



THE JACOB RADER MARCUS CENTER OF THE  
**AMERICAN JEWISH ARCHIVES**

**MS-831: Jack, Joseph and Morton Mandel Foundation Records, 1980–2008.**

Series C: Council for Initiatives in Jewish Education (CIJE). 1988–2003.

Subseries 3: Lead Communities, 1988–1997.

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Atlanta, Ga. Miscellaneous, 1992-1996.

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DAY SCHOOL COUNCIL  
(AC.DAY.SCHOOL.COUNCIL - DAY.SCHOOL.COUNCIL)

5 Oct 1992

CHAIRPERSON: Rabbi Herbert Cohen

STAFF: Lauren Azoulai

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JES - EDUCATION DIRECTORS COUNCIL  
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28 Oct 1992

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STAFF: Lauren Azoulai

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-- Rabbi Harvey Winokur  
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H-252-8728  
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11AM-3PM



Student Body Profile at Five  
Major Metro Atlanta Colleges

School	Mari. Stat.	Median Age	Degree Level	Resi- dence
Emory  9000 Studs; 1750-1909 Jewish	not avail.	undergrad: 18-22:96% under 18:1.3% 23-25:1.1% over 25:1.5%	undergrad: 55.5% prof. & graduate: 44.5%	under- grad: 53%-on 47%-of 420 units married student apts.
GA State  23,000 students; 1000 Jewish students	79% single; 21% married	undergrad: 25; graduate: 33	undergrad: 70%; graduate: 30%	all off campus
GA Tech  12,000 students; 327-432 Jewish students	not available	not available	undergrad: 78%; graduate: 22%	45% on campus; 55% off campus
DeKalb College  15,000 students; 653 Jewish students	not available	25	all associate degree	all off campus
Kennesaw College  11,000 students; 117-127 Jewish Students	not available	undergrad: 25.8; graduate:	undergrad: 91%; graduate: 32.5	all off campus  9%

The above information was provided by the registrars, housing offices and research departments of the above colleges/universities. Certain data were not available from all schools.



## ATLANTA JEWISH FEDERATION

### VACS Survey

In August, several members of the Ad Hoc Committee on Services to Young Adults conducted a survey of students from the Atlanta area, most of whom attend college out of town but who return to Atlanta in the summer and during school breaks. Seventy-one students responded.

The object of the survey was threefold: 1) to learn how these students are spending their time while in Atlanta; 2) to find out whether they are interested in participating in programs and activities sponsored by the Jewish community; and 3) to learn what programs and activities would be of interest to them.

The results of the survey are relevant to our study in that they address the question of whether the organized Jewish community should be offering services to this group in the summer and during winter and spring breaks.

The information collected which addresses the respondents' areas of interest will be valuable to those agencies and organizations in the community which may decide to serve this group.

The following information represents some of what we learned from the survey:

#### Main Activity while in Atlanta

More than 80% (n=57) of the respondents said their main activity in the summer was "work". Only 17% (n=12) responded that attending summer school was their main activity. The remainder described time spent with family and at leisure as their main activity.

During the winter break, only 35% (n=25) of the student worked. Most described their main activity as family and leisure time, including some who worked.

The spring break varied from school to school, but only 10% (n=7) of those interviewed worked during spring break.

#### "Make New Friends But Keep the Old"

More than 2/3 of the respondents were interested in meeting new people, while slightly under 2/3 wanted to spend time with old friends.

# ATLANTA COMMISSION List with Affiliations

NAMEAFFILIATION

Dr. Peter Aranson	Economist, Planning & Allocations Chair
Lauren Azoulai	Staff, Council for Jewish Continuity
Mrs. Marcia Bergman	Synagogue Council President
Mr. Henry Birnbrey	Retired CPA, Past Chair, Education Commission
Mrs. Joanne Birnbrey	Chair, Planning & Allocations, Jewish Education Commission (Wexner)
Dr. David Blumenthal	Professor of Jewish Studies, Emory University
Dr. S. Perry Brickman	Oral Surgeon, Past Federation President
Mr. Gerald H. Cohen	Past Federation President, Board of CIJE
Rabbi Herbert J. Cohen	Yeshiva High School (Orthodox)
Cantor Scott Colbert	Temple Emanu-el (Reform)
Rabbi Stan Davids	Temple Emanu-El (Reform)
Mrs. Ann Davis	Davis Academy Day School (Reform) Federation Officer (Wexner)
Rabbi Menachem Deutsch	Kollel (Orthodox)
Mrs. Laura Dinerman	JCC, 1st Vice President
Rabbi Ilan Daniel Feldman	Congregation Beth Jacob (Orthodox)
Mrs. Cheryl Finkel	Director, The Epstein Day School (Conservative)
Mr. Steve Gelfand	Staff, Council for Jewish Continuity
Mrs. Toby Goldman	Jewish Education Transition Chair (Wexner)

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To <i>John Lucco</i>	From <i>C. Elster</i>
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Atlanta Commission

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(Conservative)

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Past President, BJE

Dr. Dianne Leader

Past President, Torah Day School  
(Orthodox)

Mrs. Glenda Minkin

Mrs. Carol Nemo

President, Davis Academy (Reform)

Rabbi Jay Neufeld

Head, Hebrew Academy (Orthodox)

Mr. Martin M. Pollock

Past President, BJE  
Past Federation Officer

Mr. David Sarnat

Executive Director, Atlanta Federation

Dr. William Schatten

Chairperson, Council for Jewish Continuity

Mr. Arnold Sidman

Officer, Jewish Education Services

Mr. Harry Stern

JCC Executive Director

Rabbi Alvin Sugarman

The Temple (Reform)

3/1/93

10 copies of Planning Guide and  
10 copies of Best Practices draft

sent to Lauren Azoulay  
Atlanta Jewish Federation  
1753 Peachtree Rd. NE  
Atlanta, GA 30309

by UPS on 3/1/93 as per  
Shulamith Elster



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**AHAVATH ACHIM CONGREGATION (Conservative)**  
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 Arnold M. Goodman, Rabbi  
 Stephen Weiss, Assistant Rabbi  
 Isaac Goodfriend, Hazzan

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 Binyomen Friedman, Assistant Rabbi

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 Ilan D. Feldman, Rabbi

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Mrs. Vivian Zisholtz, Sisterhood Co-President 320-6159(h)  
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*Norcross 662-4373*



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471-3586

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**CONGREGATION B'NAI TORAH (Traditional)**

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Ed Neiss, Cantor

Mrs. Shelley Covin, Executive Director  
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Mrs. Sunny Stern, Assistant Southeast Area Director

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Zaban Branch 396-3250  
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Weinstein Center for Adult Day Services 458-3614  
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Barbara & Sanford Orkin Respite Care Center 454-7255  
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Camp Isidore Alterman Day Camp Winter: 396-3250  
5342 Tilly Mill Rd., Dunwoody, GA 30338 Summer: 451-5765



## ATLANTA JEWISH COMMUNITY CENTER (cont.)

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Winter: 1745 Peachtree Rd NE, Atlanta GA 30309 875-7881

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Mr. Joel Gross, Associate Director  
Ms. Terry Cherniak, Assistant Executive Director, Peachtree Branch  
Mrs. Shaindle Schmuckler, Assistant Executive Director, Zaban Branch  
& Director, Camp Isidore Alterman  
Ms. Barbara Vahaba, Director, Weinstein Center  
Mr. Steve Mendel, Director, Camp Barney Medintz

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Mr. Michael Jaul, Executive Vice-President

### B'NAI B'RITH GEORGIA STATE ASSOCIATION

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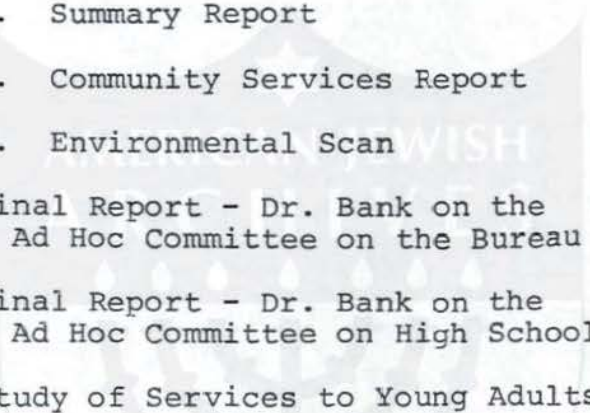
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**ZIONIST ORGANIZATION OF AMERICA - Atlanta  
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Mr. Roy Cobb, President  
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255-0664



1. Atlanta's application to CIJE
  2. Data collected on enrollment
  3. Year 2000 Reports
    - a. Summary Report
    - b. Community Services Report
    - c. Environmental Scan
  4. Final Report - Dr. Bank on the  
Ad Hoc Committee on the Bureau
  5. Final Report - Dr. Bank on the  
Ad Hoc Committee on High School Education
  6. Study of Services to Young Adults
- 

Atlanta 64

# As you teach, you learn

## Atlanta Region-Wide Jewish Education Kallah

Sponsored by  
Jewish Educational Services  
Atlanta Day School Council  
Atlanta Synagogue Education Directors Council



Sunday, November 6th  
8:30 am – 3:00 pm  
Ahavath Achim Synagogue  
Atlanta, Georgia

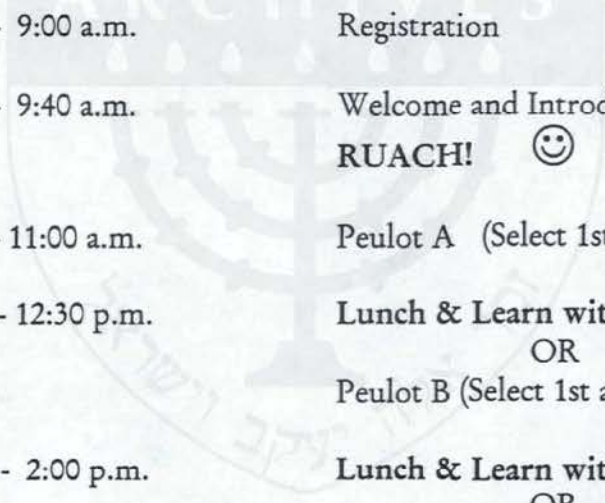
מתוך שאתה מלמד, אתה למד



*"As You Teach, You Learn"*

מתוך שאתה מלמד, אתה למד

*SCHEDULE*



8:30 a.m. - 9:00 a.m.	Registration
9:00 a.m. - 9:40 a.m.	Welcome and Introductions RUACH! 😊
9:45 a.m. - 11:00 a.m.	Peulot A (Select 1st and 2nd Choice)
11:15 a.m. - 12:30 p.m.	Lunch & Learn with Beverly Gribetz OR Peulot B (Select 1st and 2nd Choice)
12:45 p.m. - 2:00 p.m.	Lunch & Learn with Ed Greenstein OR Peulot C (Select 1st and 2nd Choice)
2:00 p.m. - 3:00 p.m.	Gala Closing "Snapshots and Suitcases" Steve Weintraub and Sharona Rubinstein

## "AS YOU TEACH, YOU LEARN"

מתוך שאתה מלמד, אתה למד

Peulot - A

9:45-11:00

- A1      Creating a "Gantze Megilla" or Teaching Your Students How To Do An Oral History      Sunny Stern**

*Teaching your students to record oral histories can be as exciting for the teacher as for the student. In this session, we will talk about the basics of how-to-do an oral history followed by some modeling of the skill and some hands-on opportunities, which can be translated into wonderful class or youth group projects. Participants will learn how to utilize the creativity and natural curiosity of students, and help them to develop their insight and appreciation for another dimension of older family members. In addition they will have created a precious keepsake in the recorded memoir itself.*

**E, M, HS, YG**

- A2      How To Integrate Special Needs Students in an Informal Setting      Cory Chargo**

*In this peula there will be a discussion about how to integrate children and teenagers who have special needs and the challenges to facilitators, teachers and leaders. The group will discuss the definition of the special needs students, possibilities for informal education, putting together an action plan to involve the student, parents, and support network to meet the child's educational goals.* **E, M, HS, YG**

- A3      Shekels, Shuk, and Shopping      Gerri Penn**

*The shekel system is a classroom management technique that correlates with the study of Israel. The shuk and shopping is the culminating activity. Teachers can also use this activity for Yom Ha'Atzmaut even if Israel is not an integral part of their curriculum.* **E, M**

**CODES: E = Elementary, M = Middle school, HS = High school, LL = Lay Leaders  
R = Rabbis, L'shema = Learn for yourself, YG = Youth groups, ALL = Everyone  
regardless of setting or age.**



**A4     Sharing Cultures Through Pen Pals**

**Miriam Fuchs**

*The Pen-pal program fosters friendship, and helps students to learn about other cultures and people. The Israeli Pen-Pal Program enables students to feel closer to Israel by bonding with other students. E, M, HS*

**A5     Hidden Treasures in the Siddur**

**Ora Nir**

*This workshop is designed for teachers who use the text **Introduction to the Siddur**. The facilitator will introduce creative methods for teaching the prayers in a classroom setting. Participants will learn innovative and fun activities which will enhance the classroom and the students learning. M*

**A6     Bag of Treasures - Handy Dances for the Jewish Tradition**

**Steve Weintraub and Sharona Rubenstein**

*Dance is an enjoyable activity and expression of spirit. It can leave us breathless and glowing. It can also get "under the skin" of people from other places and times. Steve and Sharona will share dances, mostly from Israel, that express many moods, and can be used to enrich Shabbat and Holiday celebrations, studies of the Jewish people throughout their history, and pageants and performances. Be prepared to have fun! E, M, HS*

**A7     The Magic of Drama: Creating Memorable Learning Experiences using Drama in the Classroom**

**Hazel Hunt**

*In this session the facilitator will demonstrate and describe some of the many uses drama has in the classroom. The facilitator will demonstrate techniques and show how a dramatic production can be incorporated into many aspects of the curriculum. E, M, HS, YG*

**A8     1492 - The Only Date You Need To Know**

**Lois Zimmerman**

*From the rich and flourishing heights of culture during the Golden Age of Spain to the tragedy and persecution of the Inquisition and Expulsion, the Jews of Spain were cast into the Diaspora, homeless, stripped of their wealth and heritage. Through games, videos, and a simulated "hands-on" tour of Charleston, South Carolina, the participants will explore ways to make learning history enjoyable. UE, M, LL*



**A9      The Two Versions of the Ten Commandments      Dr. Edward Greenstein**  
**(Rabbis only)**

*In this peula participants will compare and contrast the two versions of the Ten Commandments found in Exodus 20 and Deuteronomy 5. Noting the differences, there will be an opportunity to suggest the special functions and significance of the two versions. A close look at The Torah Commentary of Rabbi Abraham Ibn Ezra, the great scholar from 12th century Spain will be utilized to help clarify the text.*

(This session will be repeated for L'shema)

**A 10    Mitzvot Stars      Michael Horwitz**

*The Mitzvot Stars program promotes learning in basic Jewish concepts while allowing students to earn extra mitzvot achievement "stars" in areas in which they are personally interested. The Mitzvot have core activities in Torah-study, Avodah-observance, and Gemeelut Hasadim-service. M, HS*

**A 11    Educating the Gantze Mischpacha      Janice P. Alper**

*Family education has come to be an important element of Jewish education in all of our institutions. In this session we will discuss who is involved, who should be involved and what content is appropriate. Suggestions will be given on how to begin to plan for family education which has been a transformational element in some schools and synagogues. A, R, LL*

**A 12    What to Do in Class After You've Told the Story      Rabbi Fred Davidow**

*After telling or reading a story, the teacher needs technique to help the students understand and process the story. In this session you will get ideas and materials which may be used with any Jewish tale in any Jewish educational setting. ALL*

**A 13    Computers Understand Hebrew, Too!      Leora Wollner and Hagit Stern**

*Computers are here to stay. In this session there will be an overview of Hebrew software some of which was developed in Israel. There will be a discussion about how to use it in your classes. E,M,HS*

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 regardless of setting or age.**



**A 14 What is Jewish Music?**

**Kim Goodfriend**

*This peula tries to answer this question by exploring different Jewish melodies based on the same text, ancient and modern day Jewish composers and what makes music Jewish. Materials will be made available so that one taking this peula may use the examples in his/her own 4th-6th grade class. E, M*

**A 15 Issues in the Teaching of Halakha and Jewish Values**

**Beverly Gribetz**

*In this session, the group will explore different strategies for teaching Jewish texts. The participants and the facilitator together will "try out" both ancient and modern methodologies and discuss the efficacies of each for different ages and varying backgrounds. Particular attention will be paid to teaching for independence in learning, and to integration of Jewish and general studies. There will also be an opportunity to view and analyze the video "Issues in the Halakha," produced by the Melton Centre for Jewish Education in the Diaspora at the Hebrew University. (This peula will be taught twice) M, HS, R, L'shema*

**A 16 Games Galore (Limit: 20 participants)**

**Madeline Rothbard**

*Learning and fun go together! Learn the art of teaching through gaming. Participants will adapt popular games such as Candyland, Checkers, 20,000 Pyramid etc. to Judaic teaching. Each participant will walk away with a ready to use game adaptable for all ages. ALL*

**A 17 Jewish Parenting for Teachers or Parents!**

**Debi Mishael**

*The main responsibility for raising educated Jews rests with the parents and the home . . . not the school! This peula will explore some ways to make our homes a living example of Jewish life. We will discuss the ways in which our schools can support and nurture the families in their congregations. Let's talk about empowering parents and families again. Come to this session wearing your "parent hat" or your "teacher hat." Either way you will be engaged! A*



**Peulot - B**

**11:15 - 12:30**

**B1 LUNCH and LEARN with keynote speaker Beverly Gribetz**

**"The Ethics of Ego"**

*We will study a Mishnah from the Tractate Sanhedrin as a paradigm for an approach to values education through the Oral Law. We will explore the possibilities for using classical texts as a vehicle to educate for Jewish identity and discuss strategies for teaching to different age groups and to students with varying backgrounds. We will touch upon issues such as "relevance" and the "educated Jew."*

**B2 A Cemetery Trip as a Teaching Resource?**

**Rabbi Marc Wilson**

*The Jewish cemetery is not a place of death. It is a living laboratory for teaching and reinforcing countless lessons of Jewish law, ritual, customs, culture and history. An illustrated guide to maximizing this largely untapped, but fascinating teaching vehicle.*  
**HS, YG**

**B3 Ben Kodesh Le-Chol - Havdalah Spicebox Workshop  
(\$20 Materials Fee)**

**Judy Robkin**

*In this two part workshop, participants will create a unique clay spice box which will enhance their Havdalah service. The second session will be 2 weeks later at Ms. Robkin's home studio.* **M, HS, L'shema, LL**

**B4 Classroom Questions - What Kinds?**

**Dr. Richard Wagner**

*Pupil teacher interaction frequently revolves around the kinds of questions students are taught to ask as well as the types of questions which teachers pose. Using a system developed out of Bloom's Taxonomy of Educational Objectives, this workshop will suggest multiple levels of classroom questions to enhance teacher performance and student learning.* **E, M, HS**

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regardless of setting or age.



**B5 Narrative as Theology; The Creation Story --An Inter-active Approach**  
**Rabbi Donald Tam**

*In this peula, there will be a close reading of the Creation Story in Bereishit, to see what it teaches us about God, humanity, the nature of time and the universe from our 20th century perspective. The group will look at what was said, not the cultural or historical setting in which it was said. Biblical narratives are not only stories imprisoned by the historical contexts in which they occurred. They teach about our own lives through insights into the nature of the world and human nature. HS, L'shema*

**B6 Daring Kids To Just Say No: Alcohol, Tobacco and Other Drug Abuse Prevention**  
**Judy C. Marx**

*Alcohol, Tobacco and Other Drug (ATOD) abuse is a problem that pervades all elements of our society. This workshop will look at changes in prevention technology and the latest research-based paradigm: resiliency. Participants will learn to incorporate these new techniques in both formal and informal educational settings. M,HS, YG*

**B7 "Right" of Passage - How to Motivate Bar/Bat Mitzvah Students**  
**Rabbi Jeffrey Lazar and Linda Weinroth**

*Sixth and seventh graders are pulled in many different directions. In addition to adjusting to the demands of middle school, they are preparing for Bar/Bat Mitzvah. Rabbi Jeff Lazar presents Temple Sinai's program, "Thirteen By Six," for sixth and seventh graders Linda Weinroth will explain the seventh grade program at Congregation Etz Chaim. Both programs help students learn to accept responsibility for a Jewish way of life. M*

**B8 Conversational Hebrew for Every Grade**  
**Clara Safra and Tziona Zalkow**

*How can you incorporate conversational Hebrew into your curriculum no matter how limited your time? In this peula you will acquire techniques that allow you to use everyday Hebrew while integrating it with all subjects. E, M, HS*

**B9 Light Up Your Classroom for Hanukah**  
**Madeline Rothbard**

*Playing games at Hanukah time is a natural theme. Make one of several games your students will enjoy playing while learning about the holiday. These games are adaptable for all ages. ALL*



**B 10 The Journey- A Parent Child Workshop for the Bar/Bat Mitzvah Year**  
**Rabbi Stephen Weiss**

*This session, based on Rabbi Weiss' "Jewish Values and Mitzvot Program" for seventh grade, explores the use of media, group dynamics, activities, discussion and dialogue for parents and children. It seeks to open and help them communicate about relevant issues facing Jewish adolescents such as inter-dating, intermarriage, the meaning of Bar/Bat Mitzvah, prayer, Shabbat and Kashrut, life cycle, genealogy, sexuality, environment, and drugs and alcohol. M, HS, YG*

**B 11 Making Israeli Geography Fun**  
**Bob Cook**

*Less and less geography skills are being taught in the public school setting and this has filtered into Jewish educational programs. In this peula you will discover a delightful way to teach about Israel and its history in an introductory lesson. A hands-on experience, this class works for all ages, even with adults. After this class, you will be able to refer to the topography of Israel throughout the year with near total student recall E, M, HS, YG*

**B 12 The Two Versions of the Ten Commandments**  
**Dr. Edward Greenstein**

*In this peula participants will compare and contrast the two versions of the Ten Commandments in the Torah, found in Exodus 20 and Deuteronomy 5. Noting the differences, there will be opportunity to suggest the special functions and significance of the two versions. A close look at The Torah Commentary of Rabbi Abraham Ibn Ezra, the great scholar from 12th century Spain will be utilized to help clarify the text. L'shema, A*

**B 13 Roots and Wings**  
**Audrey Galex and Sara Ghitis**

*Roots and Wings Life Stories will show you how to incorporate video production in teaching students about their families, their communities and their Jewish roots. You will get a hands-on feel for working with video and see excerpts from actual video histories conducted by children. E, M, HS, YG, LL*



**B 14 One Family & Two Hours = A Family Education Program      Debi Mishael**

*So you want to involve families in your class or school? This session will be devoted to the One-Shot Family Education Day. We will explore the various components, the pitfalls and advantages, the resources and formats for these one-shot programs. You will walk away from this session with ideas, enthusiasm and a hand -full of sample programs to test out in your own setting. E, M, LL, R, A*

**B 15 Integrating Jewish and Secular History      Miriam Rosenbaum**

*Through this workshop, the facilitator will demonstrate how she integrates secular and Jewish history of the Roman/Rabbinic Period through the Reformation including European, Middle Eastern and North African (Islamic) history. The integration involves the history of Judaism, Christianity and Islam as well as other major events and personalities of each period and area, geography and mitzvot and Jewish concepts that present themselves for study. This program is used in the 6th through 8th grades at The Epstein School and many elements may be applied to other Jewish educational settings. M, HS*

**B 16 What to Check Out at the Library: Choosing Resources for the Class**

**Hazel Karp**

*Ms. Karp will show you, the classroom teacher, how you can help your students pick out books for fun and research projects. She knows her way around the library and will leave you with bibliographies that will help you enrich your students knowledge. This peula will also show you what books you may want to purchase for your school library. E, M*



Peulot - C

12:45 - 2:00

**C1 LUNCH and LEARN with Keynote Speaker Dr. Edward L. Greenstein****"Three Torah Views of the Sinai Revelation"**

*The Revelation at Mt. Sinai is described in the Torah in what seems to be paradoxical terms. Rabbinic midrash also highlights the complexity of what the Torah describes. In accord with the midrash, we shall look at three different passages in the Torah, each presenting a different perspective on the Sinai event. We shall interpret the significance of each, and of the fact that the Sinai Revelation must be seen from more than one angle.*

**C2 Climbing Family Trees with Your Class****Peggy Freedman**

*This session will review the basic points of genealogy before discussing special resources available to Jewish genealogists. Particular classroom projects; letter writing, oral histories, time lines, family histories library, and archival research will be considered.*  
M, HS, L'shema

**C3 Holocaust Through The Eyes of a Child****Sharon Fisher**

*The focus of this program is to teach the Holocaust through the eyes of a child. Using a combination of historical information, role play, group discussion, videos and age appropriate books, students are able to compare their lives with those of the child victims in order to have a better understanding of this difficult topic. There is lots of discussion about resistance in all forms to enable students of today to comprehend how people were able to continue with their everyday existence.* E, M, HS

**C4 Process or Result - What Are We Aiming For?****Rabbi Mordechai Dubin**

*This session will deal with the responsibilities of the educator, the uniqueness of the student and the appropriate methodology to insure each students success. You will have the opportunity to hear the thoughts of classical Jewish thinkers on education. This session will emphasize the fact that every child can be successful, and every child must be successful.* E, M, HS, A

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**C5      Issues in the Teaching of Halakha and Jewish Values      Beverly Gribetz**

*In this session, the group will explore different strategies for teaching Jewish texts. The participants and the facilitator together will "try out" both ancient and modern methodologies and discuss the efficacies of each for different ages and varying backgrounds. Particular attention will be paid to teaching for independence in learning, and to integration of Jewish and general studies. There will be also be an opportunity to view and analyze the video "Issues in the Halakha," produced by the Melton Centre for Jewish Education in the Diaspora at the Hebrew University. M, HS, R, L'shema*

**C6      Why This Orthodox Rabbi Goes to Alcoholics Anonymous Meetings  
Rabbi Ilan D. Feldman**

*This peula will explain why someone well versed in traditional Judaism's view of human psychology has much to share with recovering alcoholics, drug addicts, and food addicts. The group will discuss how family members--parents, spouses, and children--of alcoholics or addicts are affected by the disease and what we can do to help. M, HS, LL, R*

**C7      Made in the Shade with the Seventh Grade or Don't Let Your Kids Go OverBored  
Jordan B. Forman**

*In this peula Mr. Forman will explain Congregation B'nai Torah's senior project, a graduation requirement at the religious school. This curriculum includes projects relating to Torah, Avodah, and Community Service. He also has ideas for great projects relating to the weekly parshiyot and films to add to class discussions. M, HS, YG*

**C8      Bridging the Generation Gap Using the Bible as the Common Denominator  
Rabbi Mordechai Feldman**

*In modern times there is a gap in communication between the older generation and the younger generation. There is a need for a common denominator in order to communicate. The Bible that was given over 3300 years ago bridges this generation gap today in modern times. All*

**C9      Help! There is a Learning Disabled Student in My Classroom -- What Do I Do?  
Ellen Balk**

*This peula will discuss signs and symptoms of learning disabilities as well as exploring myths and misconceptions of learning disabilities and attention deficit disorders. Excerpts from "How Difficult Can This Be?" the F. A. T. City Video (Frustration, Anxiety, Tension) will be shown, a film that allows the viewer to observe the world through the eyes of an LD student. Practical solutions for the teacher to deal with academic and behavioral problems, specifically behavioral management techniques, will be presented. E, M, HS, YG*



**C 10 Instant Theater, Minute Masquerade****Evi Resnick**

*Enrich your language arts, Hebrew and social studies programs with "no rehearsal" and dramatic presentations. Using puppets and simple props can enhance your classroom studies using only a small amount of classroom time. E, M, HS*

**C 11 The Role of the Educator in Identifying, Intervening, and Following up in Situations of Child Abuse and Neglect****Wendy Lipshutz and Pam Brown**

*This workshop will explore issues, signs, and examine definitions of child abuse and neglect and learn especially what to do when abuse/neglect is suspected but not obvious. There will be a discussion of legal and ethical reporting responsibilities and appropriate responses to children. There will be an explanation of what happens following a report of suspected child abuse. In addition, the workshop will explore steps to take if you suspect a child is living in a home where a parent is being abused and how to approach a colleague whom you think is being abused. All*

**C 12 The Road Not Taken****Rabbi Herbert Cohen**

*How can we make decisions in an increasingly chaotic world, and how can we teach our students to make good moral decisions? Come and share some answers to these perplexing questions and learn some strategies using Biblical archetypes. L'shema*

**C 13 Jewish Continuity -- Dream and Reality****Steve Chervin**

*Why is Jewish Continuity among the highest priorities of the Atlanta Jewish Federation, and in many other communities as well? What is the relationship between Jewish education and Jewish continuity? How can we transform our community into a model for Jewish Continuity? In this session we will discuss the challenges and possibilities that we face regarding the future vitality of our community. ALL*

**C 14 Confronting Anti-Semitism: A How-To For Jewish Teachers****Jack Cohen**

*The purpose of this peula is to increase awareness and understanding of anti-semitism and to provide guidelines for responding to it. Following brief simulations of real-life anti-Semitic incidents, educators will have an opportunity to discuss how the students' victimization can best be handled and addressed effectively. Participants will also be encouraged to discuss incidents of anti-Semitism in which they were involved and how the episodes were resolved. M, HS, YG*

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to  
Atlanta

## ATLANTA JEWISH FEDERATION

**TO: Members of the Council for Jewish Continuity (CJC)**

**FROM: Dr. William Schatten, Chair**  
**Dr. Steven Chervin, Director of Jewish Continuity**

**DATE: May 12, 1995**

Since the last meeting of the Council for Jewish Continuity (CJC), we have made substantial progress on a variety of our initiatives. In order to bring you up to date on these developments, we will hold a final meeting of the year on **Tuesday, June 6, at 6:00 P.M. at the Federation.** Please RSVP by returning the enclosed card.

We have invited Alan Hoffmann, Executive Director of the CIJE (Council for Initiatives in Jewish Education), as a guest speaker to discuss some of the future plans for the **Lead Community Project**. We will also have several reports focusing on recent developments, including the Department of Judaic Studies at the AJCC, Jewish Educational Services (JES), the supplementary schools, day schools, and preschools.

Some of the highlights of the CJC's accomplishments this past year are noted below. Also enclosed are the first four pages of the most recent Council of Jewish Federations newsletter, which features Federation's involvement in Continuity efforts in Hartford, Boston, Minneapolis, Palm Beach, Houston, Bergen County, New Orleans, and Indianapolis. We look forward to seeing you at our meeting.

DAVID N. MINKIN  
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MARK LICHTENSTEIN  
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ELIOT M. ARNOVITZ  
*Campaign Chairman*

DAVID I. SARNAT  
*Executive Director*



development, both locally and out of town. Cheryl Finkel, Head of the Epstein School, will report at our meeting on developments at the day schools.

Preschools: A process has begun aimed at establishing the minimum standards in terms of Jewish knowledge for preschool teachers, and providing the opportunities for achieving those standards.

Preschool teachers will also participate in the CIJE/Cummings Foundation grant program noted above. Barbara Greenblatt, co-chair of the Preschool Directors Council, will report on the group's work this year.

### CIJE/HARVARD PRINCIPALS CENTER LEADERSHIP SEMINAR

Thirteen Atlanta participants, including day school, supplementary school, and preschool administrators, attended a week-long institute sponsored by CIJE at the Harvard Principals Center on "Building a Community of Leaders: Creating a Shared Vision." Workshop leaders included Harvard faculty as well as other visiting academics, and touched on Judaic content as well as specific techniques for reflecting on administrative decision-making. The attending group has continued to meet bi-monthly, and to incorporate the use of case stories and other approaches into their work with other principals as well as teachers. Participation costs were underwritten by CIJE, Federation, and JES.

Jeanine Bekerman, Educational Director of Congregation Beth Shalom, will report at our meeting on the ongoing impact of this experience.

CIJE is currently in the process of designing a follow-up to this highly successful institute, both for veterans as well as first-time participants.

### CIJE LEAD COMMUNITY PROJECT

Steve Chervin has attended a series of meetings in New York with representatives of the other Lead Communities, to work cooperatively on creating community personnel action plans. Our Lead Community status has enabled us to cultivate emerging



relationships with a number of leading educational institutions and organizations including: Yeshiva University, United Synagogue of Conservative Judaism, Hebrew Union College, CLAL (The Center for Learning and Leadership directed by Rabbi Yitz Greenberg), the Wexner Heritage Foundation, Pardes Institute in Jerusalem, the Melton Centre in Jerusalem, the Mandel Institute in Jerusalem, and the Avichai Foundation.

### JEWISH EDUCATIONAL SERVICES

In addition to its work with the directors' councils, JES has facilitated conferences for preschool teachers, and for supplementary and day school teachers this year. JES has begun work with the preschool directors and synagogue educators councils toward establishing teacher licensing standards. Plans are now underway to develop a communal program in special education, in cooperation with the supplementary schools, as an outgrowth of the agency's Task Force on Children Who Learn Differently. Summer and Winter Teachers Institutes offered intensive courses in both Judaic content and methodology, and the Teacher Resource Center (Hamakor) provided on-site workshops for ten supplementary schools, three day schools, and two preschools, reaching over 300 teachers.

### AJCC DEPARTMENT OF JUDAIC STUDIES

Staffed by Debbie Goldstein, this department has begun to provide a variety of educational resources and training experiences to Center staff, Board, members and non-members. The department is responsible for the highly successful Jewish U and Community U, and for strengthening the Judaic component of all Center programming, including camp, preschool, youth, teen, and adult services. Next year the department is planning more intensive offerings in the area of adult education, including bringing the highly acclaimed Florence Melton Mini-School to Atlanta.

### TICHON ATLANTA

With the participation of ten Atlanta congregations, Tichon achieved an enrollment of close to 500 students this year. The Tichon staff and Steering Committee worked this year on expanding and creating



### LUNCH AND LEARN/ STAFF AND LEADERSHIP DEVELOPMENT

In cooperation with Jewish Educational Services and the AJCC Department of Judaic Studies, the Federation Department of Jewish Continuity has established a bi-weekly study series on the Torah portion of the week, for Jewish Communal Professionals. Sessions are taught and attended by professionals from the different agencies, along with educators and rabbis.

Steve Chervin is helping to provide the Judaic component to the Federation's newly-revised Goldstein Leadership Program, and has been offering Jewish educational resources to Federation staff. He has also been a speaker on Jewish continuity issues at Women's Division and Young Leadership Council events.

### NEW COMMUNITY HIGH SCHOOL

Seventy-five community representatives participated in a day-long retreat dedicated to clarifying the Jewish character of the new high school. Led by staff from CIJE and the Mandel Institute in Jerusalem, the participants identified areas of consensus and issues for further discussion with respect to the role of: Hebrew, Israel, Jewish Texts, History, and Prayer and Religious Practices.

Steve Chervin has provided technical assistance to the new school by identifying resources (CIJE, Independent School Management, CLAL, Wexner Heritage Foundation, University of Judaism, etc), and consulting with the steering committee on board development, mission and goals, personnel recruitment, etc.



Amalia Puz

# KESHER קשר

## The Connection

Newsletter of The Epstein School  
Solomon Schechter School of Atlanta

January 1995  
Tevet - Shevat 5755

### 4th Grade Inventors

**F**ourth graders at The Epstein School have gone mad! They are busily researching, creating, and producing their own inventions for their new invention unit. This unit, developed by *Robyn Bernstein* and *Sharon Estroff*, introduces students to the lives and inventions of many famous inventors, including Benjamin Franklin, Louis Braille, and Henry Ford. By putting the inventors in historical context, the teachers are able to convey a sense of how their discoveries transformed society.

Building land yachts and egg protectors (which will keep an egg from breaking during a two story drop) students learn the scientific methods their famous predecessors used to develop their "claims to fame." They then apply this knowledge to brainstorm, sketch, design and perfect an invention of their own!

The highlight of this unit comes on Monday, February 13th at 7:00 p.m. when students will demonstrate their inventions at the Invention Fair. E-Z Chop chopsticks, kitten mittens, miracle toothbrushes and radio rollerblades are some of the items you can look forward to seeing. Come and enjoy the fun!

### Multimedia Experts

**D**uring the second week of January, Epstein School eighth graders displayed interactive multimedia presentations to parents, teachers, and classmates which they created during their computer rotation. Each child chose an area of curriculum to research, Judaics, Science or American History. Instead of a traditional term paper, students utilized their skills in HyperCard, HyperStudio, or Digital Chase to present their information with sound, video, animation, scanned photos, clip art and original graphics.

*Robert Wollner* (8B) sums up the project this way, "...I really appreciate The Epstein School's interactive approach to learning. Creating a computer stack was challenging and fun, much more interesting than just writing a term paper."



Michael Epstein (8B) and Joey Adinoff (8B) share their multimedia presentation.

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# From Our Head of School - Cheryl R. Finkel

## The Epstein School's Commitment to Excellence

One of the important ways The Epstein School ensures its excellence of program and efficiency of operation is through the ongoing self-study process associated with our accrediting agency, the Southern Association of Colleges and Schools (SACS). Each accredited school must meet a set of standards for the professional qualifications of its staff, its student-teacher ratio, curriculum structure, its monitoring of student progress, and school management. In addition to submitting an annual report on these standards, schools study themselves in-depth once every five years to receive formal re-accreditation.

We have begun the eighteen month SACS self-study process which will culminate in our re-accreditation in 1996. The process consists of five stages, three of which are currently underway. Its high point comes in March 1996, when a SACS Visiting Committee spends three days observing on site. They will evaluate our plans for school improvement, add their own recommendations, and confirm our re-accreditation for the next five years, subject to continued achievement of all standards.

Here is the structure of SACS work currently in progress:

**Section One:** "Development of Student/Community Profile," is primarily data gathering which leads to a description of the students and community served by the school. These data will also prove useful in later steps which involve documenting student performance and staff success in accomplishing the mission of the school. During January and February, parents, recent alumni, and faculty are being surveyed to provide these data. (Parents, please complete and return your surveys!)

**Section Two:** "Formulation of Beliefs and Development of the School's Mission Statement," is designed to help the school staff and community confirm understandings about the beliefs which drive the program of the school and then reconfirm and/or modify the mission toward which they will mutually strive. The committee for Section Two will invite broad participation in its process during February and March, 1995.

**Section Three:** "Identification of Desired Learner Outcomes," involves the staff and representatives from other school constituencies in the identification of skills which they believe a child should possess upon graduation from eighth grade. This committee will do its work in April and May of this year.

**Section Four:** "Analysis of Instructional and Organizational Effectiveness," focuses the attention of the staff and board on an examination of how well the existing and the desired school programs match up. Areas in which alignment needs to be strengthened are then targeted as areas of school improvement planning. This analysis will be completed next fall.

**Section Five:** "Development of the School Improvement Plan (SIP)," helps identify what needs to be done to enhance the achievement of desired learner outcomes and suggests methods of better realizing the school's mission. A specific school improvement plan, to be implemented during the next five years, is then developed. The draft of this plan will be presented to the Visiting Committee in March, 1996.

Epstein School families should know how carefully the school evaluates its efforts to insure the best opportunities for our students. I will update you on the SACS process as it unfolds.

## In the Spotlight...

### Barbara Rosenblit

We extend a hearty "mazel tov" to Barbara Rosenblit, Epstein School Middle School Director and Curriculum Coordinator, for her recent publication *Midrash on the Moon: In a Different Light*, in *Response: A Contemporary Jewish Review*.

In addition, Barbara was invited to speak to the parent body of the Solomon Schechter Day School of Memphis, TN on January 10th. Her topic was "Creating a Jewish Mensch: Jewish Day School Education Through Eighth Grade". Working with their faculty, Barbara assisted in identifying and designing components of a successful middle school program.



## PTALK

**H**urrah! We are only twelve parents away from 100 percent PTA membership! Our goal is to have every parent and teacher join. If you wish to sign up, please contact *Sharon FrankSiegel*, 394-4321.

Special thanks go to *Anita Berk* and all the *challah* volunteers for the tremendous job they've done. If you would like to sign up to help with *challah* distribution, please contact *Susan Gordon*, 393-8221, or *Charlotte Marcus*, 352-1447.

Please remember to keep your phone chain handy in case of an emergency or inclement weather. We appreciate the wonderful job *Bonnie Cook* did in putting it together.

*Betty Kramer*, our *Earning for Learning* chairperson, has done a super job mobilizing Epstein families to bring in Kroger receipts. Last year's collection of receipts enabled the school to purchase computer software and a Macintosh 520 computer with CD Rom. This year's receipts will go towards the purchase of Dell computers. Please continue to bring your Kroger receipts to the drop box located next to the front desk.

Because of the fantastic fund raising efforts of the PTA and the generosity of The Epstein School community, the school has been able to purchase new instruments and music books for the music department, reference books for the library, and equipment and uniforms for after school sports and activities.

## Tu B'Shevat

**S**tudents at The Epstein School celebrated *Tu B'Shevat* (Jewish Arbor Day) in many exciting ways. PTA volunteers prepared beautiful *seder* plates with specialty fruits and nuts and distributed them to each classroom for the students' enjoyment. In addition, first through fifth graders wrote and performed plays during *Kabbalat Shabbat* while other classes planted seedlings.

*Tu B'Shevat*, the "New Year" for trees dating back to *Talmudic* times, is viewed in a variety of ways. The *Talmud* regards this holiday as the new year with respect to certain agricultural laws related to tithing. It is also the time when heavy winter rains have fallen, the sap in the trees has risen, and its fruit has begun to form.

Tradition tells us that *Tu B'Shevat* has the same meaning for trees as *Rosh Hashana* has for people, that of a new year and a day of judgment. According to this tradition, God decides how bountiful the fruits of the trees will be in the coming year.

In the twentieth century we celebrate *Tu B'Shevat*, the fifteenth day of the Hebrew month *Shevat*, because our *Torah* is known as the "tree of life." Therefore, each year we celebrate that life and our lives as Jews on this special holiday.



## Mark Your Calendars

- January 30:** Morning Chavurah Series, Topic: *Mitzvot: Because I Said So? Part II*, Speaker: Yoni Kadden, 8:30-9:30 a.m.
- January 31:** Epstein Eagles Basketball, Girls game - 4:00 p.m., Boys game - 5:00 p.m., against Fellowship at Fuller Park
- February 2:** Epstein Eagles Basketball Tournament against Yeshiva & Hebrew Academy, Game #1 - 4:00 p.m., Game #2 - 5:00 p.m. at Yeshiva Atlanta, Bonnie Hartman Gymnasium, 3130 Raymond Drive
- February 3:** Grandparents' & Special Friends' Day, 2 - 4 year olds, 8:30-10:00 a.m., Sandy Springs Campus
- February 6:** Morning Chavurah Series, Topic: *Two Jews, Three Opinions I*, 8:30-9:30 a.m.
- February 8:** Epstein Eagles Basketball, Girls game - 4:00 p.m., Boys game - 5:00 p.m., against Brandon Hall at Brandon Hall
- February 9:** 7th Grade Bar/Bat Mitzvah Family Workshop, 7:30 p.m.
- February 10:** 1st Grade Siddur Presentation, Cafeteria, 9:00 a.m.
- February 13:** Morning Chavurah Series, Topic: *Two Jews, Three Opinions II*, 8:30-9:30 a.m.
- February 13:** 4th Grade Invention Fair, 7:00 p.m.
- February 17:** **NO CLASSES** - Teacher Professional Day
- February 20:** **NO CLASSES** - Presidents' Day
- February 24:** 3:30 p.m. Friday Dismissal begins
- March 1:** 5th Grade Parent Meeting, 7:30 p.m.



## Enrichment Clubs

**W**ednesday afternoons during sixth period, the middle school is a-buzz with clubs! Students in sixth through eighth grades go in eleven different directions. Take a peek at our offerings for winter quarter.

The **Rashi Club** has three goals — to read and write in Rashi script, to understand the philosophy of Rashi's world, and to begin to understand his commentary. The weekly Torah portion is used as the text source, and a whole troop of Rashi readers have graduated from **Mr. Kadden's** popular course.

In **Scoring with Ms. Wise**, the students are selecting all the musical components of this year's middle school production of Shakespeare's, "*A Mid Summer Night's Dream*." The group has categorized the music into six areas.

Our *tallit* making course has been officially nicknamed **The Liberace Workshop!** Students, designing and making their own *tallitot*, have taken more inspiration from the flashy pianist than from synagogue gift shops. Gold lame, sequins and shiny, glittery fabrics are the standard.

In **Cooking**, our budding chefs continue to create culinary wonders like *borekas*, *matzah* balls and *rugalach*, under the skillful white thumb of **Ms. Frohman**. These students are also baking for the eighth grade *mitzvah* banquet.

**Shakespeare** production preparations continue this term under the direction of **Ms. Hunt**, assisted by **Ms. Krug** and **Ms. Swann**. Our thespians will debut their rendition of "*A Mid Summer Night's Dream*" this spring.

The **Chess Club** continues under the direction of **Mr. Benjamin**, a nationally ranked master, who has guided strategies and skills for his players.

**Yearbook** is meeting their first deadline this week. Guided by **Ms. Wollner**, **Ms. Ben-Aroia**, **Ms. Jaslow**, and **Ms. Sten**, sixteen eighth graders have become masters in lay-out and skilled in picture cropping.

**Clowning** always has a large attendance and this term is no exception. **Mr. Goldstein** teaches students the discipline of clowning, including make-up techniques and the development of routines and skits.

In **Ceramics**, **Ms. Stern** is assisting students in making tea pots to be sold at this year's Silent Auction.

## Middle School Matters

### MARTIN LUTHER KING DAY

Teams from the American Jewish Committee came to discuss African American - Jewish relationships with our middle school students in preparation for Martin Luther King Day.

### CREATING HISTORY

Grades 5-8 have taken trips to the Atlanta Historical Society to take docent-led tours of the fabulous new exhibit called *Creating Community*, which documents the settlement of Jews in Atlanta beginning in the mid 1800's. Many students found family and friends' pictures and artifacts among the displays.

### EPSTEIN EAGLES SOAR!

The Eagles basketball and wrestling teams have been playing the best games in our history! The spirit and the skill of all our participants and their wonderful coaches has really shown, both in our record and our cheering section! Game times are listed in "*Mark Your Calendar*" on page two.

### WALL OF KNOWLEDGE

On January 20th, students in **Ms. Miller's** *Na'aseh ve Nishma* class, parents, and teachers gathered to dedicate the Wall of Knowledge, a tile and ceramic piece which now beautifies the entrance to our Library. The wall, designed and skillfully made by this talented group of seventh graders, was the culminating activity of this class in which they studied and performed the *mitzvah* of *hiddur mitzvah*.

### SCIENCE FAIR

**Joey Adinoff**, **Michael Epstein**, **Brad Feldman**, **Anna Friedman**, **Richard Kalson**, **Sharona Moradi**, **Frank Ruben**, **Jonathan Shartar**, and **Rebecca Taylor** will represent The Epstein School at the Atlanta Association of Independent Schools Regional Science Fair at St. Pius X High School on March 3, 1995. The students have been preparing for this contest with **Mrs. Bidlack**. We wish each of our participants the best of luck!

### TIP (TALENT IDENTIFICATION PROGRAM)

On January 29th, twenty-four Epstein middle school students will take the Scholastic Aptitude Test (SAT) administered by the Educational Testing Service at Yeshiva High School. High scorers on this test will be eligible to participate in Duke's Talent Identification Program, allowing them to take special classes at Duke and other universities this summer.





# Students' Page

Daf LaTalmid

## Alien Visits Third Grade!

In recent days, third graders have been preparing for a visit from an alien from space. In their new language unit, *Lexigram Learns*, Lexigram, a humorous extraterrestrial, journeys across the country with the students helping them learn information about the fifty states and their capitals. Below is a poem that they wrote describing this exciting unit.

Lexigram, from planet Kazam  
Needs to pass a geography exam.  
His teacher, Miss Zoe, told Lex to go  
On an exploratory trip  
In his exceptional spaceship,  
Around the pulsing purple dunes,  
Beyond the nine notorious moons,  
To a galaxy far, far away,  
A galaxy named The Milky Way.  
Through interstellar gas and billions of stars,  
Past Pluto, Neptune, Uranus, Jupiter and Mars,  
To the blue planet Earth, third from the Sun,  
Where mountains rise and where rivers run.  
Once inside the Earth's atmosphere,  
Lex will travel to the Western Hemisphere.  
To the United States of America he will go  
And study the geography assigned by Miss Zoe.  
Fifty capitals Lex must learn  
While on his journey, and then return  
To his home planet, the planet Kazam,  
And take Miss Zoe's geography exam.



Marissa Cohen (3B), Belinda Sandalon (3B), and Daniel Friedman (3B) enjoy making honey cakes during the third grade HAPAZ (anacronym for Vehardarta Pnei Zaken meaning "you shall respect the elderly") mitzvah program. Guests from the Jewish Tower came and participated in the festivities.

## Students Remember Martin Luther King, Jr.

Students in the fourth grade recited poems they had written commemorating the life of Martin Luther King, Jr. to their friends in the third and fifth grades, sharing with them what they had learned about this extraordinary man. Samples of *Genna Cohen's* (4B), *Jade Efune's* (4B), and *Alan Sher's* (4A) work are below.

### Martin Luther King (Genna Cohen 4B)

What does Martin Luther King mean to me?  
Peace and equality  
Standing up for what was right  
Like brotherhood between black and white.  
Though he was in jail many times  
He never forgot what was on his mind.  
MLK didn't wait for it to happen, he took a stand  
With the listener's heart, in his hand.  
MLK did it all without violence  
He helped the blacks, break their silence  
They had kept for so long  
But they never forgot what was wrong.  
MLK fought with love  
And he was peaceful, like a dove  
To this day his dream is true,  
I've spread the word between me, and you.

### I Had A Dream (Jade Efune 4B)

I had a dream, so let it be...  
For black and white equality.  
Freedom for all and freedom for one,  
Freedom for every daughter and son.  
Martin Luther King with his peaceful way,  
Stood up for his rights until his very last day.  
And though it was tragic,  
He made magic,  
And peace rose over the earth.

### Martin Luther King (Alan Sher 4A)

Martin Luther King is his name.  
Violence, he doesn't play that game.  
He fought for the black's rights,  
And he stopped some fights.  
He lived in the U.S. of A.,  
And he was the one who said ...



It's ok.



## Writing "Yinglish"

The seventh grade Rimón Hebrew class, inspired by the humor of the shtetl, wrote *Yiddish*/English stories to entertain one another. Gavin Frank's (7A) story follows.

One day there was a *schnorrer*, he *davened* every morning in *shul*. For a *nosh*, he preferred a bagel, or a bowl of *borscht*. He even went to *cheder* to collect *gelt* from the *melamed*. Most people called him a *meshugge* person. One day the *shammes* gave him a piece of *schmaltz*. He just threw it away. He was low on *gelt* so he decided to steal. He got caught and somebody called him a *ganef*. He said he was just *kibbitzing*. Nobody believed him and he went to jail for the rest of his life.

## Epstein Scout Earns "Aleph"

The Epstein School is proud to announce that Michael Feinberg (2A) has just been awarded the Cub Scout's *Aleph* emblem. A member of pack 1818, chartered by Congregation B'nai Torah, Michael worked hard for four months to complete the activities necessary to achieve this award. The emblem was developed by the National Jewish Committee on Scouting to help the scouts learn more about Judaism. In order to receive this award each scout must learn about *Torah*, prayer, religious holidays, biblical heros, famous American Jews, and Israel. In addition, he is required to attend Shabbat services at least twice a month. We congratulate you, Michael, on this wonderful achievement!

## Life Cycle Theme Links Torah With Hebrew

The cycles of life in the natural world have provided a unifying theme for recent *Humash* and Hebrew study in *Miri Sternberg's* third grade Judaics classes. Leading to a celebration of *Tu B'Shevat*, students demonstrated their appreciation of the life cycles of plants through creative writing in Hebrew and through the arts and crafts projects displayed outside their classroom. Come take a look!

*Humash* study provided a look at a different life cycle, that of human beings. As students learned about the birth of Isaac and the *brit milah* (circumcision) which occurred on his eighth day of life, they were instructed to interview their parents about the celebrations of their own beginnings. The children brought in their baby pictures and wrote descriptions of their *britot* and baby-namings. Can you tell who these cuties are? (Answers are upside down at the bottom of the page.)

A.

המלך של בית שני  
בן שנים אחדות  
הוא היה מלך  
היה מלך ישראל  
היה מלך יהודה  
היה מלך אשור  
היה מלך בבל  
היה מלך מצרים  
היה מלך פרס  
היה מלך יוון  
היה מלך רומא



B.

סאמא ר'ו' סאפ'קד  
עזרת. האמא ואקא  
חכ'ו. רכ'ו. כ'ו. אל'  
ה'ע'ו. מ'ו. י'ע'ו. ספ'ק  
אח'ו. ע'ו. נ'ו. ע'ו.  
אח'ו. ק'ו. ע'ו. ר'ו. ע'ו.  
כ'ו. ר'ו. ע'ו. י'ו. א'ו.  
ע'ו. ע'ו. ר'ו. ע'ו.  
ה'ו. ע'ו. ע'ו. ר'ו. ע'ו.  
ה'ו. ע'ו. ע'ו. ר'ו. ע'ו.



Answer: a. Melissa Miron (3A), b. Zachary Rosenzweig (3A)



## Jewish Life in Colonial America

**T**he annual fifth grade history mini course, taught by *Barbara Rosenblit*, has begun! The course, which dovetails and complements the fifth grade American history curriculum, focuses on the Colonial period's parallel development in *Jewish* American history.

In this mini course, fifth graders learn to read and interpret primary sources. They've already had a look at the first scathing exchange between Peter Stuyvesant and his employers at the Dutch West India Company, when Stuyvesant asks for permission to expel twenty-three "heretics (Jews) who have just blown in" to the Dutch colony he governs. Using primary source documents is quite an unusual approach for students so young, but reading these real documents creates its own energy. In addition to this set of exchanges, other documents include an inventory of household goods, a letter of expulsion to a parent from a Rhode Island headmaster, and a letter welcoming "heretics and Jews" to the new colony of South Carolina. The class continues with a colony-by-colony look at Jewish settlement and acceptance.

The course changes historical lenses about half way through, moving on to study the earliest Jewish cemetery in Newport, dating from the seventeenth and eighteenth century, and learning to read tombstone inscriptions as a sort of history book as well. Come spring, students will pay a visit to our local equivalent, replete with equally fascinating history possibilities, Oakland cemetery. This parallel study ends with a study of each student's personal history and how and why their families made their way to America.

Ms. Rosenblit looks forward to this course each winter for several reasons. "First of all, there's no better way to get to know our upcoming middle school students individually as learners, and that's important to my job as middle school director. Second, this material is so surprising and exciting that it's fun to teach. Third, no teacher ever tires of watching her students' eyes grow wide with excitement and surprise as they learn, and this curriculum is full of such moments. There's a lot I might be willing to give up, but not this course!"

## Call it Courage

**F**ifth graders face their fears! After discussing many literary characters and analyzing how they used their ingenuity and resourcefulness to overcome seemingly insurmountable obstacles, fifth graders at Epstein discussed how they, too, can face and conquer their fears.

Students translated their thoughts to the artistic medium and created impressive pastel drawings in which they illustrated their own personal fears and how they overcame them. Their drawings are on display in the student showcase.



*Eli Oppenheimer (3'sA) with his daddy, Steve, at "Breakfast with Daddy."*

## Breakfast with Daddy

**O**n Monday, December 12th, the children in 3's A had a morning they will never forget! Each of their daddies came to visit their classroom for breakfast. The children prepared for this event with enthusiasm, dedication, and love, making homemade neckties and potraits stating "what my daddy does all day, " and practicing songs and skits. The fruits of their labors truly paid off! It was hard to tell who was more excited, the children or their daddies!

After a morning program of sharing and singing, everyone sat down to a delicious breakfast of bagels, juice, cheese and fruit.



## Capital Campaign Update

**A** year of great achievements at The Epstein School has drawn to a close and a year of promise is unfolding before us. At this time, it is only natural to pause and reflect on what the school has recently accomplished and what challenges still lie ahead.

In 1994, the school's enrollment grew to its highest level ever. When the class of 1995 entered pre-school in 1984, the school had 108 students. Today, 583 students from 375 families are learning and growing on two campuses.

While we have been getting bigger, we also have been getting better. The quality of our hands-on, integrated curriculum has improved so much that other schools now look to us as a model and companies on the leading edge of educational technology, like Microsoft, are forming partnerships with the school.

1994 saw many exciting developments outside the classroom as well. On July 27th, the school purchased the building and property on Colewood Way for \$1.4 million, ending a four year search for a permanent home. Parents, grandparents and friends have raised more than \$4.8 million to defray the cost of purchasing, expanding and renovating the Sandy Springs campus.

In 1995, we will break ground on the new building and parking lot. Mark your calendar for April 2nd because you are invited to school for this historic event. The school community has worked long and hard to get to the point where we can break ground, and we want you to join us in celebrating our progress.

Also in 1995, we will close our campaign, 'Honoring Our Past, Building Our Future.' In the spring, after the Atlanta Jewish Federation annual campaign ends on March 31st, we will give everyone the opportunity to join the hundreds of supporters who have made this fund raising effort so successful. And in October, when the new gym is completed, we will celebrate the closing of the campaign and the opening of the new building.

We look forward to marking these milestones with you. After all, without all of your hard work and generosity, The Epstein School would not be able to build its future.

## TRIBUTES

### IN HONOR OF ...

Dr. Marshall Duke by Jane Levinson  
David & Stacey Fisher by Cheryl & Ed Finkel  
David & Stacey Fisher by Lynne & Jack Halpern  
David & Stacey Fisher by The Epstein School Board of Trustees  
Daniel & Jordan Friedman by Regina Vogelmann  
Seth & Joshua Garfinkel by Leo & Lillian Garfinkel  
Philip & Ros Haber by Philip & Carol Wendkos  
Ben & Gabriel Katz by Mr. & Mrs. Herbert Spivack  
Cliff Mazer by Jane Levinson & Debra Wener  
Barbara Rosenblit by Sam Arnold  
the Scheinfeld family by Bari Millman & Shelley Fogelson  
the Anniversary of Ed & Sylvia Schechter by Mr. & Mrs. Joseph Marcus  
the Bar Mitzvah of Jacob Bland by Sherwin & Liora Krug  
the Bar Mitzvah of Eric Riesenber by Ramie & Joyce Tritt & family  
the Bar Mitzvah of Jeffrey Schatten by George & Priscilla Tievsky  
the Bar Mitzvah of Adam Shear by Ervin & Suzanne Gerson  
the Bar Mitzvah of Adam Struletz by the Eric Bern family  
the Bar Mitzvah of Adam Struletz by Philip & Carol Wendkos  
the Bar Mitzvah of Lee Warshaw by Kenny & Brenda Silverboard  
the Bat Mitzvah of Orly Klein by Daniel & Sarit Levy  
the Bat Mitzvah of Eva Mintz by the Eric Bern family  
the Bat Mitzvah of Eva Mintz by Shelley & Bruce Gaynes  
the Bat Mitzvah of Eva Mintz by Don & Barbara Greenblatt  
the Bat Mitzvah of Eva Mintz by Daniel & Sarit Levy  
the Bat Mitzvah of Eva Mintz by Tina Weisz  
the Bat Mitzvah of Lindsay Saripkin by Ed & Debra Goldstein  
the Birth of Abbie Gini by David & Lois Kuniansky  
the Birth of Sanford & Barbara Orkin's grandchild by Ed & Cheryl Finkel  
the Birth of Linda & Steve Selig's grandson by Ed & Cheryl Finkel  
the Birth of Linda & Steve Selig's grandson by Jack & Lynne Halpern  
the Birth of Linda & Steve Selig's grandson by The Epstein School Board of Trustees, faculty, and staff  
the Birthday of Gertrude Altfater by the Gerald Kline family  
the Birthday of Geoff Frisch by Steven & Lauren Heller  
the Birthday of Geoff Frisch by Jeffrey & Sheila Lichtman  
the Birthday of Geoff Frisch by Norman & Lois Plotkin  
the Birthday of Geoff Frisch by Richard & Karla Zane  
the Birthday of Aaron Kaplan by the Allan Struletz family  
the Birthday of Michael Kogon by Alice & Rick Arogeti, Dana Kolodkin, and Sally & Alan Pinsker  
the Marriage of I.L. Kunian & Joy Howard by Sanford & Barbara Orkin  
the Marriage of I.L. Kunian & Joy Howard by Bill & Margaret Weiller  
the Marriage of Paul Tinkelman by The Epstein School Sunshine Fund  
the Marriage of Paul Tinkelman by Ramie & Joyce Tritt & family

### IN MEMORY OF ...

Ronald Barron by Ervin & Suzanne Gerson  
Rose Binder by Weight Watchers of Greater Atlanta  
Ziva Blum by The Epstein School Board of Trustees and staff  
Ziva Blum by Ed & Cheryl Finkel  
Ziva Blum by Jack & Lynne Halpern  
Elaine Caldane by The Epstein School Board of Trustees & staff  
Elaine Caldane by Ed & Cheryl Finkel  
Elaine Caldane by Jack & Lynne Halpern  
Elaine Caldane by David & Lois Kuniansky  
Liz Conescu's mother by Raphael & Ellen Levine  
Katie Crider by Andy & Rosanne Kauss  
Rae Rosenberg Frank by Bill & Joyce Buchman  
Harry Friedman by The Epstein School family  
Harry Friedman by Cheryl Finkel  
Harry Friedman by Don & Barbara Greenblatt  
Hilda Giffin by Cheryl Finkel  
Arthur Hillman by Edward & Cheryl Finkel  
Arthur Hillman by Bill & Sylvia Rosenberg  
Esta Hirsh's brother by Jay & Roselee Paulen  
Ron Holman's father by Allan & Lori Struletz & family



# TRIBUTES (Continued)

## IN MEMORY OF ...

Tyson McRee by Mr. & Mrs. Jack Freedman  
 Tyson McRee by Cecelia Korsen  
 Tyson McRee by Sanford & Barbara Orkin  
 Renee Oliner by Joyce Buchman  
 Marta Oves by Cheryl Finkel  
 Leo Pine by Cheryl & Ed Finkel  
 Dr. Sidney Visner by William & Sylvia Rosenberg  
 Florence Zagoria by the Eric Bern family  
 Florence Zagoria by the Harvey Rutenberg family

## FOR A SPEEDY RECOVERY TO ...

Sandy Abrams by Judy Kogon  
 Rosalie Agrow by Roz Cohen and Cheryl Finkel  
 Rosalie Agrow by The Epstein School family  
 Stan Bernknopf by Roz Cohen and Cheryl Finkel  
 Stan Bernknopf The Epstein School family  
 Helen Cavalier by William & Sylvia Rosenberg  
 Benjamin Krone by Roz & Murray Cohen  
 Benjamin Krone by Cheryl & Ed Finkel and The Epstein School family  
 Barbara Schatten by Cheryl & Ed Finkel  
 Leda Zbar by Roz & Murray Cohen  
 Leda Zbar by Cheryl & Ed Finkel and The Epstein School family

## SCOTT BLONDER MEMORIAL GARDEN FUND

### IN MEMORY OF ...

Scott Blonder by Roni Funk  
 Aron Reznik by Jack & Phyllis Freedman

## ELINOR G. SMITH SCHOLARSHIP FUND

### IN HONOR OF ...

the Birthday of Phyllis Arnold by Mr. & Mrs. Al Smith  
 the Birthday of Ann Lichtenstein by Mr. & Mrs. Al Smith

### IN MEMORY OF ...

Elinor Gershon Smith by Mr. & Mrs. Al Smith  
 Phillip & Frieda Smith by Mr. & Mrs. Al Smith  
 Sam & Jeanette Gershon by Mr. & Mrs. Al Smith  
 Mary Greene by Mr. & Mrs. Al Smith  
 Jean Gartsblit's husband by Gary H. Smith & Sherry Rosenblum  
 Arthur Hillman by Mr. & Mrs. Al Smith  
 Allison Nichol's mother by Gary H. Smith & Sherry Rosenblum  
 Irving Shankman by Mr. & Mrs. Al Smith

## FOR SPEEDY RECOVERY TO ...

Cantor Goodfriend by Mr. & Mrs. Al Smith  
 Mary London by Mr. & Mrs. Al Smith  
 Sara Schwartzberg by Mr. & Mrs. Al Smith

## HELEN GOLDSTEIN LIBRARY FUND

### IN MEMORY OF ...

Helen Goldstein by Herbert & Catherine Allshouse  
 Helen Goldstein by Jeannette Aronson  
 Helen Goldstein by Dr. & Mrs. Jay Auerbach  
 Helen Goldstein by Meyer & Roslyn Balser  
 Helen Goldstein by Stephanie Bat-Ami  
 Helen Goldstein by Gerry & Vicki Benjamin  
 Helen Goldstein by Robert & Harriet Berlin  
 Helen Goldstein by Marvin & Diane Bernstein  
 Helen Goldstein by William Breman  
 Helen Goldstein by Alice Caplan  
 Helen Goldstein by Jill Dineen  
 Helen Goldstein by Jerry & Dottie Eisen  
 Helen Goldstein by Burt & Sandra Epstein  
 Helen Goldstein by The Epstein School Board of Trustees & staff  
 Helen Goldstein by Mary Ben Erwin  
 Helen Goldstein by Norman & Robyn Estroff  
 Helen Goldstein by Cheryl Finkel

Helen Goldstein by Patricia Freedman, Nathalie Goodrich, Annie Levy  
 Helen Goldstein by Betty Furst  
 Helen Goldstein by Janie Gavron  
 Helen Goldstein by Darrel Gilbert  
 Helen Goldstein by Mr. & Mrs. Robert P. Goldstein  
 Helen Goldstein by Reggie Goldsmith  
 Helen Goldstein by Harold & Nathalie Goodrich  
 Helen Goldstein by David Grodberg  
 Helen Goldstein by Jack & Lynne Halpern  
 Helen Goldstein by Walter & Rosalie Hirschberg  
 Helen Goldstein by Donald & Linda Horwitz  
 Helen Goldstein by Sally Kaplan  
 Helen Goldstein by the Kal Koplin family  
 Helen Goldstein by Wendy Katz  
 Helen Goldstein by Dr. & Mrs. Bernard Lipman  
 Helen Goldstein by Mary Ben McDorman  
 Helen Goldstein by the Medical College of Georgia, Department of Oral Rehabilitation  
 Helen Goldstein by Marilyn Miller  
 Helen Goldstein by David Myers  
 Helen Goldstein by Jay & Roselee Paulen  
 Helen Goldstein by Hellen Plummer  
 Helen Goldstein by Mr. & Mrs. Bernard Pollock  
 Helen Goldstein by Avrom & Shirley Roobin  
 Helen Goldstein by Larry Rosenthal  
 Helen Goldstein by the Harvey Rutenberg family  
 Helen Goldstein by Emory Schwall  
 Helen Goldstein by Mendel & Mynette Segal  
 Helen Goldstein by Steve & Linda Selig  
 Helen Goldstein by David Shelby  
 Helen Goldstein by Sol & Ruth Singer  
 Helen Goldstein by Robert Slosberg  
 Helen Goldstein by Archie & Kaethe Solomon  
 Helen Goldstein by Mr. & Mrs. Harry Solomon  
 Helen Goldstein by Judith Taylor  
 Helen Goldstein by Harvey & Maryan Toub  
 Helen Goldstein by Bill & Margaret Weiller  
 Helen Goldstein by Philip & Carol Wendkos  
 Helen Goldstein by Merrill & Sheila Wynne  
 Dena Struletz by Allan & Lori Struletz & Family

## REVA C. EPSTEIN SCHOLARSHIP FUND

### IN HONOR OF ...

the Anniversary of Rabbi & Mrs. Epstein by Alan & Elaine Koldkin  
 Elliot & Ellen Arnovitz by Murray & Lynn Friedman  
 Barbara Balser by Murray & Lynn Friedman

### IN MEMORY OF ...

Ziva Blum by Alan & Elaine Kolodkin  
 Arthur Hillman by Alan & Elaine Kolodkin  
 Leonard Roemer by Alan & Elaine Kolodkin

## FOR A SPEEDY RECOVERY TO ...

Sylvia Friedberg by Alan & Elaine Kolodkin

## SINGER TEACHER ENRICHMENT FUND

### IN HONOR OF ...

Ruth & Sol Singer by Eric & Carla Singer & family  
 Philip & Ros Haber by Geoff & Gloria Frisch & family  
 the Bat Mitzvah of Orly Klein by Judith & Barry Swartz

*Tributes in this month's KESHER were received prior to January 9, 1995.*

## WE NEED YOU!

The 1994 Silent Auction Committee will begin their class project workshops very soon! We need all artistic, talented, handy, crafty parents to help us run these exciting workshops. If you paint, draw, glue or have the equipment to cut things out of wood, please call Dorita Arnold, 395-7940, or Ann Blonder, 352-3747 and say, "Yes, I'd love to help!"



# Hurray for Cookie Day!

## Ahavath Achim Campus Update

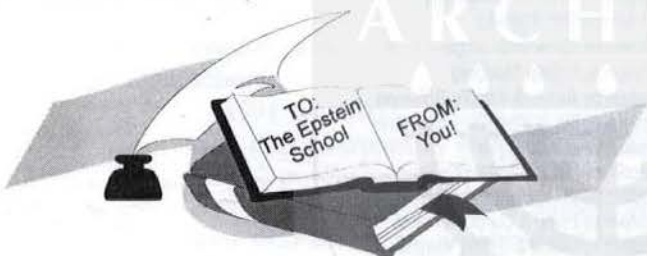
**T**he Terrific Twos were very busy getting ready for Cookie Day which took place on ! Working together, the children and their teachers *Carla Singer* and *Nancy Berke* mixed and baked oatmeal raisin cookies in preparation for this very special event.

When the great day arrived, the students' families came to school to play, make arts and crafts, sing, pray and enjoy the delicious cookies. A great time was had by all!

## Happy Birthday to You!

**A**ll children loves to celebrate their birthdays. At The Epstein School, for a small donation, your child can pick out a special new book to be donated to the library in honor of his/her birthday.

The birthday book parties held so far this year have been hugely successful! We appreciate your support of this project. It encourages and promotes reading and is the major source of funding for resource materials and books for our library.



## Teacher's Wish List

Below are items needed for classrooms and offices at The Epstein School. Thank you in advance for your assistance.

1. IBM Selectric Typewriter (Library)
2. 2 picnic blankets for outdoor activities (5B & C)
3. VCR (Library)
4. Polaroid camera and film (3rd grade)

## Todah Rabbah

to Aaron & Shira Backer for the toys  
to Deborah Bowman from the Great Frame Up for the  
matt boards and frames  
to Lynne & Jack Halpern for the video camera & tripod  
to the Kauss Family for the books  
to Shirley & Adam Leaderman for the computer  
to Brian Light for the books  
to Rachel Margolis for the games  
to Lynne & Jan Saperstein for the lucite book stand  
to the Waxman family for the toys  
to Robert Wollner for designing our homework sheet  
to Marvin Zagoria for providing installation, set-up, and  
training for the new computer in the 4's  
to the Zandman family for the toys and puzzles

\*\*Jewish Family Services would like to thank all Epstein families who donated toys to their toy campaign this year. A big "todah rabbah" goes to Robyn Spizman, an Epstein parent, for coordinating this effort at our school.

\*\* The Genesis Shelter, Inc. would like to thank the Epstein families who donated toys to their shelter



**THE EPSTEIN SCHOOL**  
Solomon Schechter School of Atlanta

Sandy Springs Campus: 335 Colewood Way, Atlanta, GA 30328, (404)843-0111  
Ahavath Achim Campus: 600 Peachtree Battle Ave., Atlanta, GA 30327, (404)351-7754

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New York, NY 10010-1579

The Ahavath Achim Synagogue sponsors the Early Childhood Program at The Epstein School.  
The Epstein School, accredited by the Southern Association of Colleges and Schools, is a beneficiary of the Atlanta Jewish Federation.  
The Epstein School admits students of any race, color, and national or ethnic origin.



# KESHER קשר

## The Connection

Newsletter of The Epstein School  
Solomon Schechter School of Atlanta

March/April 1995  
Adar II/Nisan 5755

### Jewish Family Matters

**J**anet Schatten, Jewish Family Educator and Early Childhood Program Judaics Coordinator at The Epstein School, has been keeping busy this spring coordinating exciting programs "which bring entire families into the Judaic learning process."

"Monday mornings," says Janet, "have a spiritual connotation for parents who are actively participating in the *Chavurah* which meets from 8:30 - 9:30 a.m. During this special time, speakers have presented challenging and relevant topics such as "Mitzvot," "Blessings," "When Your Child Asks About God," and "Life Cycle Events." Increasing their understanding of Judaism, God and the family, participants have repeatedly expressed gratitude for this refreshing adult Jewish learning opportunity." In addition, parents and faculty had the privilege of studying the *Haggadah* with Dr. Michael Berger, Professor of Judaic Studies at Emory University, on March 26th, preparing them for their upcoming *Pesach* celebrations.

"The Epstein School's Family Shabbaton Weekend is the highlight of our spring schedule," comments Janet. "It's a special time where Epstein families come together for study, prayer, relaxation, and a whole lot of fun!" The weekend, which will be held May 5th - 7th, is the culmination of what we are striving for —

adults and children, together, rejoicing in and learning about their wonderful Jewish heritage."

### Breaking Ground

**W**ith the joyous shouts of children at play as the backdrop, parents, grandparents and friends of The Epstein School celebrated the beginning of a new era. Over three hundred people gathered to break ground on the new gymnasium on Sunday, April 2nd. "The realization of our dream is almost here," said Cheryl Finkel. "There will be some inconvenience during the construction process, but the sacrifices are well worth it. When this project is over, we will have a shining new facility in which to teach, learn, and watch our children grow."



Robin Singer '95 represents the student body during the Groundbreaking Ceremony.



#### INSIDE THIS ISSUE:

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# From Our Head of School - Cheryl R. Finkel

## How Much Do We Love Our Children?

*Mrs. Finkel offered these thoughts at our April 2nd Groundbreaking Ceremony, then placed her written remarks in The Epstein School Time Capsule, to be opened in 18 years (2013!).*

**W**e are celebrating the beginning of our dream coming true, the moving of earth to expand our building so that it will be large enough and will contain the needed facilities for our current 585 students — and for the 650 students we anticipate in the future.

This wonderful beginning invites us to reflect on the meaning of learning as a central value to the Jewish people.

The Talmud states, "The very existence of the world rests on the breath of young children in the house of study." This dramatic statement suggests that from time to time even God may wonder whether this complicated world really is worth the struggle. At such times, God's doubts are assuaged by the thought of the potential in the souls of youth.

Throughout the generations, Jews have been instructed to put the teacher and the school first on our list of community needs. In fact, we are forbidden to raise our children in a town with no school. Why? Because the school is the place where the hopes of the present and the future have their chance of fulfillment. The school is the place where Torah is taught and in Torah exists the wisdom, the moral guidebook, the do-it-yourself manual to allow a person to become a *mensh*. It tells us how to fulfill our part of the covenant with God, how to live in God's image, how human actions can fill the world with goodness and justice.

In our day, the Solomon Schechter Day Schools, of which The Epstein School is a proud member, interpret the Jewish tradition of learning for our generation. For us, the ideal schooling equips a child with the riches of Torah and with the most enlightened advancements of modern culture. Our sacred texts and observances stand in creative partnership with the beauties of modernity; thus, our children are invited to fulfill the mitzvot of our heritage and to contribute fully to their world of this time and place.

In our past, in our present, and in our future, our schools are the jewels in the crown of the community. In their every aspect, they tell the story of the love of the grown-up generations for the generations now growing up. How much do we love our children? How important is it to us that they learn well? Our schools are symbolic answers to these questions.

When grownups love children's learning, the schools are filled with exciting teachers who are cherished by the community.

When grownups love children's learning, the schools are filled with good learning materials, whether they be books, paints, science labs or electronic media.

When grownups love children's learning, the school buildings are beautifully designed for the various ages and stages of childhood they house. They provide spaces to celebrate student work in progress; spaces to illustrate the story of our Jewish heritage and our American democracy; spaces for teachers to create and reflect; and spaces for parents to participate.

Our Epstein schoolhouse has reached for these aspirations and provided many of them as we grew from the 104 students I remember when I came here as Head of School in 1983. For several years, we have been waiting to start creating the building that will give physical testimony to our timeless Jewish commitment to schooling. Today, we place our shovels in the ground on a gorgeous spring day. We are filled with joy and hope and we know the new building project of this year and next year will express the love of parents for children and the love of our community for its coming generations.





## Epstein School Policy on Class Placement

**I**n its January 4, 1995 meeting, the Education Committee of the Board of Trustees recommended that the School's administration notify the parent body of this important policy.

Class placement is a process to be conducted by the school's administrators, upon the advice of teachers. Its goal is to build well-functioning classroom groups, balanced by age, gender and learning style.

While the school remains responsive to the expression of parent concerns, policy affirms that final decisions regarding class placement are a school responsibility. Requests for specific teachers are discouraged, however parents may offer their views on their child's needs.



## Technology Update

**A**s part of their unit on fables, fifth grade students used MECC's *Storybook Weaver* software to transform their handwritten stories into beautiful, laminated books. The program enabled the children to type Hebrew text below the pictures they created to illustrate their stories. After being on display for several weeks in the library, the books went into circulation for use within the lower grades. Tova Shimon, creator of the *Tal Sela - Tal Am* Hebrew language program we use, was so impressed with our students' creations that she asked for copies to share with her colleagues and other schools throughout the United States and Canada!

Currently, second, third and fourth graders are using KidPix to make multi-media slide shows which run by themselves and incorporate visual and sound effects during slide transitions. The children are creating the slide shows in conjunction with the units they are studying in class. Second graders are concentrating on the environment, third graders, penguins, and fourth graders, Georgia and its characteristics.

### Shabbaton

Please join us for The Epstein School's  
Sixth Annual Shabbaton Weekend  
May 5 - 7, 1995

For information about this exciting family  
get-a-way, contact Denise and  
Michael Robinowitz, 951-9304.

## Mark Your Calendars

April 13 - 21:	Pesach Break
April 24:	Classes Resume
April 25:	Tennis Match against Atlanta International School, 4:00 p.m. at North Fulton
April 27:	Grandparents & Special Person's Day
April 27:	Tennis Match against Brandon Hall, 3:45 p.m., Away
April 30 - May 15:	8th Grade Israel Study Program
May 1 - 3:	Track Finals
May 2:	Birthday Book Party for February, March, April & May Birthdays
May 5:	NO CLASSES - Teacher Professional Day
May 5 - 7:	Sixth Annual Epstein School Shabbaton Weekend
May 9:	Epstein School Annual Meeting, 7:30 p.m. Sandy Springs Campus
May 15 - 18:	Summer Reading Book Fair
May 18:	Lag B'Omer, regular classes
May 19:	Maccabiah Games
May 29:	NO CLASSES - Memorial Day
May 31:	The Epstein School Silent Auction and Annual Founders' Dinner Honoring Ruth and Sol Singer





## Magic, Mischief and Mayhem

"Come ye, gentles, make merry mayhem, mirth, and mischief..." And come they did. Over 780 people came to see the middle school production of William Shakespeare's "A Midsummer Night's Dream."

The play, which took place on April 2nd, 3rd, and 4th, was a superbly coordinated effort involving the talents of students, parents, middle school faculty and music, lighting, and sound professionals.

Under the talented direction of Ms. Hazel Hunt, cast members, *Lainey Bornstein, Daniel Buckland, Robby Fineman, Aria Finkelstein, Melissa Fryer, Ann Greenberg-Block, Rene Griffith, Polly Hall, Lindsey Handelsman, Judd Jaffe, Melissa Jakubovic, Hadley Klein, Orly Klein, Mark Marcus, Noa Marom, Chelsea Morgenstern-Arkin, Rachel Sandalon, Ariel Singer, Robert Wollner, Melissa Zandman, and Randi Zanville*, worked diligently, developing character relationships and learning lines. Ms. Sheila Miller and her art students built the perfect backdrop for the production by transforming the stage into a beautiful, pastel fairy wood. Ms. Dona Wise and her enrichment club created the magical mix of music and sound effects which helped to put the finishing touch on every scene. Utilizing HyperStudio, *Leora Wollner, Hagit Sten*, and the eighth grade students created the fantastic multimedia playbill.



The cast of "A Mid Summer Night's Dream."

## Building Bridges

The Epstein School has developed an innovative, new program called Gesharim (Bridges) which serves kindergarten through second grade students who have been enrolled in The Epstein School and are now placed in special education settings. This pilot venture which meets Friday afternoons serves as a Judaic connection between these students, their families and The Epstein School. It instills a love of Judaism through *tefillah*, Torah and Jewish holidays and customs and providing an educational experience for the special learning needs of this group.

For additional information on Gesharim, please contact Janet Schatten at 843-0111.



Emily and Laurel Burrows show off the third grade's quilt.

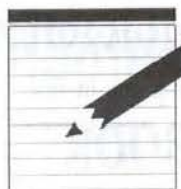
## Lexigram Lessons

The third grade recently completed their literature and geography unit on the United States. Through a simulation with an extraterrestrial named Lexigram, the students were introduced to the location, geographic shapes, climates, cuisine, history and sites within each state.

As part of this unit, the children wrote to the governors of each state, asking them to sign a piece of felt which would be used to make a quilt. The response was wonderful! Even Bill Clinton lent his signature to their effort. Epstein parent, *Laurel Burrows*, pieced the quilt together and it will soon be hanging in our school.

With a sense of pride and accomplishment, the students concluded their unit by giving cooperative presentations to their parents.





# Students' Page

## Students Reflect... "What Epstein Means to Me"

*In preparation for The Epstein School's historic Groundbreaking Ceremony on April 2nd, eighth grade students were asked by the Groundbreaking Committee to submit an essay, poem, or short story which described "What The Epstein School Means to Me." Robin Singer's entry was chosen to be read at the Groundbreaking Ceremony. Below are some exceptional pieces that were submitted.*

### A Hope, A Dream, A Vision in the Making

By: Nina Finkel (8A)

"Someday it would be wonderful," dreamed the young woman, "to have a place dedicated strictly to the continuity and protection of our Judaism."

So, it started as a dream and evolved into a vision.

"Well," she continued, "it's our responsibility! This institution will educate and explore things in the most amazing of ways."

So, it started as a dream and evolved into a vision.

"I can see it now, a nurturing environment. A place to accommodate the needs of all!"

So, it started as a dream and evolved into a vision.

"This place," she sighed, "will be the backbone of society. It will be a place to decide the future of our religion."

And the woman worked hard to make her vision a reality. She carried out her promise in every way.

"Today," she said, but this time she was old as she lay on her death bed, "today, my dreams have been fulfilled and now I must go on my way. You, my child, are the product of my vision."

She breathed her last breath and was gone.

Her daughter watched the old woman's soul drift away. She whispered, "So, it started as a dream and evolved into a vision and now the cycle will continue always."

### "Honoring Our Past, Building Our Future"

By: Rachel Margolis (8A)

We are here today to honor our past.  
The years of learning, friends and family.  
The good times, the memories and fun,  
The togetherness and joy.

We are here today to build our future.  
For more years of learning, friends and family.  
For more memories and fun.  
More togetherness, and lots more joy.

It's time for a new beginning.  
For a new place to learn, to share together.  
With all this excitement, we sometimes forget the beginning.  
When The Epstein School was just in a synagogue,  
And when we got our own building for the first time.

We have grown so big, a change is needed.  
So more children can come and learn with us.  
So remember, as we build a new beginning,  
Don't forget the past.

### Epstein Poem

By: Anna Friedman (8A)

The things we learn today,  
We may not need tomorrow,  
But sometime in our life,  
We'll need the things we've learned.

Teachers, friends and family,  
People we see today,  
We may not see tomorrow,  
But sometime in our life,  
We'll need the people we've met.

Even if the schools next year,  
Don't teach the things we've learned,  
Epstein has taught us enough,  
So that we can proceed.

### A Letter to The Epstein School Board

By: Sharona Moradi (8A)

Dear Epstein School Board,

I have been a student of The Epstein School for the past eight years, and this year I will be graduating. Epstein has been a huge part of my life.

From the many years that I have come to this school, I have learned more than just how to multiply numbers and how to write sentences that are grammatically correct. I've learned things that will last me my entire life. I've learned and experienced things that not any ordinary student learns. I've learned the meaning of friendship, I've learned what matters to me, how to deal with my problems, how to work with others, how to get along with others and, how to respect others for who they are.

Throughout my years at Epstein, I've had support from my teacher and friends as if we were family. Epstein is where I began to grow as a seed.

Now I will leave Epstein, and because of all the nourishment and support I received here, I can begin to grow and blossom into a flower in the new world.

Sincerely,

Sharona Moradi



# Out of This World

**O**n March 22nd and 23rd, Epstein School fifth graders travelled to The Marshall Space Center in Huntsville, AL. This trip was the culmination of their studies on our solar system and the history of rocketry and the United States space program and was the first of their Epstein overnight experiences. While at the Center the children used robotics, went on a "moon walk," and experienced many simulators. Below are some of the students' comments regarding their trip.

Training for Space  
A poem by Rachel Lauter (5A)

training center  
fun, challenging  
spinning, jumping  
holding on for life  
moving up and down and side to side  
sitting in the captain's seat  
shaking, strapped in  
screaming, hollering  
scared, nervous  
training center

"My favorite thing was a ride called "A Mission to Mars." I felt as if we were in a boat that rocked, slid and bounded up and down. I loved this trip and I loved this ride."

- Richard Marcus

"The I-MAX Theater was unbelievable! The screen was so big! The camera put us in a man's eye as he jumped. I felt like I was falling into a net...It was so real!"

- Adam Rosenberg

"During our visit we jumped in a chair and felt as if we were jumping on the moon. Then, we got into a rocket ship and looked at a screen. The rocket moved and swayed. It felt as if we were on a roller coaster. It was awesome!"

- Rebecca Genz

"The I-MAX Theater was my favorite part. It was great to get a preview of the things we were going to see at the space center. We watched spacecraft take off and we looked at earth, just like the astronauts!"

- Jenny Aranson

It's time to reserve your place in the

## 1995 AD BOOK

honoring Ruth & Sol Singer.

Advertise your business or profession,  
send greetings to our honorees, or say  
"Chai" to your teachers or grandchildren.

If you need a contract or would like to  
place your ad over the telephone, please  
contact Renee Miller, 843-8862,  
Shirley Retter, 983-1962 or  
Suzan Saidman, 257-1893.

WE'RE COUNTING ON YOU!

## Mazel Tov!

To our Science Fair Winners, **Joey Adinoff (8B)** and **Brad Feldman (8B)**! Both of these students will compete in the Chemistry and Math categories, respectively, at the Georgia State Science Fair being held in Athens, GA April 6th -8th.

To **Lois Kuniansky** who has been selected The Epstein School's Woman of Achievement!

To **Matt Reagin (6A)** & **Benjamin Halpern (5B)** who won the Northside Youth Organization Championship!

To **Janet Schatten** who had an article, entitled "Teaching Torah to the Young Child," printed in the spring, 1995 issue of the *Bikurim*, a curriculum anthology published by the Coalition

## Todah Robah!

to David & Sandy Abrams for the movie screen  
to Marnie Belboul for the SE 30 computer & keyboard  
to Laurel & Steve Burrows for making the third grade quilt

to Margo Edlin for the books  
to Kayla Freidman for the books  
to Steven & Shari Kasten for the Apple computer, keyboard, monitor, CPU, stand and paper  
to Jeffrey & Carol Lerner for the Iomega Tape Backup  
to Ellen Levine for the framed Museum prints  
to Carolyn Oppenheimer for the toys & books  
to Morray & Susan Scheinfeld for the MacIntosh  
to Kenny Seitz for the MacIntosh classic computer  
to Ronald Seitz for the MacIntosh SE computer

The Atlanta Food Bank wishes to thank Carol Wendkos' and Arlene Rosenthal-Gil's Pre-First class for its donation of 102 cans of soup.



# Tributes

## IN HONOR OF ...

the Bar Mitzvah of Corey Kasten by Shelley, Joshua & Arielle Ventura  
 the Bar Mitzvah of Michael Kuniansky by Ramon & Jody Franco  
 the Bar Mitzvah of Michael Kuniansky by the Kasten Family  
 the Bar Mitzvah of Michael Kuniansky by Si & Madeline Sater  
 the Bar Mitzvah of Michael Kuniansky by Larry & Lynda Wolfe  
 the Bar Mitzvah of Andrew Labovitz by Steve & Carolyn Oppenheimer  
 the Bar Mitzvah of Joshua Zane by Hamutal Gavish  
 the Bat Mitzvah of Melissa Fryer by Mimi Jaffe  
 the Bat Mitzvah of Polly Hall by Hamutal Gavish  
 the Bat Mitzvah of Eva Mintz by Hamutal Gavish  
 the Birth of Jo Hodge's grandchildren by Sam & Deborah Bettsak  
 the Birth of Shoshana Lauter by Shiel & Margo Edlin  
 the Birth of Shoshana Lauter by Peter & Gina Genz  
 the Birth of Shoshana Lauter by David & Lois Kuniansky  
 the Birth of Shoshana Lauter by Alan & Sue Rothstein  
 the Birth of Shoshana Lauter by Warren & Roberta Sirzyk & Family  
 the Birth of Shoshana Lauter by Howard & Ronnie Zandman  
 the Birth of Sharon Alex Estroff by Ed & Debra Goldstein & Family  
 the Birth of the Nathan & Sharon Popky's baby by Mimi Jaffe  
 the Birth of Ashley Struletz by Allan & Lori Struletz & Family  
 the Birthday of Dorita Arnold by Andy & Helaine Lasky  
 the Birthday of Melissa Jakubovic by Shelley, Joshua & Arielle Ventura  
 Bruce & Iris Feinberg by Amy Freedland  
 Iris Feinberg by Paul & Gloria Sternberg  
 Terri Israeli by Jacki Jakubovic  
 Janice Levine by Jacki Jakubovic  
 Barry & Malka Riesenber by Jan & Lynn Saperstein  
 Sue Sandalon by Robin Rosenberg  
 Linda Zimmerman by Ed & Cheryl Finkel

## IN MEMORY OF ...

Leonard Bernes by Roz Cohen & Cheryl Finkel  
 Leonard Bernes by The Epstein School Faculty & Staff  
 Leonard Bernes by Don & Barbara Greenblatt  
 Leonard Bernes by Jack & Lynne Halpern  
 Leonard Bernes by Steve & Carolyn Oppenheimer  
 Leonard Bernes by Jan & Lynn Saperstein  
 Leonard Bernes by Richard & Karla Zane  
 Susan Capilouto's mother by Joseph & Charlotte Marcus  
 Sarah Ellison by the Arnold Family  
 Sarah Ellison by Marc & Susan Backer  
 Sarah Ellison by Dale & Wendy Bearman  
 Sarah Ellison by Bruce & Linda Beeber  
 Sarah Ellison by Samuel & Deborah Bettsak  
 Sarah Ellison by Bill & Sherri Bornstein  
 Sarah Ellison by Ed, Marjorie, Ben & Sam Cook  
 Sarah Ellison by Bruce & Iris Feinberg  
 Sarah Ellison by Ken & Barbara Feinberg  
 Sarah Ellison by the Finkel Family  
 Sarah Ellison by Joshua & Shelley Fogelson  
 Sarah Ellison by Stanley & Sylvia Friedman  
 Sarah Ellison by Geoff & Gloria Frisch  
 Sarah Ellison by Doris Goldstein  
 Sarah Ellison by Ed & Debra Goldstein & Family  
 Sarah Ellison by Don & Barbara Greenblatt  
 Sarah Ellison by Alan & Linda Halpern  
 Sarah Ellison by Jacki, Melissa and Dana Jakubovic  
 Sarah Ellison by The Kauss Family  
 Sarah Ellison by David & Lois Kuniansky  
 Sarah Ellison by Joe Lawver  
 Sarah Ellison by Raphael & Ellen Levine  
 Sarah Ellison by Jane Levinson

Sarah Ellison by Joseph & Charlotte Marcus  
 Sarah Ellison by the McQueen Family  
 Sarah Ellison by Harry & Jackie Rand & Family  
 Sarah Ellison by Mr. & Mrs. Arnold Rich  
 Sarah Ellison by Fred & Robin Rosenberg  
 Sarah Ellison by Alan & Sue Rothstein  
 Sarah Ellison by the Shanker Family  
 Sarah Ellison by Jules & Carol Sherwinter & Family  
 Sarah Ellison by Kenny & Brenda Silverboard  
 Sarah Ellison by Ernest & Betty Singer  
 Sarah Ellison by Warren & Roberta Sirzyk & Family  
 Sarah Ellison by Susan Socoloff & Harriet Litzky  
 Sarah Ellison by Allan & Lori Struletz & Family  
 Sarah Ellison by Lynn Tinkelman  
 Sarah Ellison by Shelley, Joshua & Arielle Ventura  
 Sarah Ellison by Philip & Carol Wendkos  
 Sarah Ellison by Lynda & Larry Wolfe  
 Sarah Ellison by Kevin & Judy Wolman  
 Sharon Fagin's father by Raphael & Ellen Levine  
 Blanche Gack by The Kasten Family  
 Martin Goldstein's mother by Ishayahu & Barbara Rosenblit  
 Vera Haymes' father by Bonnie Cook & Susan Socoloff  
 Iving Hyman by Bill & Joyce Buchman  
 Essie Klapper by Doug & Mollie Robbins  
 Henry Lewin's father by Bonnie Cook & Susan Socoloff  
 Henry Lewin's father by David & Andi Arnovitz  
 Willie Musinov by Earl & Pam Platt  
 Dorothy Rahn by Allan & Lori Struletz & Family  
 Arnold Rich by Roz Cohen & Cheryl Finkel  
 Arnold Rich by The Epstein School Faculty & Staff  
 Arnold Rich by Si & Madeline Sater  
 Arnold Rich by Rubin & Selma Tepper  
 George Rosenberg by Steve & Carolyn Oppenheimer  
 Nathan Rubinstein by Allan & Susan Brezel  
 Jack Sadoff by Don & Barbara Greenblatt  
 Dorothy Singer's husband by Ed & Debra Goldstein

## FOR A SPEEDY RECOVERY TO ...

Gladys Berman by Ben & Sam Cook  
 Ruth Bonnet by Roz Cohen, Cheryl Finkel  
 Ruth Bonnet by The Epstein School Family  
 Ruth Bonnet by Fred & Robin Rosenberg & Family  
 Gerry Garber by Steve & Carolyn Oppenheimer  
 Dr. Ronald Kaplan by Alan & Sue Rothstein  
 Dr. Ronald Kaplan by Jack & Janine Storch  
 Max Kuniansky by Lynda Wolfe

## SCOTT BLONDER MEMORIAL GARDEN FUND

### IN HONOR OF ...

the Conversion of Barbara Rosenberg by Saul & Sylvia Becker  
 the Engagement of Doug Eisenberg & Leslie Blonder by  
 Saul & Sylvia Becker

### IN MEMORY OF ...

Harry Stern by Sylvia & Saul Becker

## FOR A SPEEDY RECOVERY TO ...

Sara Franco by Saul & Sylvia Becker  
 Milton Romm by Saul & Sylvia Becker  
 Roy Server by Saul & Sylvia Becker  
 Milton Weinstein by Saul & Sylvia Becker  
 Herb Wollner's family by David & Dede Feldman

## HELEN GOLDSTEIN LIBRARY FUND

### IN HONOR OF ...

the Birthday of Bruce Feinberg by David & Tina Jacobson

## RUTH & SOL SINGER TEACHER ENRICHMENT FUND

### IN MEMORY OF ...

Sarah Ellison by Sol & Ruth Singer

Tributes listed in KESHER were received prior to April 3, 1995.



## The Epstein School's Annual Meeting

will be held Tuesday, May 9, 1995  
7:30 p.m. at the Sandy Springs Campus

We are proud to announce our proposed Board of Trustees  
Slate of Officers for the 1995-1996 School Year

### Officers

#### President:

\*Andy Kauss

#### Vice Presidents:

\*Carolyn Oppenheimer

\*Michael Rosenzweig

\*Sue Sandalon

#### Treasurer:

\*Allan Brezel

#### Secretary:

\*Gina Genz

#### Immediate Past President:

Lynne Halpern

#### PTA President:

Wendy Bearman

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\*Davis Abrams

\*Rabbi David R. Blumenthal

\*Helen Cavalier

\*Gerald Cohen

\*Sherry Frank

\*Ely Freedman

\*Cantor Isaac Goodfriend

\*Rabbi Arnold Goodman

\*Scott Kaplan

\*Rabbi Shalom Lewis

\*Deborah Lipstadt

\*Rabbi Juda Mintz

\*Sanford Orkin

\*Marian Perling

\*William Schatten

\*Rabbi Mark Zimmerman

### Term Ending 1996

Richard Allerman

Lee Bachman

Margo Edlin

Nancy Freedman

Phil Haber

\*Harry Heiman

Pearlann Horowitz

Deborah Lauter

Randi Levy

Rona Mazer

Tim Mescon

Ed Shartar

Jeannie Tepper

Lynda Walker

Felicia Weber

### Term Ending 1997

\*Toni Adler

\*Dorita Arnold

\*David Benda

\*Michael Blonder

\*Michael Chorchos

\*Iris Feinberg

\*Steve Garber

\*Toby Goldman

\*Lyons Heyman

\*Lana Imerman

\*Peggy Roth

\*Linda Schear

\*Eric Singer

\*Gloria Sternberg

\*Howard Zandman

### Trustees for Life

Peter Aranson

Rabbi Harry H. Epstein

Doris Goldstein

Jack Halpern

Lynne Halpern

Martin Kogon

Lois Kuriansky

Robin Rosenberg

Ralph Saul

Sol Singer

Gary Snyder

Marshall Solomon

### Nominating Committee

\*Larry Joseph

\*Gail Riesenberg

\*Linda Selig

\*Indicates that election is  
required at the Annual  
Meeting.



**THE EPSTEIN SCHOOL**  
Solomon Schechter School of Atlanta

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Mr. Allan Hoffman  
CIJE  
15 E. 26th, 10th floor  
New York, NY 10010-1579

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The Ahavath Achim Synagogue sponsors the Early Childhood Program at The Epstein School.  
The Epstein School, accredited by the Southern Association of Colleges and Schools, is a beneficiary of the Atlanta Jewish Federation.  
The Epstein School admits students of any race, color, and national or ethnic origin.





# THE EPSTEIN SCHOOL

Solomon Schechter School of Atlanta

Sandy Springs Campus  
335 Colewood Way, N.W. Atlanta, GA 30328

Telephone 404-843-0111  
Fax 404-843-0743

Ahavath Achim Campus  
600 Peachtree Battle Avenue Atlanta, GA 30327

January 10, 1996

Mr. Alan Hoffman  
Council for Initiatives in Jewish Educ.  
15 East 26th Street, 10th Floor  
NY NY 10010-1579

**RE: The Epstein School  
Search for Judaic Studies Coordinator and Middle School Director**

Dear Mr. Hoffman:

I am writing to let you know about two key leadership positions in our Solomon Schechter Day School and to enlist your help in finding the outstanding Jewish educators we seek to fill these posts.

We are looking for a **Judaic Studies Coordinator** and a **Middle School Director** to begin Summer, 1996. I am enclosing a notice describing each position very briefly and a second sheet containing The Epstein School's Statement of Mission and Beliefs. We seek candidates with strong, successful teaching and administrative experience and the ability to inspire teachers and students.

If you know of appropriate candidates who would like to join a wonderful team in a beautiful city please take a moment to put them in contact with me.

Sincerely,

Cheryl R. Finkel  
Head of School

*Any good ideas? Hope all is well with you + your family -*

Enclosures: The Epstein School's Statement of Missions and Beliefs  
Descriptions of **Judaic Studies Coordinator** and **Middle School Director** positions





# THE EPSTEIN SCHOOL

Solomon Schechter School of Atlanta

## JUDAIC STUDIES COORDINATOR and MIDDLE SCHOOL DIRECTOR

Two leadership positions will open in Summer, 1996, at  
THE EPSTEIN SCHOOL  
Solomon Schechter School of Atlanta

### JUDAIC STUDIES COORDINATOR

- administer the Judaics and Hebrew language program, including the development and coordination of curriculum and the supervision and training of teachers
- create and enhance the experience and celebration of Jewish life and observance for the school's students, parents, and faculty
- teach middle school students

### MIDDLE SCHOOL DIRECTOR

- lead our middle school of 115 students (grades 6-8), helping it to grow to its potential of 170
- develop and coordinate curriculum and supervise and train teachers in support of an integrated program of Judaic and general studies with the goal of inspiring, nurturing, and challenging our students
- use your expert knowledge of exemplary educational practice to coordinate the school-wide program of professional development for the entire faculty

### ABOUT THE EPSTEIN SCHOOL

Founded in 1973, next year The Epstein School will serve 585 students in preschool through eighth grade. We are known for a strong faculty, an eagerness to innovate, and a commitment to continuously improve our student programs.

We seek educational leaders who love learning and who inspire students and teachers to reach for the best in themselves. These educators will feel wholehearted commitment to The Epstein School's mission as a conservative Jewish day school.

The school has just completed a \$6 million capital campaign and construction has begun on a 48,000 square foot expansion -- to include a chapel, a gym, a new middle school wing, a media and computer center -- which will nearly double our facility by Fall, 1997.

### ABOUT ATLANTA

Atlanta, home to 75,000 Jews, has emerged as a vibrant center of Jewish life in North America. We have 25 synagogues, five Jewish day schools, and eleven strong Federation agencies. Designated one of three lead communities in Jewish education by the Council for Initiatives in Jewish Education, the beautiful city has recently attracted numbers of outstanding Jewish educators and professionals who wanted to offer their talent in an environment of growth and progress.

Interested candidates should send their resumes to:

Mrs. Cheryl Finkel, Head of School

The Epstein School

335 Colewood Way, NW

Atlanta, Georgia 30328

E-mail: INTERNET: 70252.3047@compuserve.com





ATLANTA JEWISH  
FEDERATION

1440 Spring Street, NW • Atlanta, Georgia 30309 • 404/873-1661 • Fax: 404/874-7043

**FAX COVER PAGE**

TO: Gail Dorph

DATE: Jan 29, 1996

FROM: Steve Cherman

FAX: (212) 532-2646

# OF PAGES (INCLUDING COVER PAGE) 8

☐

Please deliver immediately.

☐

Please make appropriate copies and distribute.

☐

This document is a continuation of an interrupted transmission.

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Other comments: \_\_\_\_\_

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**If you do not receive all the pages, please call (404) 873-1661.**

*The Atlanta Jewish Federation is at the center of the 70,000-member Jewish community. It is the primary fundraising, budgeting, social planning and community relations body for the Atlanta Jewish community. Supporting social and humanitarian programs, Federation enriches the quality of lives for Jews locally, in Israel and in 58 countries throughout the world.*



פלורנס מלטון  
להשכלת  
מבוגרים



the  
florence melton  
adult mini-school

North American Director  
Dr. Betsy Katz  
618 South Michigan Avenue, Chicago, IL 60605  
TEL: 312/427-5570 FAX: 312/427-7486  
E MAIL: bracha@ix.netcom.com

Associate Director  
Roberta Louis Goodman  
149 Nautilus Dr., Madison, WI 53705-4329  
TEL: 608/231-3534 FAX: 608/231-6844  
E MAIL: 73443.3150@compuserve.com

## PROPOSAL FLORENCE MELTON ADULT MINI-SCHOOL FOR TEACHERS

### A. STATEMENT OF NEED

The Council for Initiatives in Jewish Education recently released a report, *Background and Professional Training of Teachers in Jewish Schools*, which indicates that 69 percent of Jewish studies teachers in North American day schools, supplementary schools and pre-schools have no professional training in Jewish education. In terms of their own Jewish background, 71 percent of supplementary school teachers and 33 percent of day school teachers report having little or no Jewish education beyond the Bar or Bat Mitzvah level. Although these teachers may have a high level of professionalism and teaching experience, this lack of an advance formal Jewish education limits their ability to impart Jewish knowledge and identity and to structure meaningful Jewish experiences for their pupils. What is lacking in the professional development of Jewish teachers is a systematic program of in-service training which would impart the basics of Judaism in a manner that would both enrich the teacher's knowledge and provide tools for implementation in the classroom.

### B. DESCRIPTION OF THE PROGRAM

The Mini-School for Jewish Teachers consists of two components: 1) educating teachers in the basics of Judaism; 2) providing tools and methods for transmitting this



knowledge in the classroom. The program is a comprehensive, systematic two-year curriculum based on the Florence Melton Adult Mini-School model, which has been proven successful in North America and Australia. The Mini-School for Jewish Teachers calls for a unique partnership between Israel and the diaspora: between the Florence Melton Adult Mini-School Institute (housed at the Melton Centre for Jewish Education in the Diaspora at the Hebrew University in Jerusalem) and the local sponsoring agencies in North America. The program blends each of the partner's strengths: the academic resources of the Hebrew University and the professional expertise of the local agencies, along with their understanding of community needs.

The program consists of an adaptation of the five Judaica courses currently taught in the Florence Melton Adult Mini-School, supplemented by pedagogic workshops. The classes meet 30 weeks a year for 2 1/2 hours each meeting. There will be extra-curricular activities to extend and enrich coursework. At the end of the two-year program (which entails 120 hours of study), participants will have the opportunity to attend a two-week Israel Seminar in which they can observe working models of Israeli Jewish education, study and meet with scholars from the Hebrew university and participate in workshops for professional and personal Jewish enrichment.

One important aspect of the project's success will be the role of local sponsorship of the program. The curriculum is being developed in Israel (see details under The Curriculum), but the program will demand commitment and active participation from the local community. Under the supervision of the Mini-School for Teachers project director, the sponsoring agency assumes responsibility for organization and implementation, faculty



recruitment and salaries, and arranging incentives for participating teachers. Local agencies have been selected on the basis of their ability to fulfil these responsibilities. Our experience with the Florence Melton Adult Mini-School has shown that this ensures a strong commitment to making the program work and maintaining the high standards of excellence expected by the participants.

We have embarked on a three year plan to develop and pilot the Mini-School for Jewish Teachers (1996-1999). We are in the process of revising the existing Mini-School curriculum to address the concerns of Jewish educators. You are one of four communities participating in curriculum testing and evaluation. Funding from the Covenant Foundation is covering the initial costs of establishing the North American organizational and administrative structure, the development of training and orientation programs and the testing and evaluation process. Curriculum development and revision costs will be covered by the Florence Melton Adult Mini-School Institute at the Hebrew University of Jerusalem. Local operating costs will be covered by the local sponsoring agencies.

### C. THE CURRICULUM

The curriculum is based on the five courses originally developed at the Hebrew University for the Florence Melton Adult Mini-School: *The Vocabulary of Jewish Living* (functional Jewish terminology as a key to understanding all aspects of Jewish life), *The Purposes of Jewish Living* (essential Jewish concepts and ideas, as they unfold in the Bible and other sacred texts), *The Dilemmas of Jewish Living* (chronological history emphasizing issues of contemporary importance), *The Rhythms of Jewish Living*, (the traditional patterns



of observances connected with the events of the life cycle, Shabbat and annual cycle), and *The Ethics of Jewish Living* (selected contemporary issues in Jewish ethics as described and argued in the Talmud and other principal Jewish sources.)

One of the keys to the Florence Melton Adult Mini-School's success has been the non-denominational aspect of its curriculum. This will apply to the Mini-School for Jewish Teachers curriculum as well. As an academic institution, the Hebrew University has the advantage of being able to compile a curriculum of Jewish studies in such a way that it is appropriate for all streams of Judaism. In courses on both ritual observance and texts, participants will be presented with Orthodox, Reform, Reconstructionist and Conservative practices, views and interpretations.

Experts in Jewish education at the Hebrew University's Melton Centre for Jewish Education in the Diaspora are revising the five courses to meet the particular needs of Jewish teachers. This revision will continue through 1999 based on feedback from participants in the pilot program.

Specialists in educational staff development are designing the dimension in which the curriculum topics are synthesized together with pedagogic techniques: teachers will be taught how to implement in the classroom what they learn in the Mini-School.

## **B. DESCRIPTION OF THE PROGRAM**

A North American project director coordinates the organization, implementation and evaluation of the program. She will supervise the pedagogic aspect of the curriculum and train the Mini-School faculty in the spring of the year prior to the school's opening.



A team of educators skilled in curriculum evaluation from the Hebrew University's Melton Centre for Jewish Education in the Diaspora is responsible for the curriculum development and adaptation.

An expert in teacher training evaluation from the Melton Centre for Jewish Education in the Diaspora will supervise an evaluation of the entire pilot project.

At each site, the local sponsoring agency will be responsible for appointing a coordinator and recruiting staff under the supervision and approval of the North American project director. Instructors will be selected from among local educators.

#### **E. FLORENCE MELTON ADULT MINI-SCHOOL TEACHERS NETWORK**

To enhance the Jewish learning of teachers, to increase their ability to use what they learn in the classroom, and to build their professionalism, a network of teachers participating in the Florence Melton Adult Mini-School is being developed. Initially centered around a newsletter, plans include building an internet web page and, following the first teacher seminar in Israel for the four pilot sites in 1998, the planning of local on-going graduates' programs and national meetings.

#### **F. EVALUATION**

Committed to improvement and expansion of the Florence Melton Adult Mini-School for teachers, evaluation is a vital component of the program. Qualitative evaluation based on the viewpoints of the participants, directors of local agencies, coordinators, instructors and the project director will document the project as it moves through its different stages. Dr.



Asher Shakede, the Melton Centre's expert in qualitative research on teacher training, is supervising this process. There will also be background questionnaire for students and evaluation forms to be completed by students, faculty and coordinators two times during the year.

## **G. TIMETABLE FOR OPENING THE FLORENCE MELTON ADULT MINI-SCHOOL**

### January 1996

In preparation for launching the pilot program in the fall of 1996, the sites for the first year will be selected. Sponsoring agencies will appoint the Mini-School coordinator with guidance from the Project Director. Three years of funding will be confirmed.

### February 1996

Coordinators will begin recruiting participants for the Mini-School for teachers. Faculty will be hired. The project director will provide assistance in both areas. Coordinators begin to keep journals as part of the evaluation process.

### April - May 1996

Orientation and training will be held for coordinators and faculty. The first semester's curriculum will be available to faculty. Student recruitment continues.

### June - August 1996

Recruitment of participants should be complete. Student materials (class lists, calendar, journals, notebooks with student's syllabus) are prepared. One copy of all materials is to be sent to the National office.

### September 1996

Florence Melton Adult Mini-School opens. Background questionnaires to be completed by students. Basic statistical information to be submitted to National office.

This project was made possible in part by funds granted by the Covenant Foundation. The statements made and the views expressed, however, are solely the responsibility of the author.



FROM: Alan, 73321,1220  
TO: Debra abcPerrin, 76322,2406  
DATE: 1/31/96 7:48 AM

Re: re: Melton Adult Mini-School in Atlanta

ATLANTA FILE

----- Forwarded Message -----

From: Gail Dorph, 73321,1217  
TO: betsy katz, INTERNET:bracha@ix.netcom.com  
CC: Alan, 73321,1220  
DATE: 1/30/96 4:22 PM

RE: re: Melton Adult Mini-School in Atlanta

Betsy, Steve Chervin and Janice have both talked to me about proposal to do a mini-school version for teachers in Atlanta. I need a little more info from you about what you are planning etc. if I am to help either them or you in terms of Atlanta. If you have a chance to either email or call, that would be great. gail





FROM: Alan, 73321,1220  
TO: Gail Dorph, 73321,1217  
CC: Debra abcPerrin, 76322,2406  
DATE: 1/31/96 7:48 AM

Re: re: Melton Adult Mini-School in Atlanta

GAIL,

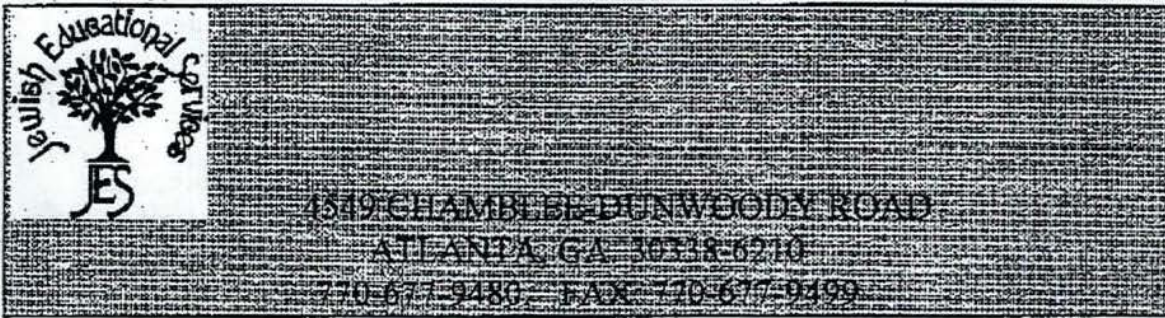
SOUND LIKE A GREAT IDEA. I MENTIONED IT ALSO IN AN E-MAIL  
TO YONATAN MIRIVIS WHO WANTS TO MEET WITH ME NEXT WEEK  
IN JERUSALEM.  
MAYBE WE COULD SHOW ATLANTA THAT WE ARE BEING HELPFUL IN  
HELPING THEM GET SOME OF THIS COVENANT PROJECT.

A.

DSP: ATLANTA FILE





*file Atlanta***MEMORANDUM**

To: Gail Dorph  
From: Janice P. Alper  
Re: Professional Development for Atlanta's teachers  
Date: June 26, 1996

Enclosed are lots of pages of "stuff." I have put in all the notes about the deliberations that took place with Shira. There is also the discussion piece put forth by Richard Wagner with regard to teaming up as a community for staff development for the day schools.

I would like to look at each piece separately for the moment. When you return from Israel, I hope to have everything laid out for at least a five year plan—long overdue. In the meantime, let's use these for discussion.

I need some guidance on who should see the proposals and how they should be written. My gut feel is that we may have an inroad with early childhood because it has not been done exactly in this way before.

532-2646



## EARLY CHILDHOOD PROFESSIONAL DEVELOPMENT PROPOSAL II

### Rationale:

Teachers of early childhood—infants to 6 years old—rarely have opportunities to engage in content laden learning sessions. Many of them who work in Jewish schools may have credentials in child development or early childhood, however, their Jewish knowledge is sparse and limited. They may teach about the holidays and year cycle, but do not have the basic knowledge of the Jewish calendar or fully understand the connections between the holidays and Jewish practice and texts.

Furthermore, knowledge of Hebrew is severely limited. A very few of them are native Hebrew speakers, but many have limited knowledge of the language and are unable to even decode Hebrew at the most basic level.

The Teachers Survey in Atlanta revealed that most early childhood teachers and more than half the directors have not been to Israel.

There is general agreement that this population of teachers would benefit from learning sessions on an adult level which enhance their knowledge of Judaica and recognize the value of encounters with Jewish texts. As part of this process, an Israel experience would be of great benefit as well.

### Learning Sessions

#### 1. Content and Frequency

There would be bi-weekly learning sessions of 2-2 ½ hours each where participants would have encounters with Torah texts. The organizing principle of the content to be determined by the facilitator and the participants.

In addition there would be a portion of the sessions set aside to learn basic Hebrew vocabulary for use in early childhood classes.

#### 2. Pedagogic Elements

As part of the program there would be extended sessions, either retreats or several hours, where participants would be able to discuss how to implement what they are learning into their classes and lessons.

#### 3. Teacher/facilitator

The teacher/facilitator would be a qualified teacher of Torah who is aware of the differences in belief and practice of the participants. The role of the teacher/facilitator is





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### NOTES

## MEETING WITH SHIRA ACKERMAN-SIMCHOVITCH

June 19, 1996

**Present:** Moira Frank, Donna Linder Jaffe, Madeline Rothbard, Susan Pollack, Joy Salenfriend, Janice Alper

**Guest:** Shira Ackerman-Simchovitch

Janice Alper introduced Shira Ackerman-Simchovitch to those present. Shira asked everyone to introduce themselves and to describe their schools and to discuss a dream or vision they have for their schools.

Susan Pollack, director of Temple Sinai Pre-School, has a school that meets from 9:30-1:30 every day. Children come 2 days a week, 3 days a week and 5 days a week. They range in age from 18 months to 5 years.

Susan said the teachers want to know more "content." Shira noted that we need to think carefully about the content areas, whether they should be specific or broad. We need to think about what factors contribute to helping teachers learn.

Susan said that she hopes teachers will engage in learning for themselves and learn on their own levels so that it will flow into the programs. Teachers would appreciate having classes for themselves.

Madeline Rothbard, Director of The Epstein School Early Childhood Program, has school on two campuses. The program she directs has children from 18 months through first grade. There are about 300 children enrolled in the program. It runs from 8:15-3:30, and the two year olds and younger are dismissed at 1:30.

This year, as a new director, she changed the focus of the school to an integrated approach from a secular point of view to more of what the Conservative Movement believes.

Since the faculty was seasoned veterans, Maddy introduced sessions on Parashat HaShavua. Teachers attended a 15 hour inservice program where they read the Torah portions. Every week there is a 4 to 6 page curriculum packet which shows how to integrate the content into language activities, math activities, etc. There is also a list of



non-Jewish books which may be adapted to the curriculum and the content. This may be published in the near future.

She said she feels the teachers want to learn more. They now use Hebrew names in the classes. Next year there will be in-service sessions on Hebrew and "How to teach..."

Debbie Deutsch at Etz Chaim just completed her second year as director. Her main goal is to provide a pre-school that teaches Conservative Judaism so that people feel comfortable in the synagogue. For her teachers she wants them to have a comfort level with and knowledge of Judaism. She has initiated a Torah based curriculum and would like her teachers to know the meanings behind the holidays.

Moir Frank, director of B'nai Torah Pre-school says she has a three part curriculum: Torah based, Tikkun Olam based and Tzedakah based. She employs a lot of hands on learning for both parents and children.

In her school they try to introduce Israel into everything that is done. There is an oneg Shabbat celebration weekly with children dancing. More and more parents get involved. There are weekly workshops on the parasha. They use *First Steps in Teaching Torah to Young Children*, which is published in New York.

The curriculum and lesson plans are done in teams with one Judaic studies specialist on the team. She would like to see a professional development program that focuses on Hebrew and Torah.

Joy Salenfriend is director of the Schiff Pre-School at Temple Emanu-El. She want to enhance the comfort level of teaching in a Jewish school and to focus on the Jewish calendar. Her school has initiated a parenting program, called Jewish CPR, with the rabbi and cantor of the synagogue.

Shira then provided feedback about what she heard. She said there was a general consensus that there needs to be some work in Torah and particularly bible stories. Other areas of interest are Hebrew, achieving a level of comfort with one's Jewish identity and holidays. She commented that achieving a comfort level may be the most difficult "achievable" goal.

Shira's personal bias is to do something more in depth. A Torah track helps teachers to decode text. It is a transferable skill—i.e., one can look at sources about the holidays, etc.

One purpose of Torah is discussion. We can help teachers learn to think about things differently and to frame it through Jewish lenses.



There was a discussion about process and product. Product should be the result of a particular process—product may not be a result of what the process was that the child went through to produce the product. Must be able to provide various vehicles for the child to express him/herself—art, dramatic play, rhythmic activity, etc.

Janice Alper presented what teachers want as a result of their last meeting in December as well as a tentative plan (see enclosed). A question regarding compensation arose. Susan noted that Israel may not be a feasible option for everyone. Shira responded that Israel needs to be looked at as part of the program. Maddy suggested that we need to develop a program that teachers want to be part of and see the value of it.

Shira pointed out that we need to decide on a time frame—how many sessions/frequency. A goal would be to have 2 teachers from each school participate in this program. There are advantages to weekly learning, but there should be some regularity—i.e. every 2 or 3 weeks. Since it may be difficult to provide money, we may want to look into "creative compensation."

There was a discussion about having the program on school time. Perhaps once every 6 weeks a teacher can participate on school time. Shira suggested that we may want to sign parents up for 2 days a year and assign them to these kinds of work days as substitutes.

There was talk about a "fluid time frame." We might want to consider retreats, not necessarily over Shabbat. We should also remember to use the same methods we apply to reinforcing learning in children, such as field trips, movies, books. Remember to root what we do in sound principles of practice for people who are learning.

Another suggestion was to begin every learning session with a Hebrew lesson. We may want to consider using ulpan teachers to implement this. Discussion should be content and pedagogy of the content on an adult level, such as the role of narrative in children's lives. Teachers should be able to come up with various ways to bring this to the classroom.

Shorter meetings with regard to Torah study may be engaging. If frontal teaching is used, then we may want to employ hevruta to cement the ideas.

There should be ongoing evaluation—where is the program going?

What can be gained from adult Torah study—weekly encounters with parshiot. "This is what makes each Shabbat different." May want to focus on themes.

Janice told everyone that since there is no funding for this kind of program we are free to dream. She will look into sources in Israel to assist us. We may want to consider spending \$500 per teacher on such a program. We may also want to ask the teachers to pay something towards the Israel portion of the program.



## AFTERNOON SESSION

The members of the Pre-School Professional Development Committee were invited to discuss their concerns in the afternoon.

Present: Rita Breier, Etz Chaim; Lauren Mahady, Temple Sinai; Sheila Riegel, Temple EmanuEl; Naomi Weiss, B'nai Torah; Pat Lyday, Etz Chaim; Steve Chervin, Atlanta Jewish Federation; Joy Salenfriend, Susan Pollack, Debbie Deutsch, Donna Linder Jaffe, Moira Frank, Janice Alper

After introductions, there were reactions to the initial presentation of the program. Sheila felt that one becomes more enthusiastic after an Israel trip and adult learning should be bi-weekly, not more frequently.

Many people liked the idea of having the sessions take place during class time. Naomi said she was concerned about being out of the classroom a lot of the time.

We discussed what elements we would like to see in the program. Lauren said that we want to learn Torah, but there is still a question of what to integrate. That is also the challenge we face.

Shira noted that there is a cumulative effect of learning to affect teaching in a big way if as an adult the teacher encounters Torah.

We discussed possible models for adult study, such as bi-weekly learning of 2 hour sessions; extended "process" sessions. A Shabbaton was not regarded as an optimum option, but there may be a consideration of a Sunday-Monday extended session. We may consider dividing the program into trimesters.

What kind of support would you need to do this? Do we need a facilitator? There should be written materials. Will there be a pedagogic component? There probably should be a course coordinator for field trips, etc.

Joy mentioned the Hebrew component discussed earlier. It would include an ulpan method and help teachers to develop a basic classroom vocabulary.

There was a discussion about the Israel portion of the program. The expectation would be that Israel would be a learning lab. In addition to visiting the historic places, shopping and touching the emotions we would want to see how they celebrate Shabbat and the holidays; visit pre-schools and meet counterparts. We may want to consider focussing on a topic, such as Jerusalem.

When to visit Israel? It is too busy at the end of the year and too difficult in the summer. A holiday time, preferably one that coincides with a public school vacation, would be optimum.



There was a discussion of credit. Is SDU credit valuable for you? We may want to look into a local accreditation program.

There was general agreement that teachers would give 2-2 ½ hours twice a month to learning Torah.

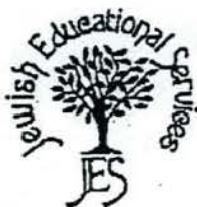
We discussed the format and the topics, such as weekly portions, sequentially going through the Torah; topics; genres, such as halacha, poetry, history; holidays. Everything appealed to everyone.

There was a request for tentative dates. Janice said she would get back to everyone by July.

Meeting with Shira Ackerman Simchovitch







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**PROPOSAL**  
**PROFESSIONAL DEVELOPMENT PLAN FOR TEACHERS IN EARLY**  
**CHILDHOOD IN ATLANTA**

**I. Consultations and Teacher Education Workshops**

- A. Teacher education workshops in a subject area.
- B. Visit schools where participants are teaching to observe classes and provide consultation and advice.

**II. On-going Facilitation**

- A. There will be a local facilitator who will work with the teachers between the visits of the Consultant in the following areas:
  - (1) Lesson Planning
  - (2) Networking
- B. The local facilitator will observe the teachers in their classrooms
- C. The local facilitator will assist in compiling the lessons so that others may utilize them.
- D. The local facilitator will be available for individual consultations
- E. The local facilitator will help formulate the Israel portion of the program and travel to Israel with the participants.

**III. Israel Portion**

Participants in this program will travel to Israel for a study program. The subject matter and the nature of the program will be determined by the content of the teacher education for the whole year.

Suggestions for the Israel portion of the program include:

- A. Travel around Israel to learn about the different cultures, the impact of religion in Israel and Israel as portrayed in Jewish texts, both traditional and modern.
- B. Partnerships with Israeli counterparts to exchange ideas and continue an on-going dialogue.



## ISSUES TO CONSIDER

### 1. Content areas

- A. Jewish subject matter—should we focus on one area or do a *kol bo*?
- B. How do we integrate pedagogy?
- C. What is best suited for each school that can be taught in a group?

### 2. Who will be the participants?

- A. Pre-requisites
- B. Commitment
- C. Willing to be observed and share ideas
- D. Number of people

### 3. Funding

- A. Various sources, such as WZO, Jerusalem Fellows, Melton, the local community
- B. Portion from each school
- C. Individual pays a small portion
- D. Other ideas

### 4. Consultant

- A. How often to come to Atlanta?
- B. What would be our expectations?
- C. How to maximize the time

### 5. Local facilitator

- A. Qualifications
- B. Role in relation to school and to individual participants

### 6. Other considerations





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## MINUTES

### EARLY CHILDHOOD TEACHERS PROFESSIONAL DEVELOPMENT COMMITTEE December 7, 1995

Present: Rita Breier, Donna Linder Jaffe, Lauren Mahady, Jane Newman,  
Sheila Riegel, Lynn Simon, Pam Weiser, Naomi Weiss

Everyone introduced herself and told which school she represented. A discussion began concerning our purpose for coming together--to discover what areas of professional development teachers need or desire. Participants shared feedback ideas from their individual faculties.

Those ideas along with other brainstorming suggestions by the representatives were formulated into the following chart:

- |   |                          |
|---|--------------------------|
| 1. Judaics  | How to: Activities:      |
| --Torah, values, mitzvot  | -activities for the home |
| --Holidays  | -Jewish rituals, customs |
| --People (famous)   | -crafts, art             |
| --Prayer  | -music                   |
| --Basic Hebrew  | -drama                   |
| --Decoding  | -background/ history     |
| --Sight words   | -visuals, props          |
| --Israel  | -stories                 |
| 2. Child development and developmentally appropriate activities |                          |
| 3. Pedagogy   |                          |
| --Classroom management  |                          |
| --Classroom environment   |                          |
| 4. Parent-teacher relations (and parenting for parents)         |                          |

Priorities were expressed as follows:

- 1st choice: Torah, values, mitzvot--incorporating all of the "How to: Activities".
- 2nd choice: Child development and developmentally appropriate activities
- 3rd choice: Pedagogy



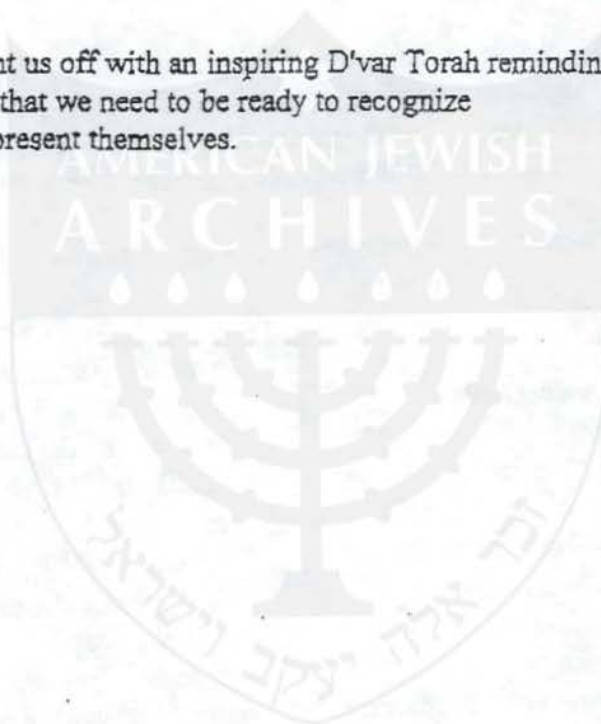
✱  
Other areas of discussion included:

- the desire of teachers to become certified in Judaics;
- the motivation for attending workshops
- the high value of network sharing

The participants shared successful projects from their schools in a networking fashion. Interest was expressed in visiting other schools when special projects are taking place.

Lynn Simon sent us off with an inspiring D'var Torah reminding us that we have to be G-d's partner and that we need to be ready to recognize G-d's signs when they present themselves.

Donna Linder Jaffe





JUN-19-1996 12:26 FROM GREENFIELD HEBREW ACADEMY TO

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**Greenfield Hebrew Academy**

by fax to:

Steve Chervin

874-7043

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Janice Aiper

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from: Richard Wagner

For our meeting this Friday, 10 a.m. at Federation, here are some thoughts which (I hope) summarize the conversation Cheryl and I had about this project. This should be viewed as a discussion piece and a spring-board for deliberation. L'hitraot.





JUN-19-1996 12:26 FROM GREENFIELD HEBREW ACADEMY TO

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## Israel Seminar

*Draft*

This proposal addresses two of the critical continuity issues:

Professional Development and the Israel Experience. Sufficient research has been generated to provide a foundation for expansion of funds and energy in both areas. This proposal not only combines Professional Development with the Israel experience, but also introduces the aspect of inter-agency cooperation. Thus, a fiscal efficiency will also help the community by creating a professional cadre transcending the individual schools which teachers serve.

The theme for the Seminar will be "The Jewish Character of the Jewish School." All of the day schools recognize that promoting Jewish literacy is a primary mission. Included in this goal are skill mastery in Hebrew language, facility <sup>with</sup> Jewish texts, and ability to demonstrate practice of Jewish rituals. The schools also deem as desirable the identification of Jewish values within these skills. The meta-curricular issue which the Seminar will address is the translation of these values into behaviors within the life of the schools and within the lives of the students and their families. The participating schools are at different points in articulating this issue and in achieving the essential "buy-in" of

*What is Jewish literacy?*



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teachers which will allow an agenda-in-common to be built.

Participants in the Seminar will be teachers and administrators from Atlanta's day schools. There will be a team from each school and the work of the Seminar will be done in large group, job-alike, and school group settings. That is, the agenda of the Seminar will parallel Professional Development work done in the individual schools by other teachers, as well.

*by the way -  
seminars  
in 2 days?  
build -  
growth, ca.*

The Seminar will have at least six sessions over the course of the year, with visiting and local educators. The goals of these sessions will be determined by the participants, as they flesh out a plan for dealing with the theme.

During the summer, the Seminar will re-locate at the Hebrew University's Melton Centre in Jerusalem. *- for how long?* The Centre has compiled an impressive record of facilitating such experiences with the top day schools in the United States and in other countries. The Centre will be a key partner in working with the Atlanta schools over the winter, and in relating the deliberations of the Seminar to the best use of Israel resources. Participating a community-based program is a departure for the Melton Centre. In the past, they have worked with individual schools. We hope that the benefits of inter-school cooperation will persuade them to



Training in General Education. Table 2 shows that 72% of Atlanta's educational leaders are certified in general education, and 58% hold degrees with a major in an education field. Some leaders have both certification and a degree. In total, 75% are considered to be formally trained in general education and pedagogy.

In the three communities, more than half (53%) are certified in general education, and over two-thirds (68%) hold degrees in education. In total, about three-fourths (76%) of the educational leaders are formally trained in general education and pedagogy.

Table 2. Collegiate and Professional General Education Backgrounds of the Educational Leaders

SETTING	Trained in General Education*	Certification in General Education	Degree in Education
Day School	74%	54%	67%
Supplementary	77%	53%	69%
Pre-school	74%	50%	69%
<b>TOTAL</b>	<b>76%</b>	<b>53%</b>	<b>68%</b>
<i>Atlanta Total</i>	<i>75%</i>	<i>72%</i>	<i>58%</i>

\*Leaders trained in general education have either certification, a degree, or both.

Pre-school educational leaders in the three communities are less likely to have college degrees in education than leaders in other settings. Eighteen percent of the pre-school educational leaders, who have formal training in general education, received their training in education from teachers' institutes (mainly one- or two-year programs in Israel or the U.S.). Fifty-six percent of pre-school leaders have college degrees with a major in education, and 13% received training in education from teachers' institutes.

Training in Jewish Studies. We define formal training in Jewish studies (Judaic subject matter) either as holding a degree in a Jewish subject matter from a college, graduate school, or rabbinic seminary; or as having certification in Jewish education. (Degrees in Jewish education count as training both in Jewish studies and general education). Sixteen percent of the educational leaders of Atlanta are certified in Jewish education, and 12% hold degrees in a Jewish content area (see Table 3). Some leaders have both certification and a degree. In total, 17% are considered to be formally trained in Jewish studies.



Among the educational leaders of all three communities, only 37% percent are certified in Jewish education, and 36% hold degrees in a Jewish content area. In total, only about half (49%) of the educational leaders in the three communities are formally trained in Jewish studies, either certified in Jewish education and/or holding degrees in Jewish studies.

Table 3. Collegiate and Professional Jewish Studies Backgrounds of the Educational Leaders

SETTING	Trained in Jewish Studies*	Certification in Jewish Education	Degree in Jewish Studies
Day School	52%	43%	48%
Supplementary	66%	44%	41%
Pre-school	12%	12%	- -
<b>TOTAL</b>	<b>49%</b>	<b>37%</b>	<b>36%</b>
<i>Atlanta Total</i>	<i>17%</i>	<i>16%</i>	<i>12%</i>

\*Leaders trained in Jewish studies have either certification, a degree, or both.

In the three communities, supplementary and day school leaders are the most likely to hold certification and/or degrees in Jewish education. Forty-three percent of day and 48% of supplementary school leaders are certified in Jewish education, and similar numbers hold degrees in Jewish studies. No pre-school educational leaders hold degrees in Jewish studies, and only 12% are certified in Jewish education.

Training in Educational Administration. Leaders in the three communities, including Atlanta, have very little formal preparation in the area of educational administration/supervision (see Table 4). We define formal preparation in administration/supervision as either being certified in school administration or holding a degree with a major in administration or supervision. These preparation programs cover such topics as decision-making, organizational theory, staff development, planning, and finance. In these types of courses, students learn about problem-solving, developing collaborative cultures, and implementing change, among other issues. We have not counted a Masters in Jewish Education as formal preparation in educational administration, although we consider these Jewish education degrees as training in Jewish studies and in education/pedagogy. Advanced degrees in Jewish education often include a number of courses in school



administration and supervision, and some even have an internship program, but the emphases and intensity are not equivalent to a complete degree with a major in administration or supervision.

Table 4. Collegiate and Professional Educational Administration Backgrounds of the Leaders			
SETTING	Trained in Educational Administration*	Certification in Administration	Degree in Administration
Day School	41%	36%	19%
Supplementary	19%	19%	9%
Pre-school	19%	19%	--
<b>TOTAL</b>	<b>27%</b>	<b>25%</b>	<b>11%</b>
<i>Atlanta Total</i>	<i>16%</i>	<i>16%</i>	<i>--</i>
*Leaders trained in educational administration have either certification, a degree, or both.			

*As presented in Table 4, only 16% of Atlanta's educational leaders are certified or licensed as school administrators, and none hold a degree in administration. Among the educational leaders of the three communities, only 25% are certified or licensed as school administrators, and only 11% hold degrees in administration.*

In the three communities, day school educational leaders are the most likely to have formal preparation in educational administration. Forty-one percent of day school leaders, compared to only 19% of supplementary and 19% of pre-school leaders are trained in educational administration. In total, 27% are trained in educational administration. Of the rest, 35% received some graduate credits in administration without receiving a degree or certification, but we do not know how intensive their studies were.

#### Training for Educational Leadership Positions

To fully explore the background of educational leaders it is important to consider simultaneously the different components of leadership training: general education and pedagogy, Jewish studies, and educational administration/supervision. What percentage of educational leaders are trained both in education and Jewish studies? What percentage are trained in all three areas of leadership preparation?