those studying in our elementary classrooms will anticipate, just as eagerly as do their parents, their participation in the middle school experience.

A school of this size and quality cannot be developed solely by the efforts, no matter how determined or capable, of the school's faculty and staff alone. It must be a project of compelling interest to our entire community, and one in which the community feels true ownership. This has been the rationale behind our constituency-based long-range planning process.

The changes identified in this plan require immediate preparation: financial planning, facilities planning, curriculum



planning. They also call for the retention of a Solomon Schechter Day School faculty -- at all grade levels -- of the very highest quality. The heartbeat of our school is its teaching staff. Maintaining the strength of that staff is a focal point of the Solomon Schechter Day School Long-Range Plan.

Finally, we place enormous importance on our school's relationship with other Jewish institutions, including, most especially, the Jewish Federation of Greater Hartford, its constituent agencies, and the various synagogues in the Greater Hartford area. A Jewish learning center of the quality and force which we envision cannot be achieved without the strongest possible linkages among our community's institutions. We hope that some day, if our school becomes the learning center we envision, and if the linkages with our community become sufficiently strong, support for a Jewish high school will emerge.

In this context, we are pleased to offer our Long-Range Plan for The Solomon Schechter Day School of Greater Hartford.





### Summary of Major Themes

We present the major themes of this planning document. Each of the themes was developed by one or more of the Long-Range Planning groups during the retreat sessions. The order in which the themes are listed below is not a statement about their priority, but of a logical flow toward the end-result of a strengthened elementary and middle school. Each theme will constitute a discrete section in this document.

I. A brief (25-word) mission statement for the Solomon Schechter Day School should be developed to communicate an easily-understood rationale for the Long-Range Plan (which is itself an expression of that mission as interpreted in the planning process).

II. A pricing/marketing philosophy should be developed, to include explicit, multi-year projections regarding tuition levels, staff compensation levels (i.e., scales and ranges), and class sizes (maximum sizes and goals).

III. The school's faculty, with assistance, where appropriate, from the Board's Education Committee, should develop and spearhead the implementation of effective electronic-assisted instruction in both the Judaic and secular curricula.

IV. Middle school facilities, programs, and services should be greatly enhanced to attract and accommodate a significantly larger student body.

V. The school's physical plant should be evaluated to determine whether the present facilities are suitable for expansion or if a move to a new facility is necessary or desirable.

VI. The school's external relationships with Federation, with Federation agencies, with area synagogues, with Schechter's parent body, and with other constituent groups should be examined and developed.

VII. The Board's committee structure, committee function, and overall size and function should be re-examined and altered.

VIII. A Board-level Compensation Committee should address the staff's compensation package in a long-term context, to include development of appropriate process, and, if desirable, development of multi-year agreements.

IX. Our school should be constituted as a center of Jewish learning, a living environment which will provide Jewish teaching



and learning to people of all ages. We encourage the enhancement of adult education, family education and parent support groups.

X. A bi-cultural high school should be created within the Greater Hartford Jewish community. This is a natural outgrowth of the enhanced elementary and middle school programs which this plan envisions. The impetus for this planning may come from this school and its long range plan. The planning itself must be community-wide in scope. Support for the development of a full day Jewish High School should be addressed in the long range plan.

Implementation of this Long-Range Plan, once approved by the Board of Trustees, will be overseen by the Executive Committee of the Board, with the assistance of a three-member "Long-Range Plan Implementation Committee" to be constituted by the Executive Committee.





## Major Theme I: Creation of a Mission Statement

A brief (25-word) mission statement for the Solomon Schechter Day School should be developed and used to communicate an easily-understood rationale for the Long-Range Plan and an integrating vision for our school.

The constituent-based Long-Range Planning process which has been followed by our Steering Committee produces an "operational definition" of the school's current mission, not an actual mission statement. The mission statement itself will be a direct result of the long range plan, that is, a reflection, in concise form, of the overall content of the plan.

The most useful statement of school mission (as distinct from a statement of school philosophy) is brief. It should be committed to memory and used to inform decision-making at Board meetings, faculty meetings, parent body meetings, and on other occasions at which interested groups assemble.

---

### Action Step: Create a mission statement

Time Frame: A proposal should be prepared for approval by the Board of Trustees by November, 1993.

Responsibility: The LRP Implementation Committee, Board of Trustees

Costs: None (except for printing, if widespread dissemination of the mission statement is implemented)



## Major Theme II: Pricing and Marketing Philosophy

A pricing and marketing philosophy should be developed, to include explicit, multi-year projections regarding tuition levels, staff compensation levels (i.e., scales and ranges), and class sizes (maximum sizes and goals).

In non-public schools without large endowments (which is almost all of them), only three financial variables have meaningful impact: tuition levels, the staff's compensation package, and enrollment levels. That is, almost all operating revenue comes from the number of students multiplied by the tuition they pay. And almost all expenses go to staff salaries and benefits.

Pricing: Given the whole-community character of The Solomon Schechter Day School's mission, as expressed throughout this Long-Range Plan, driving tuition sharply upward is considered an unacceptable option, since such an approach would continue to price the school out of reach of middle and low income families. And given the implications of Major Theme VIII: Staff Compensation, below, driving the staff's compensation downward is considered equally unacceptable.

This leaves increased enrollment as the only realistic method currently available for increasing revenue, thereby permitting enhancement of both the staff's compensation package and the school's programs and services for its students. Increases in enrollment, however, will not have significant impact on salaries and programs unless they are reflected in a changed ratio of students-to-staff members. It may indeed be possible to elevate student-teacher ratios from 15:1 to 18:1 without damaging either the quality of instruction or parental perception of instructional quality. This option needs to be explored.

Marketing: This Long-Range Plan must be marketed to the entire Greater Hartford Jewish community, presenting our school as the school of choice for Jewish children through the middle school years, as the best route for preparation for high school, and, thereby, as the best preparation for entry to college and university beyond that. Not only must the just-described marketing approach be vigorously pursued, but our middle school's facilities and programs must be enhanced so that they come to be viewed by the parents and by the students themselves as providing the educational and social skills students will require in high school and beyond.

The entire faculty must begin to think of itself as a primary marketing unit for the middle school concept. (See, Major Theme IV: Middle School Facilities and Programs). This does not, of course, imply that the faculty should stop teaching and become a



recruiting team. It means, instead, that the faculty should help devise means for encouraging students and parents to want to be in our school in the coming years. For example, middle school teachers might give "guest appearances" in fourth and fifth grade classrooms. Middle school art, music, physical education, and other specialists might become "meaningful presences" in the minds of younger children. And it means that, when Board and administration leaders engage in "neighborhood visits" (see Appendix C), teachers should participate (on a rotating basis) in these marketing efforts.

Neighborhood visits should also be undertaken for the purpose of promoting this Long-Range Plan and all that it implies for the community: the planned effort to hold tuition down so that the school remains a school for the community at large; the importance of a financial aid program which attends appropriately to economic diversity; the plans for the elementary school faculty's potential development of its approach to electronic-assisted instruction; the plans for enhancing the middle school's facilities, programs, and services; the plans for increasing the size of the middle school's student body (perhaps the one goal which is most important to the students themselves); and the possibility of community-wide plans for the establishment of a high school.

In short, the subject of "pricing philosophy" cannot be discussed without extensive consideration of the subject of marketing our school. Retaining an excellent faculty must be the centerpiece of such a philosophy; and the faculty must accept the responsibility for wholeheartedly supporting a philosophy which is designed to reward them for their excellence.

To explore alternative means of increasing revenues, our Long-Range Plan calls for a study of the following:

- (1) a class size of 18 students per teacher, grades 1-5, by the 1997-98 school year, specifically by researching the educational quality of a large-scale use of electronic-assisted instruction; and,
- (2) a middle school enrollment of at least 65, and preferably 75, by the 1996-97 school year.

Action Step 1: Determine wisdom and methodology of increasing student ratios, specifically through the use of electronic assisted instruction. (See, Major Theme III: Electronic-Assisted Instruction.)



Action Step 2: Increase Middle school enrollment. (See, Major Theme IV: Middle School Facilities and Programs.)

Costs: Implied costs include those for enhancements in the faculty compensation package; costs for additional purchase of supplies, equipment, and furniture as enrollment increases; costs for research into electronic-assisted instruction, and, eventually, costs for training, software, hardware, and, probably, for laboratory (or other) construction; costs for middle school program expansion; costs for middle school construction. (See appropriate major themes.)

Action Step 3: Implement neighborhood visits

Time Frame: 93-94

Responsibility: Faculty/Executive Committee

Costs: None

Action Step 4: Develop a marketing strategy.

Time Frame: Plan in 93-94 for implementation in 94-95.

Responsibility: Alumni/public relations officer and Board development committee

Cost: To be determined. See note above and notes in Major Theme VI: External Relationships.



### Major Theme III: Electronic-assisted Instruction

The school's faculty, with assistance where appropriate from the Board's Education Committee, should develop and spearhead the implementation of its own version of electronic-assisted instruction in both Judaic and secular curricula. A particular emphasis should be placed on applications in the elementary grades.

The rationale for this idea is two-fold: first, preparing children for the future implies that they be thoroughly grounded in the use of computers for research, analysis and communications; and, second, some aspects of instruction may be done well, and with complete individualization, by computers. It is possible that electronic assisted instruction may make it easier to allocate more time for students to advance at their own pace in certain subjects such as math computation, and this should be evaluated and carefully considered in any study and implementation of the use of computers in the school. In addition, computers can be used to assist in the evaluation of student performance.

We understand that IBM-compatible software for K-8 students exists and is in use, and that such software may already include packages in Hebrew language. We also understand that the introduction of any such programs in our school must be led by our faculty (rather than imposed by the Board of Trustees), and that such programs will probably not be imitations of existing operations.

This "Major Theme," then, is designed to urge our administrative team and faculty to lead the way in the exploration and implementation of appropriate, electronic-assisted, Judaic and general curricula for our children.

---

Action Step: Explore the use of computer technology to assist the school in individualizing instruction in certain skills and in increasing the student/teacher ratio without sacrificing the overall quality of education.

Time Frame: 1993-94 for exploration and formation of an implementation plan, to include appropriate proposals and fundraising goals;  
1994, fall, for initiation of programs, pilot plans

Responsibility: The faculty, the administrative staff, the Education Committee



Costs:

1993-4, costs for faculty and Trustee travel, and costs for release time (substitute teachers) to cover planning sessions and travel time;

1994 and after, costs for hardware, software, a master console, wiring, furniture, and, perhaps, for lab construction (to be paid by means of gifts, grants, and gifts-in-kind of used hardware, furniture, etc.)





#### Major Theme IV: Middle School Facilities and Programs

Middle school facilities, programs, and services should be greatly enhanced to permit a significantly larger enrollment of students who will be attracted by the expanded program.

Our middle school has moved a long way toward embodying a "middle school concept" in the last two years. It has, in fact, moved as far as the sheer human resolve of the faculty and administration can take it.

Given the fact that middle school students are decision-makers regarding where they attend school, given the importance to this age group of "dimensional" (non-core academics such as Spanish, environmentalism, advanced Jewish text) and "co-curricular" (non-academic programs, such as chorus, sports, making tallitot) programs, and given the importance to these students of "choices," we urge the planned phase-in of some or all of the following: electives within the core Judaic curriculum (core academics); electives throughout the Judaic and secular core curricula as well as within the non-core secular and Judaic curricula (dimensional academics); and increased and enhanced options within the co-curricular programs.

Areas to be considered for addition to the non-core (dimensional) general studies curriculum include: increased physical education, art, performing arts, music, health, substance abuse education, sex education, cultural exchange programs and psychological services.

Areas to be considered for addition to the co-curricular programs include: expansion of the team sports program (with possible tie-ins to neighborhood facilities such as the town pools, local ice rink, and tennis courts, JCC facilities), after-school clubs (like stamp collecting or Israeli dancing), a community service requirement, and an annual or biennial trip to Israel. Retreat groups in the planning process emphasized the need for physical education and sports coordination not just at middle-school level, but for the entire K-8 operation. That, in turn, implied to them the need for a faculty member whose role it would be to coordinate these kinds of activities.

We want to be clear on what we see as the appropriate character of any such "core," "dimensional," and "co-curricular" changes and enhancements in our middle school (or elementary school) offerings. Any such offerings must not be designed or implemented so as to make our school less of a "Jewish day school" and more of a "private day school." If there is more time given to music for example, we want to include a broader range of Jewish music (Hasidic, Sephardic, modern Israeli etc), perhaps even a choral



group that would perform within and out of the Jewish community. Likewise, if there is to be more art, we want the art to be similarly integrated. The ratio of time spent on Judaic versus general studies should not change.

Looming over the phase-in of any such programmatic enhancements over the next five-to-eight years, however, is the fact that, if the enhancements succeed in retaining more students in our middle school, there is presently no place to put them. No amount of further creative use of space by our management team and faculty will provide enough space to hold even a 25% increase in student body size (from 52 to 65).

We urge top-priority attention to our school's overwhelming need for space, especially space which is most appealing to middle schoolers. Additionally, the constituent survey and retreat groups highlighted the need for at least one 15-passenger van for transporting both middle schoolers and elementary schoolers on field trips, to sports events, to performing arts events, etc.

Action Step 1: If permitted by zoning considerations and if it is decided not to move to another facility, design and implement significant capital improvements including but not limited to:

- improved gymnasium facilities
- eating facility
- upgraded library with electronic access to materials
- computer lab
- student study hall
- purchase of a van

Time Frame: Exploration of what should be done, how it can be done, and means of funding, October, 1993. Complete proposal no later than February, 1994, for inclusion in 94-95 budget

Responsibility: Task force including at least 2 staff members (one to chair), Director, 3 Board members and experts as needed.

Costs: To be determined; issues related to the physical expansion of the building and to the school's site are discussed in Major Theme V: Physical Plant Issues; the 15-passenger van's annual lease, maintenance, and insurance costs will be approximately \$7,500.



Action Step 2: Enhance curriculum to include greater opportunity for choices by students in all areas; the core Judaic curriculum, the core general studies curriculum, and the non-core dimensional academic curriculum (non-academic). Should include use of community facilities.

Time Frame: No later than Fall, 1994, and ongoing

Responsibility: Faculty, Education committee

Costs: Undetermined. The additional cost of staffing physical education full-time (so as to bring whole-school coordination to physical education and sports) is \$12,000

Action Step 3: Explore the desirability and appropriateness of lengthening the school day and/or year as a means of strengthening educational quality without sacrificing either our Judaic or general studies programs.

Time Frame: No later than Fall, 1994.

Responsibility: Faculty, Education committee

Costs: Undetermined. The lengthening of the school day and/or year would result in increased staff and transportation costs.



## Major Theme V: Physical Plant Issues

Real estate issues concerning the current school site should be investigated immediately. The outcome of this investigation should soon lead to decisions concerning expansion of current facilities and/or movement of the school to a suitable new site.

While it is clear that no crisis exists, a small committee should be appointed to discuss with the officials of the Town of West Hartford their intentions at present regarding the Town's option to repurchase the property.

Assuming our school can remain at its current site, which seems likely, we urge that an expanded committee conduct a feasibility study to determine the suitability of our site for expansion of the school to accommodate 500 students, grades N-8, by the year 2001.

That having been accomplished, we urge site planning for new construction on our site (or on another site such as the land adjacent to the Hebrew Home and Hospital and the Jewish Community Center) which will include separate facilities for music and art, expanded athletic facilities, improved science and language laboratories, and a middle school physically separated from the elementary school. The project, to be completed by 2001, should be funded by a capital campaign which would be initiated as soon as the decision was approved with the support of Federation.

### Action Step 1: Meet with officials from Town of West Hartford

Time Frame: January, 1994

Responsibility: Subcommittee of 2 appointed by President to meet with the Town and to prepare written report for submission to Executive Committee

Costs: None

### Action Step 2: Conduct a feasibility study to determine suitability of present site for expansion of school

Time Frame: January, 1994 - June, 1995

Responsibility: Task force to include teachers, Board members and perhaps community experts to prepare report for Board of Trustees approval



Costs:

To be determined by task force as a first step in determining the depth of the study i.e. should study include demographics, land analysis, architectural estimates, zoning issues. Costs of implementing recommended changes is anticipated to be substantial and would be funded by special fundraising efforts.

Action Step 3: Conduct feasibility study of new location

Time Frame: June, 1994 - June, 1996

Responsibility: Same task force as above

Costs: Substantial, to be determined, would anticipate a multi-million dollar cost funded by a capital campaign

Action Step 4: Development of Capital Campaign proposal for Federation approval

Time Frame: June, 1994 - June, 1995

Responsibility: Board

Costs: None. Cost of capital campaign itself will have to be assessed as part of proposal.



## Major Theme VI: External Relationships

The school's relationships with Federation, area synagogues, other local Jewish agencies, its parent body, and other constituent groups should be examined and developed further.

Our constituent planning groups focused their efforts on five sub-themes:

- (1) relationships with Federation and with area synagogues;
- (2) relationships with the school's parent body, including PTO structure and function;
- (3) relationships with the other components of the Greater Hartford Jewish community;
- (4) development staffing, materials, and function; and,
- (5) admissions/recruitment materials as well as marketing.

Implicit in the following proposals is continued attention to the quality of our school's relationship to Federation. Indeed, soliciting Federation leaders' support for every component of this theme is critical to the overall success of the Long-Range Plan. This cannot be emphasized too strongly.

In a similar spirit, it is highly desirable that the school's Board, parents, and staff understand the importance of the Federation's financial support and assistance, and, to the extent of their ability, work actively to participate in and promote the fundraising and community-building activities of the Federation.

In that context and with Federation's blessing, we want to take the initiative in becoming more of a presence in our synagogues. We intend to develop proposals to the Rabbis and to the synagogue Boards, suggesting ways in which our school can become increasingly visible over a five-year period. A regularly occurring Schechter Shabbat in which students from our school take leadership roles in services is but one possible example of this kind of effort.

The overriding purpose of these initiatives is to associate our school prominently in our community's consciousness as a critical component in Jewish continuity, and to enhance the sense of interrelatedness necessary to engender significant community support for the growth of our school.

Our school's PTO should play a vital role in the school's relationships with constituency groups. A set of by-laws, a mission statement (which will be consistent with the school's new mission statement), and an election system designed to fit those



by-laws and to further the PTO mission statement should be the first agenda items. Members of the faculty should be involved in the development of all three of these items, so that the "T" in "PTO" is represented appropriately.

With a new structure in place, the PTO should provide support for the staff's efforts to provide parallel Jewish educational programming for parents. The PTO can also assist in efforts to network with elements of the Jewish community not currently "connected" to the school: e.g., parents of recently graduated alumni/ae, less recently graduated alumni/ae themselves, grandparents of current students, or grandparents of alumni/ae.

Without a place to "attach" themselves within a professional organization, any volunteer support group members' activities may, over the course of time, begin to lose coherence and focus. Therefore, we call for the Director to become this point-of-attachment for our PTO.

To further enhance our outreach to the community, we recommend the hiring of a half-time alumni/public relations officer who will be responsible for two-way communication between home and school on all non-classroom issues; a proactive public and parent relations program; the establishment of an alumni/ae, past families, and "friends" database; assistance with student recruitment through brochure and other publications development; and the establishment of lists of eligible preschool children.

Readers will note that fund-raising is not part of our alumni/public relations officer's list of probable responsibilities. We envision the hiring of a professional capital campaign officer, if needed, during the lifetime of this Long-Range Plan, only in connection with the recovery of the local economy, a decision by the Town of West Hartford to repurchase our current building, and/or a specific need for capital expansion.

In regard to school/parent-body communication on instructional and behavioral issues, we urge the administrative team and faculty to develop a Parent Communication Plan (PCP), perhaps to dovetail with the "neighborhood visit" series (see Appendix A). This PCP should be designed to provide parents with overviews of educational goals in various segments of the curriculum, and to provide the proper protocol to follow in contacting the school on instructional and behavioral questions.

Action Plan 1: Develop and implement plans with local synagogues to make our students and our facilities more visible.



Time Frame: 1993 - 1994

Responsibility: Subcommittee to include, Director, faculty member, Board member, at least two local Rabbis, and possibly one or more students

Cost: None

Action Plan 2: Establishment of a strong PTO with clear objectives that complement or enhance those of the teaching staff and the Board.

Time Frame: September, 1993

Responsibility: PTO, including at least one representative each from the Board and from the teaching staff. Please note that while the PTO is viewed as an autonomous organization very careful attention must be paid to ensuring that there is a close working relationship between the PTO leadership and other school leadership.

Costs: None

Action Step 3: Appointment of a half-time alumni/public relations officer

Time Frame: September, 1993

Responsibility: Board approval, implementation by Director

Cost: \$19,000 for salary, database software purchase and office supplies; (not included is printing, postage and development of marketing brochures)

Action Step 4: Appointment of a half-time capital campaign officer, if needed to meet the goals of the long range plan in building on a different site or in undertaking a capital expansion on the present site.

Time Frame: January, 1994, to be regularly evaluated throughout the implementation of the long range plan



Responsibility: Board approval, Executive Committee direction, Director implementation

Cost: Undetermined. Must include salary, database and office supplies.

Action Step 5: Creation of Parent communication Plan

Time Frame: 1993 - 1994

Responsibility: Administrative staff and faculty

Costs: None





## Major Theme VII: Board Structure and Function

The Board's committee structure, committee function, and overall size and function should be re-examined and altered.

One alteration in Board structure and function is already implicit in this long range plan: the creation of "the LRP Implementation Committee." This committee, as discussed previously, is charged with oversight responsibility for the long range plan. Its role will be pivotal throughout the life of the plan.

A second alteration, the creation of a compensation committee, will be discussed at length under Major Theme VIII.

Other recommended changes, in particular shifts in committee charges and responsibilities, are listed below:

- (1) increased involvement of parents, teachers, and others from the community, usually as non-Trustee members of Board committees;
- (2) the reduction in size of the Board membership proper, through attrition, to approximately 24 members;
- (3) an expansion of the honorary Board to include former Board Presidents, to serve in an advisory capacity to the Board itself;
- (4) creation of a committee on Trustees which takes the place of the existing Nominating Committee, and is charged with developing a Board profile, recruiting to that profile, and spearheading the annual Board self-evaluation;
- (5) the enhancement of a formal new-member orientation process;
- (6) the establishment (in the Board profile) of a target range of 25-35% non-current-parent Board membership;
- (7) the need for the Education Committee to write guidelines for itself that convert it from a kind of open forum to a small, project-focused group which explores educational innovations in advance of placing faculty members in contact with those innovations and/or their networks;
- (8) the establishment of a policy calling for the Board to visit the school en masse at least once each year, for the purpose of observing teachers at work with students



(not evaluating the teachers; observing them as they teach).

Action Step 1: Implement above changes

<u>Time Frame:</u>	93-94	94-95	96-97
	#1,3,4,7	#5,8	#2,6

Responsibility: The LRP Implementation Committee, Board of Trustees

Costs: None

Action Step 2: Streamline fundraising

Time Frame: February, 1994, for implementation in 1994-1995

Responsibility: Executive Committee

Cost: None



## Major Theme VIII: Staff Compensation

A Board-level Compensation Committee should address the staff's compensation package in a long-term context, to include: development of appropriate benchmarks, development of appropriate process, and development, if desirable, of multi-year agreements.

The Board should form a Compensation Committee, membership on which should include: a chair selected from the current or recent past Executive Committee; the current Board Treasurer; and the current Education Committee chair. The Committee's meetings should include the school's comptroller and appropriate representation from the faculty (as decided by the faculty itself). The group should number seven or fewer, including its faculty representatives.

The group's first objective should be to ascertain relevant benchmarks (e.g., local public school median salaries and ranges; local public school salary scales; local public school non-salary benefits; local non-public school compensation features and levels; and regional non-public school compensation features and levels).

The group's second objective should be the development of a process by which a two or three-year compensation package may be developed cyclically. This group should itself be the unit of responsibility for implementation of the process which it develops.

The group's final objective should be the development of the first of the multi-year agreements, so that the agreement is in place by February, 1994, for implementation in the 1994 - 1995 school year.

In conjunction with this group's periodic work with the faculty's compensation package, it should conduct an evaluation and updating of the staff handbook, to ensure that it remains current and useful.

For this component in the long range plan to be successful, all parties must accept the ground rules and guidelines which follow:

- (1) no unendowed non-public schools can match local public schools on any aspect of a compensation package; salary ratios typically range from 1.3:1 to 1.2:1, public-to-non-public;
- (2) salary itself is the most equitable benefit;
- (3) the school's commitment to the multi-year compensation package cannot be binding; it must be a function of



specified enrollment and tuition levels (thus, the importance of the long range plan in this process);

- (4) there is a direct relationship between compensation and revenues. For compensation packages to be enhanced, we need to commit ourselves to exploring methods of increasing class size without sacrificing educational quality. Other options for increasing revenues should, of course, continue to be explored. However it is time to seriously explore what, if any, benefits new technology in the educational field can bring to this issue. Quality of education, of course, remains paramount.

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Action Step 1: Ascertain benchmarks for compensation packages

Time Frame: November, 1993 (and on 2 or 3-year cycles thereafter)

Responsibility: The Compensation Committee with approval by Board of Trustees

Costs: None

Action Step 2: Development of process for developing compensation package

Time Frame: December, 1993

Responsibility: Compensation Committee with approval from staff and Board of Trustees

Costs: None

Action Step 3: Implementation of process which will result in a 2 or 3 year plan

Time Frame: Plan approved by February, 1994, for implementation in 1994 - 1995 school year and ongoing.

Responsibility: Compensation Committee, Board of Trustees, Finance (Budget) Committee



Costs: Indeterminate (See five-year long range plan budget, for the projected financial framework within which the Compensation Committee will function.)

Action Step 4: Develop a non-monetary staff recognition program

Time Frame: 1993 - 1994

Responsibility: Director, PTO, Executive Committee

Cost: Probably none since event would be paid for by parents





## Major Theme IX: Family Education

As noted in the introduction to this report, we envision our school as a center of Jewish learning, a living environment that serves as a place of Jewish learning for people of all ages.

The Action Steps which follow are intended to fill this need in three particular areas. The fact that some program in each area will be offered each year is just as significant as which program will be offered.

The school should continue to endorse the Melton program and to explore ways of making it a part of Schechter's vision. Our parent population possesses a wide range of backgrounds and a variety of needs and desires in terms of Jewish study. Diversity, quality and convenience should be the standards by which programs are established.

Family education programs provide a unique opportunity where Jewish education is concerned. One cannot be Jewish in a vacuum. Many of our families are looking for a community in which to explore their Jewishness. Learning together, in a social environment, is an effective way to both build a community and to increase Jewish knowledge, generally.

Finally, parenting is often a lonely and confusing journey. Schechter can provide resources to cope with the common issues of childrearing as well as to share concerns with other parents. Such programs can also be an important part of the marketing strategy as well as promoting a greater sense of community.

Action Step 1: Adult education; Create a 2 or 3 part lecture series on Jewish topics by knowledgeable Schechter parents to which only Schechter parents and alumni parents are invited

Time Frame: 1993 - 1994

Responsibility: Past presidents' advisory board, alumni/public relations officer

Costs: \$200 including mailing, refreshments, miscellaneous

Action Step 2: Family education. A "learning" Havdalah night where the children teach their parents.

Time Frame: February, 1994

Responsibility: Staff, alumni/public relations officer, PTO?



Cost: \$100 including food and materials

Action Step 3: Support group: annual lecture on topic concerning parenting

Time Frame: 1993 - 1994

Responsibility: PTO?

Costs: Possibly speaker fees





### Major Theme X: High School

Development of a Jewish full day high school should be a part of our long range plan. While the impetus for this planning may come from this school, the planning itself must be community-wide in scope.

We emphasize that this dream will materialize only with the broadest possible support from the entire Greater Hartford Jewish community. Our school will do its part by preparing students well for entry into the high school and by bringing the resources of our own community to bear on the project. We feel that our help in furthering the realization of this vision is not new or separate from the specific goals of the long range plan. Rather, by enabling students to continue their Jewish education through high school, we reinforce and enhance the work done in the younger grades.

Action Step: Representation on a community wide task force to explore the feasibility of a community full time high school including as many Schechter constituencies as possible.

Time Frame: 1993 - 1994

Responsibility: To be determined by President and executive committee

Costs: To be determined.



## Appendix A

### Tuition/enrollment projections

The purpose of these projections is to illustrate the level of operating revenue which can realistically be expected to bear on the elements in our Long-Range Plan. Obviously, if revenue goals are exceeded or not realized, some components of the Plan as laid out on the Time Line (appendix B) will need to be adjusted accordingly.

Throughout, the operative assumption is that construction, equipment, furniture, and consulting services must be paid through fund-raising; personnel costs, supplies, leases, and utilities must be paid through tuition revenue.

The assumptions made in formulating this projection are as follows

- 1) By the year 1997 - 1998 we will have 65 students in 6th, 7th, and 8th grades
- 2) Tuition will be raised annually across the board by 3.5%.

These assumptions are made, not specifically as a recommendation but rather as a reasonable standard with which we can translate actual numbers into dollars.



1993-1994 PROJECTED TUITION				1994-1995 PROJECTED TUITION			1995-1996 PROJECTED TUITION			1996-1997 PROJECTED TUITION			1997-1998 PROJECTED TUITION		
GRADE	# OF STUDENTS	TUITION	TOTAL TUITION	# OF STUDENTS	TUITION	TOTAL TUITION	# OF STUDENTS	TUITION	TOTAL TUITION	# OF STUDENTS	TUITION	TOTAL TUITION	# OF STUDENTS	TUITION	TOTAL TUITION
3x Nursery	16	2,275	36,400	16	2,355	37,674	16	2,437	38,993	16	2,522	40,357	16	2,611	41,770
5x Nursery	27	2,750	74,250	27	2,830	76,400	27	2,922	78,895	27	3,022	81,603	27	3,126	84,392
	43			43			43			43			43		
Kindergarten	34	5,175	175,950	34	5,356	182,108	34	5,544	188,482	34	5,738	195,079	34	5,938	201,907
Grade 1	29	5,475	158,775	30	5,667	169,999	32	5,865	187,679	34	6,070	206,388	36	6,283	226,177
Grade 2	21	5,475	114,975	25	5,667	141,666	27	5,865	158,354	30	6,070	182,107	36	6,283	226,177
Grade 3	27	5,475	147,825	28	5,667	158,666	30	5,865	175,949	32	6,070	194,247	36	6,283	226,177
Grade 4	28	5,475	153,300	30	5,667	169,999	31	5,865	181,814	32	6,070	194,247	36	6,283	226,177
Grade 5	26	5,475	142,350	28	5,667	158,666	30	5,865	175,949	32	6,070	194,247	36	6,283	226,177
Grade 6	19	5,475	104,025	19	5,667	107,666	19	5,865	111,434	23	6,070	139,615	23	6,283	144,502
Grade 7	23	5,700	131,100	23	5,900	135,689	23	6,106	140,438	27	6,320	170,632	27	6,541	176,604
Grade 8	11	5,700	62,700	11	5,900	64,895	11	6,106	67,166	15	6,320	94,795	15	6,541	98,113
Total Nursery	43	N/A	110,650	43	N/A	114,074	43	N/A	117,888	43	N/A	121,960	43	N/A	126,161
Total 1-6	150	5,475	821,250	160	5,667	906,660	169	5,865	991,178	183	6,070	1,110,852	203	6,283	1,275,386
Total 7-8	34	5,700	193,800	34	5,900	200,583	34	6,106	207,603	42	6,320	265,427	42	6,541	274,717
Total K-8	218	N/A	1,191,000	228	N/A	1,289,351	237	N/A	1,387,263	259	N/A	1,571,358	279	N/A	1,752,009
Grand Total	261	N/A	1,301,650	271	N/A	1,403,425	280	N/A	1,505,151	302	N/A	1,693,318	322	N/A	1,878,171
INCREASE IN TUITION OVER PREVIOUS YEAR				103,320			101,775			101,726			186,168		
FIVE YEAR INCREASE				679,841											



## Appendix B

### Time Line

This is intended to be a brief summary of the action steps noted in the report for the purpose of gaining a general overview of the how the plan stretches out over time. It is assumed that the long range planning oversight implementation committee will work this through in greater detail in the months ahead.

<u>Year</u>	<u>Item</u>	<u>Estimated Additional Costs</u>
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## Appendix C

### Neighborhood meeting series

Designed to enhance the level of communication among Board, administration, faculty and parent body. Typically a dozen or so parents and/or Trustees agree to host one 90 minute evening session in their homes each year over a period of 6 to 8 weeks. The parent body is divided up evenly, roughly by neighborhood, so that 15 or so pairs of parents are invited by personal invitation to one of these sessions. Present at each is the Director, A Board Officer, one or two other Trustees, a "B-ring" administrator, and two teachers. The Board officer presides. The agenda is pre planned and would include, depending on the need, such topics as the Long range plan or the latest research on electronic assisted program or whatever is the hot issue of the year.

The appropriate team mind-set is: We have an excellent school; We could tell our story better; We are moving forward and we want to share this with you; we want to know what you think and how you feel and, especially, how we can collectively establish and/or recover a "sense of community" with you.





## Appendix D

There were topics that were discussed at some length during the course of this year that did not result in specific action steps. It would have to be assumed that these issues fell lower in the priority list than those issues which did result in action steps. However, they did seem to have an importance and, for the record, they are listed below in no particular order.

### Special needs students

Since it is a shared goal to provide a Jewish education to all Jewish children, it is natural to extend that goal to those with special needs. At this point we do not have the educational resources including teacher availability and teacher specialization to accommodate those students with serious special needs. At some point, it would be important to explore just what it would take to do so.

### Psychological Services

We now have very limited assistance from the Town of West Hartford in this area. The faculty and many parents are clear that we could use more. At one time, in fact, the town did provide an almost full time permanent psychologist to the school. She was very valuable as a resource. This too should be considered at some point, perhaps along with special needs students. Since the Town of West Hartford and some other towns do provide service for serious situations, this was not ranked as high a priority as it might have been.

### Recruitment officer

The task of recruiting and retention was viewed as additional to a marketing effort. Because resources are limited it appeared that this function should be the responsibility of the entire Schechter community with the Director identifying specific needs and calling upon others as needed. If funds were not an issue this would have been recommended as a paid position.

### Office automation and technological administrative assistance for teaching staff

While use of computers in the classroom was a favorite topic, the use of technology in a support sense took a lower priority. It was expressed that careful attention be paid to the administrative advantages, if any, made available by the use of electronics assisted instruction. The office administration use of equipment like improved telephone equipment, telefaxes and computerization of parent billing and accounting was frequently mentioned. The



reasons for these items being discussed included the hope that these improvements would yield a more efficient use of office staff and would improve communications between school and home.

#### Nursery School parent relations

It was discussed that these parents often felt neglected. While there is a high degree of satisfaction with the staff and the curricula, these parents noted that they had not been made to feel a part of the Schechter community. While this was usually recognized as a function of the age appropriateness of the family oriented activities, it is clear that, since these are the families of our future, a specific effort needs to be made in this area.

#### Other

There still remains a list of items discussed over the course of this exercise which have not been mentioned in this document. We hope we addressed all of those issues where there was some consensus regarding its existence and a need to address it. For those others we ask that the Schechter family members continue to talk to each other and to implement the tools provided in this document to update and amend our list of priorities as needs change.





## Appendix E

The following individuals participated in the formulation of this documentation. There may be others who contributed their thoughts and we apologize to anyone whose name we have omitted. The Steering Committee and the entire Schechter community is grateful for the sincere, committed and thoughtful work produced by this group.

### Interviewees

Leon Chameides	Galya Greenberg	Karla Greenhut Snyder
Donna Robinson Divine	Jane Keller Herzig	Mark Sperber
Hava Kane Dunn	Ted Kaplan	Bruce Stanger
Meira Eisenberg	Andrea Cohen Kiener	Barbara Starr
Susan Hoffman Fishman	Steven Neiditz	Ray Vigurs
Donald Gershman	Bob Paskiewicz	Diane Wasser
Blanche Goldenberg	Phyllis Siegel	

### Retreat I

#### Steering committee

Arlene Blum  
Emily Buch  
Sharon Conway  
Hava Kane Dunn  
Betsy Firger  
Lisa Gerrol  
Galya Greenberg  
Jane Keller Herzig  
Ted Kaplan  
Ken Kern  
Arlene Neiditz  
Philip Neuberg  
Michael Ruben Peck  
Adele Perlman  
Sidney Perlman  
Scott Rosen  
Lisa Levy Schulwolf  
Cyril Sheldon  
Jaime Seltzer  
Ronny Seigel  
Karla Greenhut Snyder  
Deborah Starr  
Ruth Weiner  
Rafi Wurzel

### Retreat II

#### Steering committee

David Baram  
Susan Bush  
Ruthanne Faust  
Bob Fishman  
Beth Fox  
Amy Jaffe  
Mitchell Jaffe  
Cheryl Lejfer  
Annette Levine  
Carl Mandell  
Philip Mannheim  
Marc Needelman  
Steven Neiditz  
Richard Plavin  
Elliot Pollack  
James Rosen  
Rhonda Sattin  
Phyllis Siegel  
Betsy Schwartz  
Mark Sperber  
Bruce Stanger  
Jeremiah Unterman  
Ray Vigurs

### Survey

Over 125 anonymous respondents to the survey including staff, trustees, parents alumni parents, alumni and community leaders.

We thank you all.