



Alternative Models of Religious School

Addendum



Jewish Federation
OF NORTHERN NEW JERSEY



Addressing Transformative Innovative Design
in Jewish Education

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Two years ago the Jewish Federation of Northern New Jersey’s Jewish Educational Services department embarked on an assessment to determine the most impactful use of Federation resources for synagogue-based religious schools. One of the immediate implementation steps was to create our ATID (Addressing Transformative Innovative Design in Jewish Education) initiative, in which last year five northern New Jersey synagogue-based religious schools engaged in school improvement, system change or capacity building projects taking place July 2013-June 2014. Through the ATID Initiative, Federation provides best practice/ resource research, education and facilitation services to change-ready synagogue schools. (These synagogues are now in their pilot stage, read more about their pilots beginning on page 11.)

We also hosted our first conference focusing on alternative models of religious school education. This conference, in November 2013, was attended by rabbis, educators, synagogue leadership, parents, and thought leaders in Jewish education in North America. One hundred people representing 34 synagogues in the northern New Jersey area attended. A guide was published in November as a support document for the workshop. This guide only focuses on school models that are successfully deployed in suburban communities within the United States.

One of our lessons learned from last year was that for many schools, a cookie cutter—one model approach, does not work. Rather many of them adapted a blend of different models. As such, this year for our Alternative Models of Religious School workshop, we have focused entirely on hybrid models. They can’t be defined as just one thing, but show components of multiple models.

As always, our worksheet designed to guide synagogue leaders through a process for determining important characteristics for their religious schools and whether their current model is representative of those characteristics can be found in this guide.

We are happy to share this guide with you, and welcome your thoughts.

You can email us at SynagogueNext@JFNNJ.org or follow our happenings on Facebook/SynagogueLeadershipInitiative or on Twitter using the hashtag #SynagogueNext.

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RIMON

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MISSION :

Rimon, the Hebrew word for pomegranate, is a unique learning experience created for Temple Sholom's synagogue-based religious school program. Children (and parents) participate in joyful and relevant exploration of Reform Jewish ideas while creating a warm and supportive *kehillah kadosha* (holy community).

Rimon offers engaging and robust experiences for kindergarten through sixth grade which reach and teach the *whole* person through *knowing, doing, believing, and belonging*. This is achieved through Project Based Learning, offering voice and choice, and providing both large and small opportunities for community-building.

Rimon seeks to provide an educational experience that encourages participants to be:

- *Confident and comfortable with their unique Jewish identity*
- *Connected to a pluralistic Jewish community*
- *Rooted in the past and growing toward the future*

STRUCTURE:

The components that make up the program include:

Kehillah

It is our belief that creating community through connections to the synagogue and to each other will result in a greater commitment to Temple Sholom. Rimon Sundays begin with small group *Kehillah Boker* within our larger mixed-age groupings. Each small group engages in a "Morning Meeting" protocol which is followed by a whole-group music session. Sundays end with the entire K - 5 Rimon community, parents and children, coming together for *Kehillah Sof*, a re-cap of the day and song!

Mixed-age Teams

Our Sunday, K-5 program includes mixed-age teams: Bonim (K/1), Chaverim (2/3), and Olim (4/5). By grouping in this way our children have many more opportunities to create friendships and connections. Each team has 3-4 teachers and 3-4 madrichim (teacher assistants).

Nisayon (Experiences) and PBL (Project Based Learning)

Nisayon is the "backbone" of our Sunday program. Our Rimon year runs on a trimester system with the focus of God (*Zehut-Identity*), Torah (*L'dor vador - Continuity*) and Am Yisrael (*Kehillah - Community*)

PBL takes place in each of the trimesters. Students have *voice* and *choice* as they explore different lenses of a given topic. Through exploration and authentic, student-driven projects, students gain a depth of knowledge...and have fun!

Hebrew and Tefillah

K - 2 > Hebrew Through Movement - *Sundays only!*

3 > Aleph/Bet primer Hebrew - *Sundays only!*

4 - 6 > Prayer - focused Hebrew with components of both *Keva* and *Kavannah* - *mid-week*

An important part of our Hebrew program is small classes (5 or less) for a 45-minute time period. Our 4th - 6th grade prayer curriculum was created in-house to reflect the prayers and blessings that were most significant to Temple Sholom prayer experiences. Long-distance learning is offered to families who are unable to make the trip to the synagogue mid-week.

Chugim

Sunday Rimon students are given the opportunity to participate in a variety of chugim. Offering voice and choice our chugim are broken into K-2 choices and 3-5 choices. Choices include: theater arts, holidays through art, eCartooning, newspaper chug, the jewish garden, lego-building, photography, song leading, Torah Yoga.

RIMON

Meyuchad

Meyuchad (loosely translated as “special”) speaks to the specialness of the family and the joy of family learning. The goal of Meyuchad is to engage the whole family in Jewish learning experiences outside of the synagogue walls....where they live their daily lives.

K-5

Rimon offers its families a myriad of Jewish experiences from which to choose or create on their own. Each family is required to participate in four activities throughout the year and document their learning and experience on a special Meyuchad blog. Although families can engage in these activities at any time that is convenient for them we offer four days during the year when there will be no Sunday Rimon.

What about 6th grade?

Gesherim (bridges) is a unique program for our 6th grade families. *Gesherim* students do not attend the regular Sunday program. Instead, they participate with their parents in monthly meetings with our clergy. These meetings include intensive study sessions, social-action field trips, museum visits both in Philadelphia and Washington, D.C. and family Sukkot and/or Shabbat dinners. Each family works one-on-one with the rabbi to study their Torah portion and create a presentation that is “showcased” in the spring. *Gesherim* students attend the weekday Hebrew program.

ePortfolios

In order to document our students’ learning throughout the year *and* throughout their years at Rimon we have begun using ePortfolios. Using the Evernote platform we can document learning through writings, audio and photographs. Our goal is to also use this tool for assessment.

Parent-Driven “Additions”

As a result of encouraging our parents to come into

the building, a number of parent-driven programs have come into being:

“**Seeds of Rimon**” parent education is offered one time during each trimester. This program is led by our rabbi and focused on the trimester’s topic.

Rimon Social Action is led by parent volunteers and meets 3 - 4 times during the year.

Rimon “Mixers” are organized by parents and take place in volunteer homes two times per year.

Parent/Tot monthly gatherings during Rimon.

“**Shape Up**” **Workouts** take place weekly with proceeds benefitting the Education Fund.

Rimon Cafe run jointly by parent volunteers along take place each week with proceeds benefitting the Education Fund.

JQUEST

Congregation Keneseth Israel
Elkins Park, PA

Contact: Rabbi Stacy Rigler
educator@kenesethisrael.org
(215) 887-8700

MISSION:

In the Fall of 2013, KI launched JQuest, a journey of self discovery, where kids embark on the adventure of learning together, and are partners in creating Jewish learning experiences.

JQuest focuses on individual meaning, is based in creativity and movement, and seeks to engage every child to explore what the Jewish tradition is all about. It is focused on individual meaning, it is based in creativity and movement, and it is collaborative...it will no longer be religious school —

JQUEST

and we won't call it that. It will be a quest. Students have the ability to express themselves through their own creative passions and learn at an individual pace, while gaining guidance from clergy and teachers.

The educational mission of the synagogue hasn't changed, the method has.

STRUCTURE:

JQuest is more about discovery than destination. The teachers will be guides and clergy will set the school on a new path. Students will be even more engaged in their own education through individual approaches, with more opportunities to explore what Jewish tradition is about, and to express themselves through their own creative passions.

JQuest is rooted in three areas which plant the seeds for Jewish life:

Judaic studies: The grade level curriculum goals are achieved through project based learning where students (as a group) generate individual meaning over the course of the year through three "quests" about Jewish customs, history, rituals, beliefs, and modern Jewish life.

Prayer studies: Prayer concepts based in blessing, gratitude and need are explored through chugim or electives based in movement and the arts. Students rotate through three different chugim (clubs) throughout the year learning about the individual prayers in those three categories. Prayer is reinforced and experienced on Sunday mornings and Tuesday afternoons in reflective and educational prayer experiences led by our clergy and song leader.

Hebrew studies: Students learn Hebrew using the "Hebrew through Movement" curriculum giving them an oral basis for the language where they are able to respond to commands and identify Jewish ritual objects and holiday words. Hebrew reading is taught in 5th and 6th grade through small group instruction for individual mastery of prayers.

JQuest continues in the 7th to 10th grades with Quest Noar (teen). Quest Noar allows teens to choose electives taught by our clergy and youth professionals.

SCHEDULE:

During the week-night session, students will focus on God, Gratitude, and Need. In each of these sessions, students will choose a portal—how they wish to embark—on their quest for that topic. Some children will choose art, while others may choose sports, music or drama. Kids in grade k-2 will have an exposure to these choices through regular rotations.

Students in grades 5 and 6 have weekly individual Hebrew appointments rather than group Hebrew instruction to ensure that the right pace is their pace. They have a pre-assigned time each week to meet with a teacher and ensure that they are retaining what they are learning in prayer services.

WHY CHANGE?

As we've explored the goals at the core of what we do, and were inspired to change our approach to religious education, to reshape it into a QUEST based on kids EXPERIENCES.

The change also comes from a significant process leadership took to understand what parents want. The most important thing to their parents was to have kids who are able to pass on the Jewish traditions to the next generation. This is not about knowledge acquisition—the path to these outcomes is not studying for a test or making a skit, singing a song, or creating art. There is a need to bring the learning to life so they can discover how Judaism has the potential to transform us all.

JEWISH LEARNING & LIVING

Temple Aliyah

Woodland Hills, CA

Contact: Rabbi Adam Schaffer

RabbiAdam@templealiyah.org

(818) 346-3545

MISSION:

Temple Aliyah's Sevrans Center for Jewish Learning & Living lies at the heart of the synagogue's mission. It is a place where children and their families can explore their Jewish identity and deepen their Jewish knowledge. Their innovative and exciting programs help students of all ages learn the language, customs, and traditions of their past and make them relevant to their modern lives.

STRUCTURE/SCHEDULE:

Students come to Temple Aliyah to learn. They leave each day loving who they are and what they have learned.

Their new educational model is designed to offer families with children in kindergarten through 8th grades a comprehensive, ability-based Jewish education experience, while allowing increased customization and flexibility to meet the needs and demanding schedules of our families.

Temple Aliyah's new model is built upon five proven educational experiences:

Jewish Learning & Living Classes: All K-8 students attend once per week for engaging, experiential classes on Jewish holidays, lifecycle events, texts, stories, current events, Israel, and Jewish culture and music. Classes are offered Tuesdays or Wednesdays from 4:00 to 6:15 pm.

Ability-Based Hebrew Pods: Students in grades 3-6 attend once a week to learn Hebrew in small, ability-based "pods," which run for 60 minutes. Pods are offered either at Temple Aliyah or in neighborhood

homes. All research shows that students learn languages at different paces, so these small group classes are designed to teach students Hebrew based on their current ability and aptitude rather than just their age. Hebrew pods are offered Mondays at 4:00 pm and 5:15 PM; Tuesdays and Wednesdays at 2:45 pm; Thursdays at 4:00 pm and 5:15 pm; and Sunday mornings.

Weekend Experiences: Once a month on a weekend day, students in grades 3-6 attend a special Shabbat based program or a Jewish community-based experience. These weekend programs are designed to take the ideas taught in the classroom and bring them to life. Some are family activities.

Annual Retreat: Once a year, all of our students in grades 3-6 will participate in a fantastic weekend retreat at Camp Ramah in Ojai, where they will experience a Shabbat weekend full of fun, spirit and community building with their classmates and community members.

Optional Jewish Enrichment Classes: Temple Aliyah's program offers exciting new weekly classes in topics such as conversational Hebrew, Torah trope, and Jewish cooking. These enrichment offerings are designed to give additional options and flexibility to families looking for an even richer Judaic learning experience. Enrichment classes will be offered Mondays and Thursdays at 4:00 pm and 5:15 pm.

Why Change?

Temple Aliyah's religious school had already switched from 3 days to 2 days. Kids were doing 2 hours of Hebrew, and 2 hours of Judaics, and one half hour of tefillah. Hebrew reading skills were failing. Two years ago they began to have focus groups asking parents what they wanted their kids to know. The concept was previewed during the 2013-2014 school year and their pilot commenced September 2014.

DIFFERENTIATED LEARNING

B'nai Torah, Boca Raton (BT)

<http://www.bnai-torah.org>

Contact: Cathy Berkowitz

Cathy.Berkowitz@bnai-torah.org

561-392-8005

MISSION:

The vision of the Mirochnick Religious School, B'nai Torah Congregation, is to create an observant Conservative, Jewish learning community. Their overarching purpose is to convey appreciation for the joy and richness of Jewish life. By creating a positive, informal, and fun Jewish learning environment for students, their families, and their teachers, they can successfully make connections between tefillah, song, mitzvot and midot, incorporating them into daily lives, which we hope will carry over into a lifelong pursuit of Jewish learning. We also aim to foster a love for and appreciation of the Hebrew language, and a recognition and appreciate one's place in Jewish history in order to create the future leaders of the Jewish community.

Through integrated educational experiences, BT's religious school hopes to instill enthusiasm for spending time in Israel in any of many capacities, as well as to develop a sense of pride in one's Jewish identity and a passion to advocate for it. Their hope is that BT students know that the synagogue is a safe place where they can explore their identity and beliefs.

All of these learning experiences are carefully designed to contribute to the social and emotional character development and positive self-esteem of the students and their families, and teachers who spend time in the Mirochnick Religious School Program.

STRUCTURE:

The school focuses on Hebrew decoding and tefillah Hebrew during the weekday session. Students pick

one day between Monday and Thursday. For each time slot there are between 12-30 kids, with one teacher to 6-7 students. Each group works with a different teacher each week, either doing independent work or an activity. The Director has developed 25 levels of Hebrew instruction, the first four are decoding, then they are tefillah-based. The Hebrew curriculum is pulled from multiple sources. Tangible results include increased attendance on weekdays and improved reading and comprehension skills.

Hebrew

The BT Hebrew program is a model for differentiated learning. Differentiated learning is defined as "the right of each pupil to be taught in a way specifically tailored to their individual learning needs." Because each learner comes to school with a different set of learning needs, examples of which include differing educational, personal, and communal contexts and varying degrees of academic skill development, differentiated instruction advocates a variety of instruction methods so as to best facilitate effective learning experiences which are suited to the various learning needs within the student.

Classroom Structure:

- Students will attend 3:30-5:00 p.m. OR 5:15-6:45 p.m.
- Classes are held in the Education Social Center
- Students receive their folder with their brit (instructional contract)
- There are a total of 25 levels in this Hebrew Program
- Students work independently on the activities that are required of them
- Teachers are assigned to certain students and document their observations
- Teachers initial their approval after a child works at a station and masters the skill.
- When a child completes all activities on the brit, he/she is assessed by Director or Assistant to the Director.
- All students have the capacity to learn.

Differentiated Learning

- Each student learns at his/her own pace which is known as differentiated learning.
- Each student is unique and this program respects the individual differences.
- Accommodates family's overloaded schedules.

Learning Centers:

- Independent work
- File folder activities
- Games/activities
- Manipulatives center
- Dictionary center
- Computer center

The weekend class focuses on Judaics and is taught in an experiential way with chugim (clubs) being an important part of the curriculum.

SCHEDULE:

KINDERGARTEN THRU 5 (Shabbat or Sunday)

GRADES K & 1

SAT: 9:00 - 12:00 p.m. SUN: 9:30 - 12:30 p.m.

GRADES 2 - 5

SAT: 9:00 - 12:00 p.m. SUN: 9:30 - 12:30 p.m.

GRADES 2 - 5 ONE DAY OF WEEK AND TIME SLOT:

MON: 3:30 – 5:00 p.m. MON: 5:15 - 6:45 p.m.

TUES: 3:30 – 5:00 p.m. TUES: 5:15 - 6:45 p.m.

WED: 3:30 – 5:00 p.m. WED: 5:15 - 6:45 p.m.

THURS: 3:30 – 5:00 p.m. THURS: 5:15 - 6:45 p.m.

MIDDLE SCHOOL

GRADE 6 SHABBAT

SAT: 9:00 - 12:00 p.m.

GRADE 6 ONE DAY OF WEEK AND TIME SLOT:

MON: 3:30 – 5:00 p.m. MON: 5:15 - 6:45 p.m.

TUES: 3:30 – 5:00 p.m. TUES: 5:15 - 6:45 p.m.

WED: 3:30 – 5:00 p.m. WED: 5:15 - 6:45 p.m.

THURS: 3:30 – 5:00 p.m. THURS: 5:15 - 6:45 p.m.

GRADE 7 (Pre B'nai Mitzvah) SHABBAT

SAT: 9:00 - 12:00 p.m. and B'nai Mitzvah classes

1st Sunday of the month — 11:00-12:30

2nd Sunday of the month —TLC - Community Service

3rd Shabbat of the month— 9:00-12:00

ALMA

Congregation B'nai Israel, Northampton, MA (CBI)

Contact: Rabbi Jacob Fine

rabbijacob@cbinorthampton.org

413-584-3593

MISSION:

ALMA speaks to the commitment to Judaism that is connected to the world. We have done away with religious school or Hebrew school as it does not inspire enthusiasm.

STRUCTURE:

Moved from Sunday to Shabbat School to integrate students into the life of the synagogue. The new model involves the whole family.

Under the new model, parents participate on Saturday morning either by attending services OR a class. The parents now have schmooze time with the ideas of building community. After parents schmooze they have a class and then the parents, students, and broader community come together for a community activity. There are 4 types of community activities each rotates: Shabbat Sing, Shabbat Family

ALMA

Jam-musical family service, Improv theater, and Torah yoga.

The synagogue also is a partner in Abundance Farm, which is a collaborative effort between the synagogue, the Jewish Day School, and the city food pantry. Abundance Farm has a three-fold mission: practice food justice, build strong community, and promote outdoor education. On Thursdays during the fall and spring, students spend “class” time on the farm. During the rest of the year the 2 hour session is divided between: 1 hour of Hebrew instruction through Hebrew through movement; 35 minute curriculum block on Torah, holidays, or ethics; and 15 minute school wide shirah (song) session. There is a large emphasis on using the outdoor classroom to engage students in meaningful Jewish experiences.

SCHEDULE:

- Grades K/1: Saturday, 10:00AM-12:00 PM
- Grades 2-7: Saturdays, 9:30-12:00 AM and Thursdays 3:30-5:30 PM
- Parents: “Shabbat Snack and Schmooze,” Saturdays, 9:30AM-10:00AM
- Parents: “Living a Meaningful Jewish Life Class,” Saturdays, 10:00AM-10:45AM
- Shabbat All-Family Programs, many Saturdays, 11:15AM-12:00PM
- Please note that the 7th grade Thursday class will meet at the same time as the other grades, from 3:30-5:30PM

ATID COHORT ONE

Temple Avodat Shalom

TAS is always looking for ways to make Shabbat a more important and meaningful part of their religious school family's lives and Jewish practice. Fewer and fewer families come to Shabbat services and those that do, mainly come on Friday nights. They wish to build a community of families who are interested in experiencing more of Shabbat.

Goals:

- To help families explore how Shabbat can be a meaningful part of their lives.
- To encourage families to talk about their resistance and obstacles to having Shabbat.
- To build a community of families who will participate in different kinds of Shabbat experiences.
- To hold a family retreat where families can experience Shabbat in a different way and build to other Shabbat experiences together.

SCHEDULE:

The theme of the Religious School year will be "Shabbat Can Be...." On the opening day of school we will do a program about Shabbat and give out the retreat brochures. Time will be spent during teacher orientation meeting to discuss special Shabbat programming and projects.

Weekend of October 24-26 – Musician in residence Dan Nichols will teach Shabbat music and build excitement about experiencing Shabbat.

Friday, November 7th – Early Shabbat service followed by relaxing dinner and singing (camp style).

Saturday, January 17th – Pizza and Pajama Havdalah

Retreat at Camp Eisner – February 6th-8th.

Two Shabbat programs to be determined and planned with the retreat participants

Fair Lawn Jewish Center/ Congregation B'nai Israel

Shabbat School

The Shabbat School proposal was inspired by the reality that FLJC families are not participating in synagogue on Shabbat. For the past 3 years, Junior Congregation attendance has been falling and most students are not fulfilling their basic requirement to attend 8 times a year. Specific dates were assigned to individual classes to lead Junior Congregation. There was some success with a small percentage of our families. Most students attended 4 times. Outside of a few regular families, parents dropped off children and did not enter the main synagogue, nor did they choose to join Junior Congregation, though invited.

Our Plan: Shabbat School for the whole family, in place of our regular Sunday program, 2-3 times during the 2014-15 school year.

JetsIsrael Course

For 7th graders in collaboration with the Jewish Community Center of Paramus

The inspiration for this collaborative on-line course was sparked by the successful trial reported by Rabbi Shelley Kniaz at Temple Emanuel of the Pascack Valley, and by the successful completion of the Principals' course, offered with JetsIsrael sponsored by Jewish Federation by both Judy Gutin and Marcia Kagedan, principals of the collaborating schools. Having experienced the format of JetsIsrael on-line, both principals agree that this will enhance learning for our 7th grade students, adding an element of excitement, and engaging our students in a shared study experience.

Goals:

Shabbat School

- To bring families into the synagogue on Shabbat morning and give them an enjoyable and meaningful Shabbat experience.

- To provide a parent education program while students are learning with peers.
- To create a special participatory Torah service including a child-friendly Torah reading including Aliyot to the Torah. Parents will be invited to attend.
- Bringing students to the Bima in the synagogue to lead the closing prayers.
- Bringing together regular Shabbat attendees with Religious School families.
- Fostering socialization at the Oneg Shabbat, creating community within our school and synagogue.

Jetsrael On-line Course with Jewish Community Center of Paramus

- Engaging our students in the study of the Shoah and Israel in an on-line format.
- Creating a yearlong collaborative on-line course between FLJC and JCCP 7th graders.
- Giving students opportunities to socialize in-person through regularly planned trips and educational gatherings in our own synagogues as well as other venues.
- Promoting attendance at the BCHSJS (Bergen County High School of Judaic Studies) together as a unit following completion of their studies at the synagogue religious schools.
- Bringing an element of newness and excitement to Jewish learning in our graduating classes.
- Continuing the collaboration in future years utilizing the computers in the future.

Schedule:

Shabbat School: Two dates are currently planned in the calendar: December 6 and Jan. 31.

Faculty members involved in the Shabbat School attend a series of meetings in the fall to create the curriculum for Shabbat and formulate the outline of the morning in the synagogue.

Jetsrael Course: In collaboration with Jewish Community Center of Paramus 20 sessions are

planned starting after the Hagim in October, divided between Shoah and Israel. All students will learn together in class using laptops to communicate during the course. Other to bring students together will be added to the schedule.

JCC of Paramus/Congregation Beth Tikvah

The availability and desirability of having technology in all classrooms inspired JCCP to find a way to introduce it into their course offerings. After taking a class with JETSISRAEL this past summer, the Educational Director proposed pursuing an online class for the students. Another synagogue school (Temple Emanuel of Woodcliff Lake) had done so as a pilot program in 2013-14 and spoke extremely highly of its effectiveness. The plan is to have a class taught by JETSISRAEL via technology to their 7th grade students to give them something new and exciting is thrilling for all involved. The JETSISRAEL teachers are in Israel and will teach a course about the Holocaust and modern-day Israel using the many varied tools at their disposal. This is a pilot program of the JCCP/CBT and if successful will be expanded in future years to include students of other grades. This course will be taught in collaboration with another congregational school in order to share costs, enlarge students' social connections and to build on their kehillah – the 6th grade program that all 6th graders completed in 2013-14, where bonds between students began.

Goals:

- Students will learn about the Holocaust in an online format which will incorporate various learning activities.
- Students will also learn about modern Israel with an educator who has the tools to make the learning interactive, fun, and memorable.
- Students will create stronger ties to Israel and its people and be inspired and will want to learn more and more.
- Both the program and social component will increase the likelihood of continued involvement through participation in Bergen County High

School of Jewish Studies.

Schedule:

Starting in October after the holidays the 7th grade students will spend one hour each week (Sundays from 10:45-11:45) for 20 weeks learning with the JETS program. Their teacher in NJ will do follow up each week after the class.

NNJJA-Northern NJ Jewish Academy

NNJJA was inspired by the idea of bringing change to family learning and Shabbat community by bringing families together on Shabbat for an extended time and offering them the opportunity to take their Jewish engagement outside of their own synagogue or school environment and participate in other community synagogues' Shabbat programming, creative learning together and offsite Jewish passport experiences, which are explained in their brochure.

Goals:

- Expose NNJJA families to the Shabbat communities of all partner synagogues.
- Encourage families to take part in the passport program by completing at least 4 of the possible 8 projects in the passport.
- Expose the partnering rabbis to the NNJJA families and also engage the families with all of the rabbis, so that they have the opportunity to learn from many teachers.

Schedule:

- Plan meeting with partner rabbis – June, 2014.
- Schedule Dates and locations for 4 Shabbat Programs – June 2014.
- Create 4 Shabbat learning programs for the specific locations – Summer 2014.
- Create Passport – Summer 2014.
- Present program to NNJJA Families via letter – August 2014.
- Present program and passports to NNJJA families in person on opening day Sept 7. 2014.
- Implement 4 Shabbat programs throughout

school year 2014-15.

- Continue to communicate to families to help them to complete their passports throughout the school year 2014-2015.
- Celebrate the completion of Passports at Graduation 2015.

Glen Rock Jewish Center

- Evaluate Programs throughout the year. GRJC has developed a Shabbat School program consisting of one hour of learning and Saturday Shabbat services. The curriculum will include Gmilit Chasadim, Tanach, Parashat Hashvuah, Jewish issues, top things you should know about Judaism, and Tikkun Olam. It will run from December through February, instead of Sunday school. This project is feasible because it will not conflict with intramural sports.

Goals:

- For the children and their parents to attend Hebrew School and Shabbat morning services.
- Expand attendance at Shabbat services

Schedule:

The program has been conceptually discussed with a number of the participants. The curriculum is being finalized over the summer. The students and their parents will be told details about the program at the beginning of the school year as part of our orientation. Implementation is expected in Decemer.



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201.820.3901

Alternate Models Worksheet (Use this template to analyze the models)

My Religious School Must:

How might the below models meet your religious school needs in the areas to the right?	Family Engagement	Flexibility	Technology	Hebrew Program	Social Action	Greater Synagogue Involvement by religious school families	Greater synagogue involvement with religious school	Attendance	Classroom Management	Other	Pros	Cons	What we Know	What we still need to know
Rimon														
JQuest														
Jewish Learning & Living														
Differentiated Learning														
ALMA														

Acknowledgments

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