

TEACHER'S MANUAL

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Introduction

The purpose of this manual is to acquaint teachers with the policies and regulations governing the conduct and maintenance of our school. It is intended to give you an overview of what you can expect during the coming year, as well as what will be expected of you during the course of the year. Since we are constantly striving to improve our school, your input and support will be welcomed and appreciated.

Temple Beth-El Religious School and Hebrew School is a direct means by which we impart Judaism to the current generation of Jewish youth. Hopefully, through our dedicated teachers, we will develop students who are committed Reform Jews with a working knowledge of Prayer, Torah, History, Hebrew and Reform Ideology. Through our offering of positive Jewish experiences, it is hoped that our students will become people who are concerned about world problems and the plights of all people.

If we can create an atmosphere in which children will feel at home and look forward to learning, then we shall be on our way to completing the primary goal of Jewish education - creating active and contributing members of the Jewish community.

We hope that you will be strengthened and inspired to teach, and will imbue your students with a love of God and Judaism.

TEMPLE BETH-EL RELIGIOUS SCHOOL
MISSION STATEMENT
March, 2009/Adar 5769

The goal of Jewish education within the Reform Movement is to deepen Jewish experience and knowledge for all Jews, so as to strengthen their commitment to God, their identification with the Jewish people, their involvement in the Temple, their participation in Jewish life, and their determination to live as Jews.

- URJ Commission on Reform Jewish Education

Temple Beth-El strives to provide each student with a comprehensive Jewish education. It is our goal to empower each student to become a vital part of our Temple community and to build, throughout his or her years in the school, a sense of Reform Jewish identity and the foundation of a lifelong commitment to Jewish living and learning. Our program will enable each student to understand and express Judaism, through a deep understanding of God, Torah, and Israel.

Even as the Temple strives to maintain rigorous standards for our curriculum, those who implement it, and our students' achievement, so too do we expect our commitment to Jewish learning to be supported by the students' families.

TEMPLE BETH-EL SETS TWO GOALS FOR ITS RELIGIOUS SCHOOL:

I. Through religious education, our students will become a vital part of the Jewish community.

- a. They will interact with Temple clergy who are their educators, worship leaders, and counselors.
- b. They will study with teachers who are knowledgeable about Judaism, meet the needs of students with various learning styles, and implement a variety of teaching strategies.
- c. They will participate in Temple family programs designed to foster ethical awareness and nurture family commitment to Jewish life.
- d. They will participate in Temple events and activities with their peers.
- e. They will participate in activities that reinforce their connection to the local, national, and worldwide Jewish community, fulfilling the principle of *K'lal Yisrael* – the unity of the Jewish people.

II. Through religious education, our students will build their Jewish identity.

- a. They will study and explore Jewish beliefs about God, the core principles of Jewish ethics, and *Mitzvot* (sacred obligations).
- b. They will develop an understanding of *tikkun olam* (repairing the world) as a sacred responsibility in partnership with God.
- c. They will develop an understanding of the foundational literature of Judaism: Torah, Prophets, Writings, Talmud, and Midrash.
- d. They will develop an understanding of the Jewish calendar by studying and observing Shabbat, Holy Days, and Festivals.
- e. They will develop an understanding of Jewish life cycle events.
- f. They will develop competence in reading and writing Hebrew.
- g. They will develop vocabulary in liturgical and conversational Hebrew.
- h. They will develop competence in prayer-reading and worship-leading.
- i. They will develop an understanding of Jewish history.
- j. They will develop an understanding of the Holocaust.
- k. They will develop an understanding of the history, geography, and culture of Israel.
- l. They will participate throughout their Jewish education in celebrations of Jewish identity: Consecration (marking the formal beginning of Jewish education studies), *Siyyum* (completion of first year of Hebrew study), Bar-/Bat-Mitzvah, Confirmation, and High School Graduation

CLASSROOM ASSIGNMENTS

RELIGIOUS SCHOOL:

PRE-SCHOOL	TONYA GLANTZ	ROOM 31
KINDERGARTEN	PAULA ANNENBERG	ROOM 36
GRADE 1	MARSHA HOROVITZ	ROOM 33
GRADE 2A	SANDRA LAMCHICK	ROOM 35
GRADE 2B	NITZA ATTALI	ROOM 34
GRADE 3A	NIKKI HAMBURGER	ROOM T8
GRADE 3B	JENNIFER ARNDT	ROOM T6
GRADE 4	AVIS GUNTHER-ROSENBERG	ROOM T7
GRADE 5A	DAVID ARNDT	ROOM T3
GRADE 5B	ALAN ROSENBERG	ROOM T1
GRADE 6A	ROBERT OSTER	ROOM T2
GRADE 6B	STEVAN LABUSH	ROOM T4
GRADE 7A	ROBERT OSTER	ROOM T2
GRADE 7B	ALAN ROSENBERG	ROOM T1
GRADE 8	AVIS GUNTHER-ROSENBERG	BOARDROOM
GRADE 9	LAURA CLAYMAN	ROOM T3
GRADE 10	RABBI SARAH MACK	PROVTY ROOM

SPECIALISTS

ARTS + CRAFTS	SHANNON BOUCHER	ROOM 37
COMPUTER	STEVEN KAHAN	ROOM 14
LIBRARY	REINI SILVERMAN	LIBRARY
MUSIC	DEBBIE WALDMAN	CLASSROOMS

CHUGIM

COOKING	LAURA LEVINSON	KITCHEN
MAH JONGG	LESLIE CHAZAN	

HEBREW SCHOOL:

<i>BERESHIT 1</i>	ESTELLE MILLMAN	ROOM 32
<i>BERESHIT 2</i>	PAULA ANNENBERG	ROOM 36
<i>SHEMOT</i>	SANDRA LAMCHICK	ROOM 35
<i>VAYIKRA 1</i>	JILL BROMBERG	ROOM T8
<i>VAYIKRA 2</i>	MEITAL CAFRI	ROOM T6
<i>BEMIDBAR 1</i>	NITZA ATTALI	ROOM T5
<i>BEMIDBAR 2</i>	STANLEY FREEDMAN	ROOM T7
<i>MECHINAH</i>	MARSHA HOROVITZ	ROOM 33
WORSHIP SERVICE	REINI SILVERMAN	LIBRARY

ADMINISTRATIVE NOTES

The Religious School is happy to welcome you to its faculty. In serving the children of Temple Beth-El, please remember that you are providing a significant service for the future of the Jewish people. We are genuinely appreciative of your real and vital contribution.

The office and administration of the school are at your service in every way, to help you make Judaism alive, vital, inspirational and meaningful to our children. We are behind you in every effort, and will endeavor to support you fully in all items pertaining to classroom administration, materials, discipline and other matters.

Our warm welcome and best wishes for a successful and fruitful year in our midst.

Shalom,

Rabbi Sarah E. Mack
Director of Education

Anita F. Steiman
School Administrator

Below are listed the various notes and procedures concerning administrative items that will help our school function smoothly:

1. ARRIVAL TIME

Teachers are required to arrive **20 MINUTES BEFORE CLASS**, and be in their rooms 10 minutes prior to the start of school. Mailboxes are located outside the school office. Teachers are required to check their mailboxes and sign in.

Religious School hours are:

Sunday	9:00 a.m. - 11:00 a.m.	Grades Pre-School - 6
	11:15 a.m. - 1:00 p.m.	Grades 7-10

Hebrew School (Grades 3-6) hours are:

Sunday	11:15 a.m. - 1:00 p.m.
Thursday	4:00 p.m. - 5:15 p.m.

Devarim (7th Grade class) 4:00 p.m. - 5:15 p.m. **select** Thursdays only

2. ASSEMBLIES

Assemblies will be held periodically. In addition to the Family Workshops, there may be programs for:

Chanukah
Martin Luther King, Jr. Day
Tu B'Shevat
Pesah
Lag B'Omer
Israel Independence Day
Closing Day

You will know the dates and duration of each assembly well in advance.

3. ASSISTANTS

Some teachers may be assigned teaching assistants (TA's). These people (11th or 12th grade students and/or adult volunteers) have been chosen on the basis of interest and potential for working constructively with young people. It is hoped that they will be given every opportunity to utilize their own special skills in the classroom. Whenever warranted, they may be given teaching responsibilities under the supervision of the classroom teacher. Teachers who work with "*madriskhim*" (11th Graders) and student teachers (12th graders) will be trained in how best to utilize these students and provide them with a meaningful experience.

4. ATTENDANCE OF STUDENTS

Regular attendance is expected of our students. Effective April, 1992, School Board policy states **the maximum number of absences allowed for Sunday School and Hebrew School will be seven (7) each**, in order to remain eligible for Bar/Bat Mitzvah. If a child misses two consecutive classes, the parents need to be contacted **by the teacher**. If you feel it is justified, you can expect the work to be made up. NOTE: Depending upon circumstances, it may be necessary for the student to obtain the services of a private tutor.

Rosters will be kept in class file folders. Please be sure that all pupil names are correct. Take time each class to take and record attendance accurately. The file folders will be found in your mailbox and **must** be returned at the end of the day. We will be keeping a master attendance file in the school office, so **be sure that your records are accurate**. Please put your *tzedakah* boxes in your mailboxes at the end of each class.

For your convenience, we have roll books available to keep your personal records. This does not replace attendance folders which are kept in the office.

Keep in mind that some children may be involved with joint custody and therefore miss Sundays on a periodic basis. Check with the office if you notice a pattern developing. (Sometimes, we are not informed at the start of the year either.)

5. ATTENDANCE OF TEACHERS

Attendance on a regular basis is important to creating classroom community. Temple Beth-El's policy regarding paid absences is that each teacher is entitled to one paid absence for each day per week that she or he teaches. If you know in advance that you need to be absent one day, please let us know as soon as possible.

For absences due to reasons other than sickness, teachers are responsible for finding their own substitutes (a list will be provided). Please refer to your Substitute Teacher List. In addition to early notification, the teacher is responsible for leaving adequate lesson plans. This is an important reason for leaving your attendance folder in your mailbox.

6. AUDIO VISUAL AIDS

The School owns the following audiovisual equipment:

- Slide projector
- Cassette / CD players
- VCRs
- DVD players
- Projection screen
- 2 Listening Centers with 16 headphones
- 2 Polaroid cameras
- Digital Camera

These items are all available for your use upon request. In order to schedule their use, please turn in an Audiovisual Request Form one week in advance of the time you wish to have the equipment. (SEE "SAMPLE FORMS")

Additionally, we have cassettes, videos, numerous resource materials, maps, plays, posters, flash cards, theme pictures, books, games, etc. If you wish to use any of these items, please request them one week in advance on the Audiovisual Request Form.

7. BOOKS

Books are simply one of the many educational tools used in our school. It is expected that teachers will strive to utilize audiovisual aids, "games", and other teaching tools in addition to textbooks. Let us know if you would like help lesson planning in these areas.

8. BREAKS

Breaks may be given at the teacher's discretion; however students should remain in the classroom, to avoid disturbing other classes.

9. BULLETIN BOARDS / WINDOWS

Religious school and Hebrew school classes each have available bulletin boards and wall space. Please keep them current and attractive. Window space can also be utilized. At least one area in each room should display students' work. **PLEASE NOTE:** In the sanctuary classrooms, please use **only** Velcro to attach items to the walls. Velcro can be requested from the School Administrator.

10. BUREAU OF JEWISH EDUCATION

The Bureau of Jewish Education offers numerous courses and workshops throughout the year which may be beneficial to you. Please note that there is minimal money available to pay for these courses and in some instances, to compensate teachers for their time. Please speak to the School Administrator if you are interested.

11. CLASS DISMISSAL

There are **no** early dismissals. We are responsible for the students during school hours. **Parents** of students in pre-school thru Grade 2 **must** pick up their children in their classrooms. **Students should never be allowed to wait outside unattended. If a parent is late in picking up their child, the child should be brought to the School Office to wait with an adult.**

12. COMMUNICATION TO PARENTS

Each teacher should prepare an introductory letter to send home with the children during the first week of classes. We also **strongly** recommend periodic e-mail bulletins to the parents.

13. CONDITION OF ROOM

Our maintenance staff will do their part to keep classrooms clean. However, they need your cooperation and assistance. Teachers are responsible for the condition, cleanliness and order of the room. Please note: **FOOD AND BEVERAGES ARE NOT ALLOWED IN CLASSROOMS.** Before you leave the room:

1. Turn out lights
2. Papers put away
3. Spills wiped up
4. Closet is locked

14. CUMULATIVE RECORDS

We have established a set of confidential files on each student. These files will be available for your use either for consulting the observation of former teachers or for adding pertinent information (i.e. family circumstances, health, special learning needs, etc.). Please ask to see the file for a particular student.

15. DISCIPLINE

If a child is misbehaving in class, please make every effort to solve the problem in class. If efforts to correct behavior fail, please send the child to the office. Please document what the specific behaviors were that prompted this action. The School Administrator is also available to observe particular children upon request.

The teachers, School Administrator and Director of Education use the following guidelines to handle discipline problems:

When an incident first occurs the teacher will discuss the situation with the student(s) and will attempt to resolve the problem. If the student's behavior continues to be a problem, the teacher will contact the parents. If a teacher needs to contact a parent twice, a personal conference may be necessary.

If the incident is serious in nature, or efforts to correct behavior in class have failed, the student will be sent to the School Administrator. The School Administrator will assess the situation and try to resolve it. If necessary, the student will not be allowed to return to class that day and will be given an appropriate assignment. The teacher and School Administrator will confer and decide on further action. The School Administrator or teacher will contact the parent as soon as practical.

If at any time a student's behavior becomes harmful to another child, the student will be removed from class and a parent called to pick up his/her child immediately. Malicious and/or harmful conduct, and/or failure to correct inappropriate or disruptive behavior will result in a parent conference. Until this meeting takes place and the matter resolved, the student will be assigned an alternative program.

If the matter in the above is not resolved, the student may be subject to suspension from the school.

The School Board supports suspension of students for disciplinary problems.

When disciplining students, please remember never to pick up a child or move him/her bodily. NEVER touch a child in anger or frustration.

WE CANNOT OVER-EMPHASIZE THE IMPORTANCE OF DOCUMENTING ACTIONS.

16. EMERGENCY PROCEDURES (FIRE DRILLS)

Please read over the procedures described in the Fire Drill section and discuss them with your students. There will be fire drill(s) during the school year. You will be notified in advance; however, that information is not to be shared with students.

17. FIELD TRIPS

If you think that a field trip will enhance your lesson, you are encouraged to use this educational tool. The first step is to discuss the trip with the School Administrator **SIX WEEKS IN ADVANCE**. This early date is necessary to make arrangements and assign car pools. There is limited money available to help defray costs. Permission slips must be sent home, signed, and returned **prior** to the trip. (See "Sample Forms")

18. FIRST AID

If a child is injured or becomes ill, you should first assess whether or not he or she should be moved. If it is possible, bring the child to the office. If not, remain with the child and send someone else to the office to get help. Under **no circumstances** should you give a child medication (not even aspirin or Tylenol) or use antiseptic. If a child is bleeding, do not touch the wound unless you are wearing surgical gloves (available in the school office). Ice packs are available in the office. Please refer to "**CLASSROOM GUIDE FOR BASIC FIRST AID**" for further information.

Several members of our staff have been certified in CPR and are approved Emergency Responders of Defibrillation.

Maintenance Crew: George Hetu, Anatoly Magidin.

Other Staff: Judy Moseley and Anita Steiman

19. GRADING / EVALUATION

Twice a year, all classes will be evaluated. Students in grades 2 and above (including all Hebrew School classes) are assigned grades in addition to comments. Please remember to make personal comments for each student.

If a child is doing poorly, please inform the child of what should be done to correct the situation. Call the parents and let them know of the difficulties and what they can do to help. Inform the School Administrator. There is no excuse for a poor evaluation being sent home to unsuspecting parents. Special instructions for evaluating students will be forthcoming - approximately one month prior to the due date for written evaluations.

A Religious School Open House will be held for classes on Sunday, December 4, 2011 and Hebrew School Parent/Teacher conferences on Sunday, December 4, 2011.

20. HEBREW

In Hebrew School classes, students and teachers will be called by their Hebrew names. All simple directions in class and assemblies will be given in Hebrew. The Hebrew date and day should appear on the blackboard each day. Teachers should use as little English as possible.

In Religious School classes, the use of Hebrew words (i.e. names of holidays) and Jewish concepts (i.e. *tzedakah*, *Gemilut Hasadim*, *mentsch* [Yiddish, but a good one!] etc.) are strongly encouraged. Specific Hebrew to be used at each grade level will be indicated in the curriculum, including correct pronunciation. Please use the transliteration provided, so that we are consistent throughout the school.

21. HOMEWORK

Our Religious School policy is not to give homework in the lower grades unless it is for a special purpose. Please be reasonable and aware of time constraints when homework assignments are given. Hebrew school homework assignments should consist of practice drills, written homework, etc., lasting no more than 10 minutes per day. The time limit, rather than the quantity of work finished, should be stressed.

22. LESSON PLANS

Lesson Plans are required **two weeks prior to the date of a lesson**. Please use the forms that are in the school office. (See "Sample Forms"). Also, specialists will use your lesson plans to help them determine how best to use their time with your class.

Finally, in the event of an unexpected absence, it will be helpful for a substitute to follow your lesson plan.

23. LIBRARY

We are very proud of our beautiful and newly renovated William G. Braude Library. It is well stocked and meant for your use as well as the use of your students. Our professional librarian, Mrs. Reini Silverman, will be pleased to help you with any special assignments.

Our library is an excellent resource and should be used during the year. Holiday and new book displays will be changed regularly, and teachers informed of new acquisitions.

All classes through Grade 3 will be asked to visit the library regularly. If you would like to schedule a visit, please sign up for a date on the sheet on the Teachers' bulletin board.

24. MEETINGS

There are several types of meetings you will be expected to attend:

1. **An orientation session/Teacher's Retreat**
Wednesday, September 7, 2011
2. **Kroll Conference (or Zelniker Conference)**
Sunday, October 30, 2011
3. **Occasional faculty meetings**
Thursday, January 19, 2012 – 7:00 pm

These meetings are **mandatory**, and it is expected that teachers will not enter into any obligations that would prevent them from giving our school the required time. The purpose of these meetings will be to handle administrative items that cannot be handled in writing, to create special programs, to share, and to hold in-service workshops and/or training sessions.

25. OFFICE HELP

During the week, the Religious School Administrative Assistant, Rob Massi, is present to help you with any tasks with which you might need assistance. On Thursday and Sunday (during school hours), the Religious School Office Assistants, Michael Bresnick (on Sundays) and Gloria Jarcho (on Thursdays), are present. **Only they are allowed to use the copying machine.** Please turn in your orders for materials or duplicating **one week prior** to being needed. (See "Sample Forms") Do not expect last minute items to be run off if the office is busy. When we can accommodate you, we will. Any jobs requiring more than three items collated: two weeks notice. **Note: Teachers will not be reimbursed for photocopying done outside of the Temple.**

26. PERSONNEL FILES

The School Administrator will maintain personnel files for all teachers. Included in these files will be lesson plans, evaluations, records of discipline, teacher contracts, criminal background check forms, employment eligibility verification forms, and documentation of parental concerns. These files are for the protection of both the teacher and the school. Please be aware that every teacher has the right to see the contents of his/her personnel file at any time.

27. RESOURCE PERSONS

The Rabbis, Cantor, School Administrator, Executive Director and Librarian do not function merely in ceremonial or administrative capacities. They are available to participate in your class and help with any problems. Do not hesitate to call on them, but we do request that you give them at least two weeks advance notice. A form will be available in the School Office entitled "Request for Resource Person or Specialist" (See "Sample Forms").

28. SIGN-IN

Teachers must sign-in and check their mailboxes upon arrival. The sign-in sheet will be located outside the school office. This also provides me the opportunity to touch base with each of you before school starts. Please be sure to sign in each session. If you forget to do so, it is possible that you will not receive your proper salary for the month.

29. SINGLE PARENTS

Many of our students live in single parent families, blended families, etc. It is absolutely essential that you be aware of and sensitive to the special living situations of your students.

On this subject please keep the following in mind:

a. We are encouraging non-custodial parents to become part of their children's religious education. From the administrative point of view, this means we will send double mailings, etc. From the teacher's point of view, this means that if you need to call a child's parents and the parents do not live together you may need to make two phone calls. If you are in doubt about a specific student, please discuss this with the School Administrator.

b. When our teaching materials (books, films, etc.) show Jewish families, they tend to picture a father, mother and several children. It is up to you to be sensitive to the fact that this view will not represent all of your students. Be sure that the students living in non-traditional families are not made to feel that there is something "wrong" with their family.

30. SNACK

The Sisterhood will provide juice and cookies for Pre-school, Kindergarten, and Grades 1 and 2. If teachers or students provide snacks in other grades, please be sensitive to students who may keep kosher. **NO FOOD AND/OR DRINKS ALLOWED IN SANCTUARY CLASSROOMS.** Temple Beth-El observes a **NO NUTS** policy with all food given to children.

31. SPECIALISTS

Shannon Boucher is our Arts and Crafts specialist. All classes through Grade 3 will have scheduled Arts and Crafts sessions; however, please don't feel it necessary to limit Arts and Crafts to these sessions. Shannon is available as a resource for teacher-led Arts and Crafts projects as well. Should you wish to make use of her expertise, please fill out the form entitled "Request for Resource Person or Specialist" at least two weeks in advance.

Music will be scheduled regularly as well for Grades PS-3. We are delighted to have Deborah Waldman joining us again this year. Debbie's wonderful musical talent will enhance our curriculum and expose our children to the wonderful realm of Jewish music. We're sure the children will enjoy their time with *G'veret* Waldman! Please be sure that students wear name tags to each music class so that Debbie can begin to learn their names.

Steven Kahan will be our Computer Specialist. All classes will have regularly scheduled visits to our Computer Lab.

32. STUDENT EXCUSED FROM CLASS

Students may not be excused from class early without clearance from the office. Parents are instructed to send a note with their child. If you receive the note, please send it to the office. When the parent arrives, they must sign the child out in the office. We will then send someone down to let the child know that it is time to go.

We do not want people disturbing the class. In addition, we must be cautious about releasing children to anyone.

33. SUPPLIES

The Supply Room, located between Rooms 34 and 35, will be open during school hours for last-minute items. It is appreciated, though, that supply requests be submitted at least one week in advance to avoid confusion (see "SAMPLE FORMS" - Supplies List Request Form). Teachers wishing to purchase supplies over \$2.50 must clear it first with the School Administrator, if they wish to be reimbursed. To be reimbursed, simply give your receipt, along with an explanation to the School Administrator. On occasion, you may be asked to purchase a supply you have requested that we do not have in stock. In these cases, you will automatically be reimbursed.

34. SUPERVISION

The School Administrator and Director of Education will visit classrooms on a regular basis. They will meet with teachers both prior to and following certain observation sessions. Teachers may be asked to submit self-evaluations. Please note that supervision/evaluation sessions are for the dual purpose of; 1) evaluating teachers' performance and 2) helping teachers improve their skills. At the end of the year, evaluation meetings will be scheduled with each teacher.

35. TARDY STUDENTS

If a child is late to class, please mark the tardiness on your attendance record, unless you are aware of a specific situation. Please keep accurate records, and let the office know of any excessive tardiness (i.e. more than one per month, 2 per month for high school).

36. TZEDAKAH

Tzedakah should be collected in boxes that are provided. Boxes should be picked up and returned to your mailbox. At certain times of the year, we will collect for special projects, to be decided upon by the students and/or faculty. Please remember that our primary reason for collecting *Tzedakah* is to teach a concept. The amount of money we collect is secondary and is only to be considered an indicator of how well we are teaching this important part of the Jewish tradition.

The theme of the Social Action Committee this year is *childhood poverty* and *childhood hunger*. We will be sending our *tzedakah* to various agencies which aid in this cause.

37. 7:00 P.M. FAMILY SHABBAT TORAH SERVICE

Once a month, there will be a Family Friday night Torah Service, starting at 7:00 p.m. Please encourage students and their families to attend. Your own attendance will be appreciated.

November 4, 2011	Led by Grade 6 students
December 2, 2011	Led by Grade 5 students
January 13, 2012	Led by PROVTY (High School students)
February 3, 2012	Led by Grade 4 students
March 2, 2012	Led by Grade 3 students
April 27, 2012	<i>Mitzvah Mania</i> Projects Recognition
May 4, 2012	Teacher Appreciation Shabbat

JEWISH HOLIDAY DATES

The following holiday dates* are provided to aid you in your lesson planning and scheduling of presentations:

HOLIDAY	HEBREW DATE	ENGLISH DATE
<i>Rosh Hashanah</i>	1 <i>Tishrei</i>	September 29, 2011
<i>Yom Kippur</i>	10 <i>Tishrei</i>	October 8, 2011
<i>Sukkot</i>	15 <i>Tishrei</i>	October 13, 2011
<i>Simhat Torah</i>	22 <i>Tishrei</i>	October 20, 2011
<i>Chanukkah</i>	24 <i>Kislev-2 Tevet</i>	Dec. 21 – Dec. 28, 2011
<i>Tu B'Shevat</i>	15 <i>Shevat</i>	February 8, 2012
<i>Purim</i>	14 <i>Adar</i>	March 8, 2012
<i>Pesach</i>	14 <i>Nisan-21 Nisan</i>	April 6 – April 13, 2012
<i>Yom Hashoah</i>	27 <i>Nisan</i>	April 19, 2012
<i>Yom Ha'atzmaut</i>	5 <i>Iyar</i>	April 27, 2012
<i>Lag B'Omer</i>	18 <i>Iyar</i>	May 10, 2012
<i>Shavuot</i>	6 <i>Sivan</i>	May 27, 2012

* All holidays begin at sunset the evening before.

TEMPLE BETH-EL RELIGIOUS SCHOOL CURRICULUM OUTLINE FOR PRE-SCHOOL THROUGH GRADE 12

We have implemented a spiral curriculum so that many of the same topics (such as holidays, Bible, *zedakah* and Israel) are taught throughout the school, but specific age-appropriate concepts are covered in each grade. Learning activities are geared towards the cognitive and developmental level of the students at any given age. The following is an outline of what is taught in each grade:

Pre-School: INTRODUCTION TO JEWISH LIFE. Our pre-school students explore Jewish holidays, traditions and customs through stories, art, music, dramatics and puppetry. They begin to develop a positive Jewish identity and become familiar and comfortable in the synagogue environment.

Resources: I Can Learn and Do in the Synagogue, I Can Do a Mitzvah, I Can Celebrate Shabbat, I Can Celebrate Hanukkah, Jewish and Me (fall & spring holidays), and Jewish and Me: Mitzvot

Kindergarten: BUILDING JEWISH IDENTITY. Our kindergartners continue to build positive Jewish identities as they participate in creative activities associated with holidays, prayer, the synagogue and the association between God and the wonders of the world. Stories, songs, crafts and drama enhance and enrich the holiday traditions.

Resources: Let's Discover God, Let's Discover the Holidays and Shalom Sesame Classroom Magazines

Grade 1: JEWISH TRADITIONS. Grade 1 students continue to learn about the holidays, their symbols and observances. They are introduced to early Bible stories (Creation, Adam and Eve, Noah, the Tower of Babel, Abraham and Sarah, Isaac and Rebecca, Jacob and Esau, Joseph). Students are introduced to the concept of *mitzvot* – sacred obligations - as they study basic Jewish ethical precepts.

Resources: Let's Celebrate (7 full-color holiday magazines), Teach Me Torah, and Let's Discover Mitzvot

Grade 2: HOLIDAYS AND INTRODUCTION TO TORAH. Grade 2 students study the holidays through ritual, symbols, history and tradition. The relevance of the holidays to today's world is stressed: caring for the environment and responsibility toward others. The holidays are presented as vital and ongoing parts of the students' lives. In addition, second graders begin their study of Bible stories. Biblical personalities from Adam and Eve to Moses are presented through historical, religious, and ethical viewpoints. Students will continue their exploration of *mitzvot*, sacred obligations. They are also introduced to the land and people of Israel.

Resources: My Jewish Year, A Child's Bible: Lessons from the Torah, My Very Own Hagaddah, Let's Discover Mitzvot, Let's Explore Being Jewish: Mitzvot and Let's Discover Israel

Grade 3: BIBLE STORIES AND CONCEPTS OF GOD. Grade 3 students continue their study of Bible stories with lessons from the Prophetic literature. Biblical personalities, including Joshua, Kings, Ruth, Samson and others, are presented and connected to the children's own lives. They will also be introduced to an exploration of Jewish concepts of God and of the characteristics of a Jewish relationship with God.

Resources: [A Child's Bible: Lessons from the Prophets & Writings](#) and [Partners with God](#)

Grade 4: PARASHAT HA-SHAVUA AND SACRED TEXTS. Grade 4 students will reinforce their understanding of the structure and content of Torah. Students will study each week's Torah portion (*Parashat Ha-Shavua*) in preparation for composing and delivering a *D'var Torah*, a commentary of the weekly portion. The curriculum is also comprised of a survey of Jewish sacred literature: TaNaKH, Talmud, Midrash and others, as they learn to identify each work's main features and the relationship among these texts. Students will also begin thinking critically about right and wrong, the importance of the choices they make, and the role that Judaism will play in their lives.

Resources: [Make a Midrash Out of Me](#) and [The Torah: The Five Books of Moses](#)

Grade 5: AMERICAN JEWISH HISTORY. Grade 5 students experience the story of American Jewry from 1654 to the challenging events of today. Major topics include: the Jewish community, religious liberty, the contributions of Ashkenazic and Sephardic communities, immigration, and civil rights. Studies include trips to Ellis Island and Newport to visit the Touro Synagogue. Students become actively engaged in the decision-making process of history by examining and trying to define their own value systems while learning how these choices have shaped history.

Resources: [America: The Jewish Experience](#), [The Melting Pot](#), and [The Other Side of the Hudson](#)

Grade 6: ISRAEL AND THE JEWISH LIFE CYCLE. Grade 6 students focus their studies on Israel - the land, people, government, religion, culture, economy, archaeology, history, and the current politics of peace. In addition, they learn about the Jewish life cycle - the rituals and observances of major Jewish life cycle events - from birth, consecration, *bar/bat mitzvah* and confirmation to marriage, death and mourning. Studies include participation in a mock wedding, a visit to a *mikveh*, a visit to a Jewish funeral home and a tour of the Temple Beth-El cemetery.

Resources: [Understanding Israel](#), [Experience Modern Israel](#) and [Journey of a Lifetime](#)

Grade 7: MITZVOT AND THE HOLOCAUST. Grade 7 students begin to increase their level of Jewish commitment in concrete and practical ways. As they enter their young adulthood, they will begin to explore Jewish tradition through the study of *mitzvot*. They will learn the significance of each *mitzvah* and how to put the *mitzvah* into practice. Each student will choose and participate in a *mitzvah* project. Their studies also include an examination of the Holocaust from life in pre-World War II Germany, through the Nazi rise to power, to Jewish survival and resistance in the ghettos and concentration camps. Students will develop their own conclusions about the causes and meaning of the Holocaust by examining the facts and evidence in greater depth. Studies include a visit to the United States Holocaust Memorial Museum in Washington, D.C.

Resources: [The Holocaust: The World and the Jews](#) and [Escape from the Holocaust](#)

Grade 8: POST B'NEI MITZVAH STUDIES/JEWISH ETHICS: Grade 8 students are presented with a unique opportunity to discuss ethical dilemmas from a Jewish point of view. Students discuss Jewish ethics with their peers and engage with guest speakers who are experts in their fields. The classroom teacher helps students participate in meaningful dialogue about these topics and synthesize the year's learning. An emphasis is placed on learning to make difficult decisions as a Jewish adult in this first year of elective study post *b'nei mitzvah*.

Grade 9: COMPARATIVE RELIGION. Grade 9 students study comparative religion. The history, beliefs and practices of Hinduism, Buddhism, Islam and Christianity are explored. A comparison of the four branches of Judaism (Orthodox, Conservative, Reconstructionist and Reform) are also examined. Students visit various houses of worship and are introduced to guest speakers to enhance their appreciation of others' religious beliefs and practices.

Grade 10: CONFIRMATION. Grade 10 students begin the year by exploring Jewish New York and discussing what it means to be American and Jewish in the 21st century. The class, taught by the Associate Rabbi, considers how we approach modern ethical dilemmas from a Reform Jewish perspective. Students explore the decision-making process by studying ancient text and modern commentary. The *Pirke Avot* (Ethics of our Fathers) that teaches "know where you come from, know where you are going" is a major theme of the year as students prepare to "confirm" their Jewish identity in the spring.

Grades 11 and 12: POST-CONFIRMATION. Our post-confirmation students are encouraged to become classroom teacher aides. They spend some time learning the necessary skills of teaching (writing lesson plans, classroom management techniques, how to present a lesson, etc.) and are assigned to Hebrew and/or Religious School classrooms. In addition to student teaching, a monthly study session with Rabbi Gutterman includes a discussion of Jewish ethics and thought, and current events.

HEBREW SCHOOL CURRICULUM

The Hebrew program at Temple Beth-El begins when students are enrolled in Grade 3. Our primary objective of this five year curriculum is for students to navigate the *siddur* (prayer book) confidently. In addition, modern Hebrew is a fun way to enhance their reading skills and for students to truly realize that Hebrew is a modern, living language. Classroom visits by Israeli emissaries emphasize that and introduce modern Israel to the students. Students supplement classroom activities by engaging in Hebrew studies in our state-of-the-art computer lab. Students are required to attend worship services to further enhance their grasp of the *siddur* and prepare for their *B'nei Mitzvah*.

Students in Grade 3 (*Bereshit*) are introduced to the Hebrew alphabet and will learn to recognize, name, and write all of the letters and vowels of the *alef bet* (alphabet). They learn to decode simple combinations of letters and vowels and begin to learn a basic cultural vocabulary of Hebrew words. *Bereshit* students learn to recite the following prayers: *Shema, Barechu, Chanukah Blessings, Four Questions, Shabbat Table Blessings*.

Students in Grade 4 (*Shemot*) begin their in-depth study of prayers in the *siddur*. They focus on the concepts and themes of the *Barechu, Shema / V'ahavta, Yotzer Or / Ma'ariv Aravim*, and *Mi Chamocha*. They also learn to recite the Torah blessings. Students will expand their Hebrew vocabulary and engage in simple conversational Hebrew.

Students in Grade 5 (*Vayikra*) continue their in-depth study of prayers and focus on the concepts and themes of the *Avot v'Imahot, Gevurot, Kedusha, Kedushat Ha-Yom Shel Shabbat (Veshamru, Yismechu), Shalom Rav, Sim Shalom* and *Kaddish*. Students will continue to reinforce their Hebrew vocabularies, improving their familiarity with Hebrew as a modern language.

Students in Grade 6 (*Bemidbar*) continue to practice their fluency and accuracy in reading prayers and focus on the concepts and themes of the following: *Ein Kamocha, Av Harachamim, Kee Mitziyon, L'cha Adonai, Birchot Hatorah, Birchot Hahaftarah, V'zot Hatorah, Eitz Hayyim Hee, Al Sh'loshah D'varim, Aleinu, Kaddish, Ein Keloheinu, Modeh Ani, and Hashkiveinu*. *Bemidbar* students will develop competence and confidence in leading their peers in worship services. They will continue to reinforce their Hebrew vocabularies, improving their familiarity with Hebrew as a modern language.

Students in Grade 7 (*Devarim*) meet monthly with the Associate Rabbi and Cantor and participate in the Rabbi's Workshop. They become familiar with the central texts of the Jewish tradition including *TaNakh, Midrash, Mishnah, Talmud*, etc.

PRIMARY EVACUATION ROUTES

SIGNAL FOR FIRE DRILL

Sounding of fire alarm

INSTRUCTIONS FOR SANCTUARY CLASSROOMS

- T2 & T4: **Turn left** to main Temple exit. **Walk left** to corner, and continue walking on sidewalk of Butler Avenue towards Blackstone Boulevard.
- T6 & T8: **Turn right** to rear Sanctuary exit. Exit rear of sanctuary, to Butler Avenue sidewalk & **walk left** towards Blackstone Boulevard.
- T1 & T3: **Turn right** to Parking Lot exit. **Walk right** towards Butler Avenue and **turn left** at end of driveway towards Blackstone Boulevard.
- T5 & T7: **Turn left** to rear Sanctuary exit. Exit rear of sanctuary, to Butler Avenue sidewalk and **walk left** towards Blackstone Boulevard.

CHAPEL

Turn right to main Temple exit. **Walk left** to corner, and continue walking on sidewalk of Butler Avenue towards Blackstone Boulevard.

MEETING HALL

Exit through main entrance into foyer. Exit through main Temple exit. **Walk left** to corner, and continue walking on sidewalk of Butler Avenue towards Blackstone Boulevard.

INSTRUCTIONS FOR SCHOOL BUILDING ROOMS

- PROVTY Room: **Turn right**; go through Maintenance corridor, up the stairs to rear School exit, **turn left** onto Orchard Place. Continue walking towards Orchard Avenue. **Turn right** onto Orchard Avenue.
- Boardroom: **Straight ahead**, through the Maintenance corridor, up the stairs to rear School exit, **turn left** onto Orchard Place. Continue walking towards Orchard Avenue. **Turn right** onto Orchard Avenue.
- 14: **Turn left**, go through the Maintenance corridor, up the stairs to rear School exit, **turn left** onto Orchard Place. Continue walking towards Orchard Avenue. **Turn right** onto Orchard Avenue.
- 37: **Turn left**, go down the stairs to rear School exit, **walk left** onto Orchard Place. Continue walking towards Orchard Avenue. **Turn right** onto Orchard Avenue.
- 31: **Turn left**, go down the stairs to rear School exit, **walk left** onto Orchard Place. Continue walking towards Orchard Avenue. **Turn right** onto Orchard Avenue.
- 32: **Go straight**, down the stairs to front School exit, **walk right** and continue walking on Orchard Avenue.
- 33 & 34: **Turn left**, go down the stairs to front School exit, **walk right** and continue walking on Orchard Avenue.
- 35 & 36: **Turn right**, down the stairs to front School Exit, **walk right** and continue walking on Orchard Avenue

ALL CLASSES

Teachers must take attendance folders. When class reaches destination, students should be silent and wait and listen for instructions. Teachers take attendance. Principal will dismiss classes when drill is over.

SECONDARY EVACUATION ROUTES

SIGNAL FOR FIRE DRILL

Sounding of fire alarm

INSTRUCTIONS FOR SANCTUARY CLASSROOMS

- T2 & T4: **Turn right** to rear Sanctuary exit. Exit rear of sanctuary, to Butler Avenue sidewalk & **walk left** towards Blackstone Boulevard.
- T6 & T8: **Turn left** to main Temple exit. **Walk left** to corner, and continue walking on sidewalk of Butler Avenue towards Blackstone Boulevard.
- T1 & T3: **Turn left** to rear Sanctuary exit. Exit rear of sanctuary, to Butler Avenue sidewalk and **walk left** towards Blackstone Boulevard.
- T5 & T7: **Turn right** to Parking Lot exit. **Walk right** towards Butler Avenue and **turn left** at end of driveway towards Blackstone Boulevard.
- Chapel: Exit through back doors into Rabbi Gutterman's Study and out through the Study. **Turn left** and exit through main School exit. **Turn right** onto Orchard Avenue and continue walking.

INSTRUCTIONS FOR SCHOOL BUILDING ROOMS

- PROVTV Room: **Turn left**, up the stairs to front School exit, **turn right** and continue walking on Orchard Avenue.
- Boardroom: **Turn right**, up the stairs, to front School exit, **turn right** and continue walking on Orchard Avenue.
- 14: **Straight ahead**, up the stairs to front School exit, **turn right** and continue walking on Orchard Avenue.
- 37: **Turn left**, go down the stairs to front School exit, **walk right** onto Orchard Avenue.
- 31: **Turn right**, go down the stairs to front School exit, **walk right** onto Orchard Avenue.
- 32: **Go left**, to end of corridor, down the stairs to rear School exit, **walk left** onto Orchard Place. Continue walking towards Orchard Avenue. **Turn right** onto Orchard Avenue.
- 33 & 34: **Turn left**, to end of corridor, go down the stairs to rear School exit, **walk left** onto Orchard Place. Continue walking towards Orchard Avenue. **Turn right** onto Orchard Avenue.
- 35 & 36: **Turn right**, to end of corridor, go down the stairs to rear School Exit, **walk left** onto Orchard Place. Continue walking towards Orchard Avenue. **Turn right** onto Orchard Avenue.

ALL CLASSES

Teachers must take attendance folders. When class reaches destination, students should be silent and wait and listen for instructions. Teachers take attendance. Principal will dismiss classes when drill is over.

FIRE CAPTAINS

Role: Go to area that you are assigned IMMEDIATELY. Make sure that everyone in that area has evacuated the building. Check the various locations in your area to be sure that everyone has left (i.e. check closets or any space where a frightened child may hide). Close doors after checking and leave building.

NAME:

AREA:

Religious School Office Assistant

School Wing (main level) – Rabbi Mack’s office, Anita’s office, Conference room; bathrooms in Art Gallery and Rabbi Gutterman’s study

Reini Silverman

Library (both levels)

Shannon Boucher (9:00-11:00)

Anita Steiman (11:00-1:00)

Upstairs bathrooms; upstairs classrooms

Security Person

Patrol Orchard Avenue

Maintenance Person

Sanctuary Classrooms/Sanctuary

Maintenance Person

Chapel; Handicapped bathrooms; Meeting Hall; Foyer; Outer foyer

Cantor Seplowin (9:00-11:00)

Rabbi Mack (11:00-1:00)

Lower level (Boardroom, Room 14, Cantor’s office, Maintenance corridor)

Anita Steiman

Blackstone Boulevard supervision

Rabbi Mack

Orchard Avenue/Orchard Place supervision

LOCATION OF FIRE EXTINGUISHERS

- Basement: Outside Maintenance Office; outside PROVTY Room; Boardroom; and at Rear School Exit
- Street Floor: Stairwell of Rear School Exit; at Front School Exit near office; right of Sanctuary behind pulpit; left of Sanctuary behind pulpit; Meeting Hall; Art Gallery hallway; kitchen; library
- Second Floor: Top of front stairs; end of hallways

LOCATION OF FIRE ALARM BOXES

- Basement: Outside PROVTY room.
- Street floor: Near front office; on post near stairs in school lobby; in Temple lobby near entrance to Meeting Hall; Meeting Hall; kitchen; near both Butler Avenue exits at rear of pulpit; near automatic door entrance to parking lot
- Second floor: Outside Room 36 (top of front stairs) and across from Room 37 (top of rear stairs)

Temple Beth-El Religious School Policies
As Adopted by the School Board - April, 1992
(revised September 2009)

ATTENDANCE REQUIREMENTS:

In order for a child to attend our Religious School, the family must be a member in good standing of our Temple.

Attendance and lateness records are kept. Students are expected to arrive on time, as tardiness is disruptive to the class. Calls by the Administration will be made to correct any excessive lateness or absenteeism. **EACH STUDENT IS RESPONSIBLE FOR MAKING UP ANY WORK MISSED DUE TO ABSENCE.**

The maximum number of absences permitted for Religious School and Hebrew School are seven (7) EACH. Extenuating circumstances will be reviewed by the School Administrator and Director of Education, and then referred to the School Board. Families not in compliance with this policy will be required to meet with a special School Board Committee.

BAR/BAT MITZVAH:

Students who plan to become Bar/Bat Mitzvah are required to attend four (4) full years of Hebrew School, be enrolled in the Religious School through the school year in which their Bar/Bat Mitzvah occurs, and attend all Bar/Bat Mitzvah Family classes.

CONFIRMATION:

Confirmation class is a TWO YEAR PROGRAM. Students must attend Religious School without interruption through Grade 10 to become part of the Confirmation program.

FOOTWEAR POLICY:

Wheeled devices, including inline skates, scooters, roller skates and "heelines" (the sneakers with wheels) are not allowed on Temple grounds. We are most concerned about our children's safety and the integrity of the Temple. If any of the above is worn by a child, they will be removed from the child and held in the Religious School Administrator's office until a parent picks them up. We thank you for your cooperation and respect.

HEBREW SCHOOL:

All students shall commence their Hebrew studies in the Third Grade. This will give all students four years to complete the necessary curriculum prior to commencing Bar/Bat Mitzvah training. There will be a Rabbi's Workshop held once a month during the seventh grade year.

SCHOOL HOURS:

Religious School	9:00 am - 11:00 am	Grades KG - 6
	11:15 am - 1:00 pm	Grades 7-10
Hebrew School	11:15 am - 1:00 pm	Sundays Grades 3-6
	4:00 pm - 5:15 pm	Thursdays Grades 3-6
	4:00 pm - 5:15 pm	select Thursdays only (grade 7)

CHILD SAFETY POLICIES FOR TEACHERS

1. Never be alone in the classroom with a child unless the classroom door is left open!
2. If children are dropped off early and the teacher or the teacher's aide is the only one in the classroom, parents will be asked to remain in the classroom until others arrive.
3. If parents are late in picking up children, the children will be brought to the office to remain until parents arrive.
4. Background checks (BCI) are kept in teacher personnel files. The Temple reserves the right to terminate employment based upon the nature of any discovered offenses.
5. As role models for the students of our Religious and Hebrew Schools, teachers and teacher aides are expected to uphold certain decorum. The Temple retains the right to terminate any faculty member or teacher aide whose behavior is not conducive to that of a role model in our community.
6. Teachers will be expected to create an atmosphere of respect and "safe space" within their classrooms by using appropriate language, limit setting, and inclusivity. (**Include in Teacher Aide contract**)
7. Bathroom Policy
PS – Grade 3:
 - Parents have been asked to have their children use the bathroom facilities before coming to class.
 - If children need to use the facility during class hours, two children will go to the bathroom accompanied by a Teacher's Aide. The Aide and one student will wait outside while the other uses the facility.Grades 4 – 6:
 - Parents have been asked to have their child use the bathroom facilities before coming to class.
 - If a child needs to use the facility during class hours, we will use a "buddy" system. Two students will go to the bathroom together; one student will remain outside in hallway while the other uses the facility.

Conduct Covenant for School Year 2011-2012

Temple Beth-El strives to provide a positive climate for learning, worship and community building through the Jewish values of honesty (*emet*), kindness (*chesed*), respect (*kavod*), responsibility (*achriot*), learning from each other (*Talmud Torah*) and treating others as you would like to be treated yourself (*gemilut chasadim*).

Please read this together as a family. At Temple Beth-El, the following is expected:

Students:

1. Treat other students, teachers, families and staff with kindness and respect.
2. Stay seated and raise your hand before speaking.
3. Keep hands, feet and objects to yourself.
4. Avoid teasing and swearing.
5. The Temple is sacred space. Treat Temple property with respect and care.
6. Turn off and store cell phones and other electronic devices out of sight.
7. Complete your studies to the best of your abilities.

Family Members:

1. Support the school rules, as described in the handbook.
2. Treat all members of the Beth-El community with kindness and respect.
3. Foster positive attitudes toward study and good behavior, and provide a quiet place for assignments and homework.
4. Communicate clearly with administration and faculty to best support academic and social growth.

Temple Staff:

1. Treat students and families with respect.
2. Provide the best possible instruction.
3. Help students to grow in their capacity for self respect and civic responsibility.
4. Communicate regularly and openly with families about child performance.
5. Provide a safe and caring community.
6. Communicate clearly with families about supporting academic and social growth.

DISMISSAL PROCEDURES

A. Children in our younger grades - Pre-School, Kindergarten, and Grades 1 & 2 - should be dropped off and called for in their classrooms by a parent or other responsible adult. When the classroom teacher finds it necessary to leave, if a child still has not been called for, then the teacher (or aide) shall take the child to our Main Office. Please note that at our dismissal time, which is 11:00 a.m., an authorized staff person will always be in the Main Office to deal with these and other unexpected situations.

B. For safety's sake, parents who park their cars on Orchard Avenue across the street from the Temple should turn off the motor, cross the street to meet your child, and escort him or her back to the car. Because of the congestion of vehicles in the area and the fact that there is considerable movement at dismissal time, it is important as a safety measure that children in Grades 3, 4, 5 and 6 not be allowed to cross the street by themselves.

C. DOUBLE PARKING IS NOT ALLOWED AT ANY TIME ON ORCHARD AVENUE.

D. Parents who park on the Temple-side of Orchard Avenue should move their vehicles in and out of line with the utmost caution. Many parents call for their children at the parking lot entrance. Here, too, basic rules of safety are important because of the congestion that occurs in the parking lot and because of the many vehicles that have to be backed up in order to exit. In general, our children will be asked to remain in the doorway, under the canopy, or in the patio area until their parent's car has come into view.

E. When dropping off or picking up children, drivers are asked to bring their vehicles to a full stop (in parking gear and/or emergency brake engaged). This is an important safety measure not only for the sake of your own children, but also in regard to others who may be moving about in the vicinity of your car.

F. **In order to relieve congestion and confusion in our Temple parking lot, all traffic will move in one direction only during Sunday School hours, (9 am to 11 am Sunday morning). Entrance to the parking lot will be from Butler Avenue only.**

It is hoped that everyone's observance of the above rules and procedures will not only ensure continuing safety during what is a very busy time for us, but will also make the process easier and more predictable for everyone - especially our children!

Harassment / Discrimination Policy:

All employees of the Temple are expected to conduct themselves in a manner acceptable to the Temple and its employees. Conduct which is not acceptable may be considered a basis for discipline, up to and including discharge. Harassment and discrimination on the basis of age, race, color, sex, religion, national origin, disability or sexual orientation is a violation of Federal and State laws by which we are governed and is expressly prohibited by the Temple. By way of example, sexual harassment includes the following behaviors:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature that takes place under any of the following conditions:

1. When submission to the sexual advance or conduct is made either explicitly or implicitly a condition of keeping or getting a job;
2. When a supervisor or manager makes a personnel decision based on an employee's submission to or rejection of sexual advance; or,
3. When sexual conduct substantially interferes with a person's work performance or creates an intimidating, hostile or offensive work environment.

Individuals who feel they have been harassed or discriminated on the basis of age, race, sex, national origin, disability or sexual orientation in the Temple are urged to raise this issue with the Executive Director or any member of the Board of Trustees without fear of embarrassment or reprisal. The information will be kept confidential to the extent possible and will only be disclosed to individuals on a need-to-know basis or who are part of the investigation. The person who receives the complaint of harassment or discrimination must report the details of the incident to the President of the Temple and the Chair of the Personnel Committee of the Board of Trustees. Any individual who is found, after an investigation, to have harassed or discriminated against another individual will receive appropriate discipline, up to and including discharge.

WORSHIP SERVICE ATTENDANCE (NEW POLICY-2003)

Temple Beth-El requires all Hebrew students (grades 3-7) to attend worship services throughout the year. We require this for the following five reasons:

- To improve familiarity with the service. The more you are present, the more you feel comfortable at services.
- Because communal prayer is the primary expression of Judaism. Bar/Bat Mitzvah ought to take place not as an isolated event, but in the context of community worship.
- To improve familiarity with the liturgy, customs, and music of Temple Beth-El.
- As a “modeling” experience for a child’s own Bar/Bat Mitzvah.
- To foster connections with the extended Beth-El community.

Students will receive a laminated **Worship Service Pass** that they must deposit in the envelope outside the School Administrator’s office. Special stickers will be affixed indicating the Worship Service attendance; cards will be handed back to the student at the next session of Hebrew School. Attendance will be monitored in Hebrew School and required for a prospective Bar/Bat Mitzvah’s eligibility.

The specific requirements are as follows:

- 3rd grade students (*Bereshit*): 4 Shabbat services throughout the year.
- 4th grade students (*Shemot*): 4 Shabbat services throughout the year.
- 5th grade students (*Vayikra*): 6 Shabbat services throughout the year.
- 6th grade students (*Bemidbar*): 8 Shabbat services throughout the year, 2 of them on Saturday mornings. **One minyan service (5:45 p.m.) will be eligible for a star!**
- 7th grade students (*Devarim*): 10 services throughout the year. Note: **In the seventh grade year only, three** of the services may be at a synagogue other than Temple Beth-El. In order to receive credit for attending a service outside Beth-El, students will be expected to write a short description of the service and their experience, to be submitted with their Worship Service Pass to one of the clergy. **One minyan service (5:45 p.m.) will be eligible for a star!**

The required B’nei Mitzvah Family Class services **will** fulfill this requirement.

Attendance at High Holy Day services, which we always encourage, does **not** count toward this requirement.

Around and About the Synagogue...

Meeting Hall	מוֹאָדוֹן	(<i>mo-ah-done</i>)
Sanctuary	בַּיִת - כְּנֶסֶת	(<i>Bayt-K'neset</i>)
Ark	אָרוֹן הַקֹּדֶשׁ	(<i>Ah-rone Ha-ko-desh</i>)
<i>Bimah</i>	בִּמָּה	(<i>Bimah</i>)
Chapel	בַּיִת - תְּפִילָּה	(<i>Bayt T'fillah</i>)
Classroom	כֶּתֶה	(<i>kee-tah</i>)
Kitchen	מֵטְבַּח	(<i>meet-bach</i>)
Bathroom	שְׂרוּתִים	(<i>share-oo-teem</i>)
Office	מִשְׁרָד	(<i>mis-rad</i>)
Library	סִפְרִיָּה	(<i>sif-ri-ya</i>)
Outside	חוּץ	(<i>chootz</i>)
Mr.	אָדוֹן	(<i>Ah-done</i>)
Miss/Ms./Mrs.	גְּבֵרֶת	(<i>G'veret</i>)

HEBREW VOCABULARY

Pre-School

Hello, goodbye, peace	שְׁלוֹם	(sha-lom)
Head	רֹאשׁ	(rosh)
Good morning	בּוֹקֵר טוֹב	(bo-ker tov)
Thank you	תּוֹדָה	(to-dah)
<i>Shofar</i>	שׁוֹפָר	(sho-far)
<i>Lulav</i>	לוּלָב	(lu-lav)
<i>Etrog</i>	אֶתְרוֹג	(et-rog)
Torah	תּוֹרָה	(To-rah)
Counting 1-7	(see attached)	

Kindergarten (all of the above, plus words/phrases below):

Bread	לֶחֶם	(le-chem)
<i>Hanukkiyah</i>	חֲנוּכִיָּה	(cha-nu-ki-yah)
<i>Challah</i>	חֻלָּה	(cha-lah)
<i>Shabbat</i>	שַׁבָּת	(Sha-bat)
Circle	מַעְגָּל	(ma'gal)
Friends	חֲבֵרִים	(cha-vey-rim)
Apple juice	מִיץ תְּפוזָה	(mitz ta-poo-ach)
Counting 1-8	(see attached)	

Grade 1 (all of the above, plus words/phrases below):

Good night	לילה טוב	(lai-lah tov)
Rosh Hashanah	ראש השנה	(Rosh Ha-sha-nah)
Yom Kippur	יום הכּפּוּרִים	(Yom Ha-ki-pu-rim)
Sukkot	סוכות	(Soo-kote)
Simhat Torah	שמחת תורה	(Sim-chat To-rah)
Chanukah	חנוכה	(Cha-nu-kah)
Tu B'Shevat	ט"ו בשבט	(Tu B'sh-vat)
Purim	פורים	(Pu-rim)
Passover	פסח	(Pe-sach)
Holiday	חג	(chag)
Happy	שמח	(sa-may-ach)
Matzah	מצה	(ma-tzah)
Counting 1-9	(see attached)	

Grade 2 (all of the above, plus words/phrases below):

Book	ספר	(say-fer)
Happy Birthday	יום הולדת שמח	(Yom Hu-le-det Sa-may-ach)
I, I am...	אני	(ah-nee)
Teacher	מורה, מורה	(mo-reh, mo-rah)
Counting 1-10	(see attached)	

Grade 3 (all of the above, plus words/phrases below):

Candles	נְרוֹת	(<i>nay-rote</i>)
Wine	יַיִן	(<i>ya-yin</i>)
Please	בְּבִקְשָׁה	(<i>b'va-ka-sha</i>)
Happy New Year	שָׁנָה טוֹבָה	(<i>Sha-nah To-vah</i>)
Apple	תְּפוּחַ	(<i>ta-pu-ach</i>)
Honey	דְּבַשׁ	(<i>di-vash</i>)
Counting 1-20	(see attached)	

Bereshit Hebrew (Grade 3) (all of the above, plus words/phrases below):

Pencil	עֵיפָרוֹן	(<i>ee-pah-rone</i>)
Chalkboard, blackboard	לוּחַ	(<i>loo-ach</i>)
Chalk	גֵּיר	(<i>geer</i>)
Desk	שׁוּלְחָן	(<i>shul-chan</i>)
Door	דֶּלֶת	(<i>de-let</i>)
Window	חֶלּוֹן	(<i>cha-lone</i>)
Exercise book, copy book	מַחְבֵּרֶת	(<i>mach-be-ret</i>)

Shemot Hebrew (Grade 4) (all of the above, plus words/phrases below):

How are you?	מָה שְׁלוֹמְךָ? שְׁלוֹמְךָ?	(Mah sh'lo-maych? sh'lom-cha?)
Fine, thanks	טוֹב תּוֹדָה	(Tov, to-dah)
Very good	טוֹב מְאֹד	(Tov m'ode)
So-so	כָּכָה-כָּכָה	(ka-cha ka-cha)
How old are you?	כָּו כַּמָּה אַתָּה? בַּת כַּמָּה אַתָּה?	(Ben ka-mah ah-tah?) (m) (Bat ka-mah at?) (f)
I am (m)...	אֲנִי בֶן...	(ah-nee ben...)
I am (f)...	אֲנִי בַת...	(ah-nee bat...)
Items on seder plate	(see attached)	
Counting to 100	(see attached)	

Vayikra Hebrew (Grade 5) (all of the above, plus words/phrases below):

Body Parts:

Head	רֹאשׁ	(rosh)
Eyes	עֵינַיִם	(ay-na-yim)
Ears	אָזְנַיִם	(ahz-na-yim)
Nose	אֶף	(af)
Chin	סַנְטָר	(sahn-tayr)
Teeth	שֵׁנַיִם	(shee-na-yim)
Hands	יָדַיִם	(ya-da-yim)
Feet	רַגְלַיִם	(rahg-la-yim)
Back	גֵּב	(gav)
Stomach	בֶּטֶן	(beh-ten)
Mouth	פֶּה	(peh)
Where do you live?	אֵיפֹה אַתְּ גָּרָה? אֵפֹה אַתָּה גָּר?	(ay-pho aht gah-rah?) (f) (ay-pho ah-tah gar?) (m)

Counting to 1000

Bemidbar Hebrew (Grade 6) (all of the above, plus words/phrases below):

Days of the Week:

Sunday	יום ראשון	(Yom ri-shone)
Monday	יום שני	(Yom shay-nee)
Tuesday	יום שלישי	(Yom sh'lee-she)
Wednesday	יום רביעי	(Yom r'vee-ee)
Thursday	יום חמישי	(Yom cha-mi-she)
Friday	יום שישי	(Yom she-she)
Saturday	יום שבת	(Yom Sha-bat)

Months of the Year:

<i>Tishri</i>	תשרי
<i>Cheshvan</i>	חשוון
<i>Kislev</i>	כסלב
<i>Tevet</i>	טבת
<i>Shevat</i>	שבט
<i>Adar</i>	אדר
<i>Nissan</i>	ניסן
<i>Iyar</i>	אייר
<i>Sivan</i>	סיון
<i>Tammuz</i>	תמוז
<i>Av</i>	אב
<i>Elul</i>	אלול

Weather:

Summer	קַיִץ	(ka-yitz)
Winter	חֹרֶף	(cho-reph)
Spring	אָבִיב	(ah-viv)
Autumn, fall	סְתָיו	(s'tav)
Rainy	גְּשׁוּם	(ga-shoom)
Hot	חַם	(cham)
Warm	חַמִּים	(cha-mim)
Cloudy	מְעֻנָּן	(mi-oooh-nahn)
Nice	נְאֵה	(ha-eh)
Pleasant	נְעִים	(hah-eem)
Cold	קָר	(kar)
Cool	קָרִיר	(kar-eer)

Decimal	Hebrew	Glyph	Cardinal (ex. one, two, three)		Ordinal (ex. first, second, third)	
			Masculine	Feminine	Masculine	Feminine
0	N/A		efes (אָפּס)		N/A	
<u>1</u>	Aleph	א	echad (אֶחָד)	achat (אֶחָת)	rishon (רִאשׁוֹן)	rishonah (רִאשׁוֹנָה)
<u>2</u>	Bet	ב	shnayim (שְׁנַיִם)	shtayim (שְׁתַּיִם)	sheni (שֵׁנִי)	shniyah (שְׁנִיָּה)
<u>3</u>	Gimel	ג	shlosha (שְׁלוֹשָׁה)	shalosh (שְׁלוֹשׁ)	shlishi (שְׁלִישִׁי)	shlshit (שְׁלִישִׁית) or shlishiyah (שְׁלִישִׁיָּה)
<u>4</u>	Dalet	ד	arba'a (אַרְבָּעָה)	arbah (אַרְבַּע)	revi'i (רְבִיעִי)	revi'it (רְבִיעִית)
<u>5</u>	Hei	ה	chamisha (חֲמִשָּׁה)	chamesh (חֲמִשׁ)	chamishi (חֲמִישִׁי)	chamishit (חֲמִישִׁית)
<u>6</u>	Vav	ו	shisha (שֵׁשׁ)	shesh (שֵׁשׁ)	shishi (שֵׁשִׁי)	shishit (שֵׁשִׁית)
<u>7</u>	Zayin	ז	shiv'a (שִׁבְעָה)	sheva (שִׁבַּע)	shvi'i (שִׁבְעִי)	shvi'it (שִׁבְעִית)
<u>8</u>	Het	ח	shmonah (שְׁמוֹנָה)	shmoneh (שְׁמוֹנֶה)	shmini (שְׁמִינִי)	shminit (שְׁמִינִית)
<u>9</u>	Tet	ט	tish'a (תִּשְׁעָה)	tayshah (עֲתָשׁ)	tshi'i (תְּשִׁיעִי)	tshi'it (תְּשִׁיעִית)
<u>10</u>	Yud	י	assara (עֲשָׂרָה)	eser (עֲשָׂר)	asiri (עֲשִׂירִי)	asirit (עֲשִׂרִית)
<u>20</u>	Kaf	כ	esrim (עֲשָׂרִים)			
<u>30</u>	Lamed	ל	shloshim (שְׁלוֹשִׁים)			
<u>40</u>	Mem	מ	arba'im (אַרְבָּעִים)			
<u>50</u>	Nun	נ	chamishim (חֲמִשִּׁים)			
<u>60</u>	Samech	ס	shishim (שִׁשִּׁים)			
<u>70</u>	Ayin	ע	shiv'im (שִׁבְעִים)			
<u>80</u>	Pei	פ	shmonim (שְׁמוֹנִים)			
<u>90</u>	Tsadi	צ	tish'im (תְּשַׁעִים)			
<u>100</u>	Kuf	ק	me'a (מֵאָה)			
<u>200</u>	Resh	ר	matayim (מֵאתַיִם)			
<u>300</u>	Shin	ש	shlosh meot (שְׁלוֹשׁ מֵאוֹת)			

<u>400</u>	Tav	ת	arba meot (אַרְבַּע מֵאוֹת)
<u>500</u>	Tav Kuf or Chaf Sofit	ת"ק ro ך	chamesh meot (חֲמִשׁ מֵאוֹת)
<u>600</u>	Tav Resh or Mem Sofit	ת"ר ro ם	shesh meot (שֵׁשׁ מֵאוֹת)
<u>700</u>	Tav Shin or Nun Sofit	ת"ש ro ן	shva meot (שִׁבַּע מֵאוֹת)
<u>800</u>	Tav Tav or Pei Sofit	ת"ת ro ף	shmone meot (שְׁמוֹנֶה מֵאוֹת)
<u>900</u>	Tav Tav Kuf or Tsadi Sofit	תת"ק ro ץ	tsha meot (תִּשְׁעַ מֵאוֹת)
11: achad asar/achat esre, 12: shneim asar/shteim esre, 13: shloshe asar/shlosh esre, 14: arba'a asar/arba esre, 15: chamisha asar/chamesh esre, 16: shisha asar/shesh esre, 17: shiv'a asar/shva esre, 18: shmone asar/shmone esre, 19: tish'a asar/tsha esre			
1000: elef, 2000: alpaim, 10 000: aseret alafim/revava, 100 000: mea elef, 1 000 000: miliyon, 1 000 000 000: miliyard			