

**Religious School
Of
Congregation Beth El Massapequa**

Family Handbook

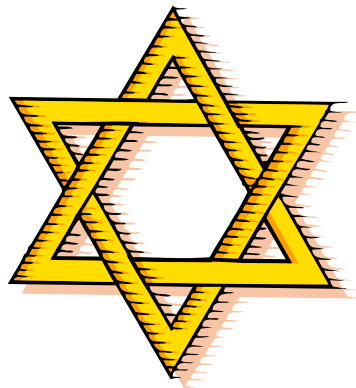


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Two Sculptors

I dreamed I stood in a studio and watched two sculptors there.
The clay they used was a young child's mind, and they fashioned it with care.
One was a religious school teacher, the tools he used were books, music and art;
The other was a parent who worked with a guiding hand and a gentle, loving heart.
Week after week the teacher toiled, with a touch that was deft and sure.
While the parent labored by his side, and polished and smoother it o'er;
And when at last their work was done, they were proud of what they wrought.
For the things they had molded into the child could neither be sold nor brought.
And each agreed he would have failed if he had worked alone.
For behind the teacher stood the synagogue, and behind the parent, the home.

Anonymous



Welcome to Parents

Dear Friends,

It is my pleasure to welcome you as we begin what I believe will be a wonderful year at Congregation Beth El. Over the summer many of us involved in the Hebrew School met several times to share our thoughts on what should be the philosophy upon which this wonderful Hebrew School is founded. We decided that our philosophy could and should be summed up in two words: “AIMING HIGHER”. It is a philosophy which we hope all of us – parents, students, teachers, and lay leadership – will strongly support this year and the years to come.

What do we mean by “AIMING HIGHER”? We believe that it is possible for us to give your children an ever-greater appreciation for Judaism, a strong and enduring sense of Jewish identity, a greater ability to participate in Jewish rituals and traditions and a deeper connection with Israel and the Jewish people. We’re striving to become a great Hebrew School – not just a good one. We’re setting our goals high – believing it is possible to achieve them if we all join together in this very important effort.

With my best wishes for a very Good, Sweet, and Healthy New Year.

Faithfully yours,

Rabbi Stephen Listfield

Shalom Everyone,

As we relish in the last warm days of summer, we look forward to cool days surrounded by the beautiful colors of fall. We also look forward to a colorful and exciting year here at Congregation Beth El!

Our beautiful “colors” come in four words—

Ruach (Spirit) Ahavah (Love) Limud (Learning) Kavod (Honor)

These words, the key concepts of our school, are essential elements of Jewish life and learning and guide our choices throughout the year. The spirit (ruach) of our students and teachers fosters a love (ahavah) of learning (limud) leading to our ultimate goal, kavod, honoring the values, laws and traditions of Jewish life and law.

Joining together as parents and teachers, we know that our work to raise educated Jewish children who have a commitment and love of Judaism, is such an important one. In this parent guide, we hope to provide the answers to many questions that you may have about the curriculum and goals of each grade, as well as the overall policies and procedures of our program. We hope to continue to foster a true partnership between our parents and our faculty, continuing to work b’yahod, together, hand in hand.

I look forward to meeting with everyone as school begins. Our first day of school is Monday, September 13.

Here is to a year filled with Ruach, Ahavah, Limud and Kavod!!

**Jody Goklevent
Vice President**

Welcome to CBE!

It is time to begin another exciting year at CBE. During the summer our VP, Jody Goklevent, and her talented staff have been hard at work planning a wonderful year of leaning for our children. Each family will have the opportunity to grow together with their children, during FX Programs.

“Dor l’Dor”, our heritage is passed down “generation to generation”. At CBE we consider the task of teaching the next generation the beliefs and traditions of Judaism to be of the utmost importance. We are happy to be part of the meaningful parent-school partnership in the education of our children.

We want to wish you and your family a happy, healthy and sweet New Year!

Shanah Tovah,

**Steve Dolinger
Education Chairperson**

CURRICULUM

Our goal is for our students to love Jewish life and learning, understand the connection of our people to Torah, history, prayer, Hebrew language, Israel and the American Jewish community.

The ability to read Hebrew is not a final goal, but the necessary tool to unlock the door to Judaism. The **Siddur** is the main Jewish text that students will be exposed to throughout their lives, and we must create students who are at home with it.

Bible: The central goal of a Bible curriculum is to facilitate each learner's development of a dynamic relationship with the text. A relationship goes far beyond the acquisition of basic knowledge, the mastery of basic skills and the internalization of basic values. A Bible curriculum succeeds when (1) the process of communal Bible study is compelling enough for learners to choose voluntarily to continue participating, and (2) when learners have gathered the "critical mass" of skills and insights necessary to use the Bible as a functional tool.

In building a dynamic relationship with the text of the Bible, a learner should progress through four developmental stages. None of these stages is ever outgrown, however, and none is ever mastered. Rather, new insights and skills add additional layers as the learner progresses both horizontally and vertically. By definition, this is a spiral curriculum.

Levels within the Spiral – the general

This progression begins with "Bedtime Stories", evolves into a basic understanding of "The Bible as Text", is further developed by the acquisition of "Attack Skills", and culminates in an ability to integrate individual insights into a sense of "Personal Text".

Levels within the Spiral – the specific

"Bedtime Stories" is a weekly Bible program for learners who are not yet independent readers (grades K-2). It might be tied to the weekly cycle of Torah readings or emphasize a story-to-story progression

"The Bible as Text" (grades 3-5) expects the learners to be active readers and to use their reading skills to develop meaning from the text. Students are directed to the words used in the stories, and use literary analysis of the actual text as a springboard to further discussions.

"Attack Skills" (grades 6-8) brings forth the notion that every student can begin to struggle with the text. The struggle will continue for many years, but, during this period, the student will begin to develop a sense of belonging to the Jewish people through the connection of Bible. Thus begins the process of critical thinking.

"Personal Text" (grades 9-12) proposes the idea that the student is a biblical commentator. Original commentaries are compared to the traditional

interpretations of many great biblical scholars of the past. Each student creates personal midrash, and applies the text to current life's challenges.

Hebrew Language Curriculum:

Preliminary Statement

The Hebrew language is not a Jewish Morse code. It is a living language that must be learned through many different skills, such as sounding, aural memory, whole word recognition – in other words, the same way we learn English. Growth is **not** step-by-step, but in chunks. Even if the letter **gimel** isn't mastered, we can still move on to **tav**. Ample review will lend itself to eventual mastery, just as all students will master English, albeit at different stages in their growth. Some children are at reading readiness at age four, others at age five and one-half.

Yet the acquisition of Hebrew language skills is also far more difficult in an English-speaking society. Whereas Israeli children learn to speak Hebrew because they hear it at home, and see books with Hebrew in them, the same is not true in English-speaking households. Children begin Hebrew instruction having heard nary a word of Hebrew. The sounds and shapes are foreign to them. It is in this environment of unfamiliarity that Hebrew mastery is expected. Thus is our challenge.

What is our goal upon completion of our Hebrew School? How "good" can we reasonably expect our students to be? Jewish learning is a lifelong continuum, not ending upon becoming a Bar/Bat Mitzvah. If we strive to create the ideal Bar/Bat Mitzvah, then we are guilty of assembly-line schooling. Our goal must be to create the proper environment, transmit the needed skills, gently cook, and show the right path, in confidence that we have made the best start possible.

The North American Jewish Community has created this challenge, and I believe that the approach suggested herein would best prepare our young people to enter the adult Jewish community of the 21st Century.

The ability to read Hebrew is not a final goal, but the necessary tool to unlock the door to Judaism. The **Siddur** is the main Jewish text that students will be exposed to throughout their lives, and we must create students who are at home with it.

PRE-ALEPH (Kindergarten & First Grade)

Songs, stories, original arts and crafts projects, dynamic learning, games and fun! The goal of our Pre-Aleph class is to introduce its members to the joys of Judaism. Pre-Aleph has a two year curriculum providing a rich perspective on all aspects of Jewish life and tradition.

This curriculum focuses on making the Jewish holidays and Shabbat come alive. From making their own Shabbat candlesticks, chanukiot, and haggadot, to learning the accompanying brachot with games, songs and stories, these are just some of the wonderful activities in which members of pre-Aleph engage. Our pre-Aleph class offers a truly memorable introduction to Jewish learning!

- Pre-Aleph 1: Pre-reading readiness – an introduction to the vocabulary of *Pre-reading* Jewish life.
- Pre-Aleph 2: Reading readiness – an introduction to the Hebrew alphabet.



ALEPH

In Aleph our goal is for everyone to experience the joy of learning. It is a year of “firsts” – the first time reading Hebrew letters and vowels, the first time reading Hebrew words, the first time mastering specific prayers, the first time truly delving into Bible stories and holidays. The wonder of new discoveries in learning and language is evident every day. We focus on individual achievements, thus setting the stage for a life-long love of Jewish learning.

All prayers are found in Siddureinu unless otherwise noted.

1. Brachot

- a. [] Modeh Ani – p. 1, lines 1-2
- b. Birchot Hanehenin
 - i. [] Borei Minei M'zonot – p. 263, lines 3-4
 - ii. [] Shehakol Nih'yeh Bidvaro – p. 262, lines 3-4
 - iii. [] Borei P'ri Ha-etz – p. 262, lines 7-8
 - iv. [] Borei P'ri Ha-adama – p. 263, lines 1-2
- c. [] Torah Tziva Lanu Moshe – p. 2, line 9
- d. [] Sh'ma – p. 2, line 7

2. Shabbat

- a. [] L'hadlik Ner Shel Shabbat – p. 103, lines 1-2
- b. [] Borei P'ri Hagafen – p. 131, line 1
- c. [] Hamotzi Lechem Min Ha-aretz – p. 131, lines 8-9
- d. [] Shalom Aleichem – p. 132
- e. [] Hazan et Hakol – p. 256, lines 3-4
- f. [] Al N'tilat Yadayim – p. 1, lines 3-4
- g. [] Ki Mitziyon – p. 164, lines 5-6
- h. [] V'zot Hatorah – p. 171, lines 1-2
- i. [] Bar'chu & Baruch – p. 169, lines 1-2
- j. [] Birchot Hatorah – p. 169, lines 3-4 to p. 170, lines 1-3
- k. [] Hashivenu – p. 181, lines 9-10
- l. [] Ein Keiloheinu – p. 190
- m. [] Adon Olam – p. 6, lines 1-2
- n. [] L'cha Dodi – p. 111, line 5

3. Chanukah

- a. [] L'hadlik Ner Shel Chanukah – p. 265, lines 1-2
- b. [] She-asa Nisim – p. 265, lines 3-4
- c. [] Shehecheyanu – p. 265, lines 5-6

4. Shacharit

- a. [] Kadosh & Baruch K'vod – p. 43, lines 5 and 8
- b. [] Or Chadash – p. 43, lines 14-15
- c. [] Mi Chamocho & Adonai Yimloch – p. 50, lines 1,2 and 5
- d. [] Shira Chadasha – p. 50, lines 3-4

- e. [] Tzur Yisrael – p. 50, lines 6-8
- f. [] Hal'luhu – p. 35, lines 3-5
- g. [] V'ahavta – p. 45, lines 4-9
- h. [] Aleinu – p. 82-p. 83, lines 9-11
- i. [] Blessing over Tallit – p. 3, lines 1-2

5. Passover

- a. [] Ner Shel Yom Tov – p. 103, lines 3-4

The following are in the Goldberg Haggada

- b. [] Four Questions – p. 8, lines 5-9-p. 9, line 6
- c. [] Al Achilat Matza – p. 27, lines 5-6
- d. [] Al Achilat Maror – p. 27, lines 9-10
- e. [] Avadim Heyinu – p. 9, line 7
- f. Dayeinu
 - i. [] Ilu Hotzianu – p. 19, lines 2-3
 - ii. [] Ilu Natan Lanu – p. 20, lines 1-2
 - iii. [] Ilu Natan Lanu – p. 20, lines 5-6
- g. Nirtza
 - i. [] Adir Hu – p. 44, lines 1-2
 - ii. [] Echad Mi Yode-a – p. 45, lines 1-2
 - iii. [] Chad Gadya – p. 47, lines 11-12
 - iv. [] L'shana Haba-a – p. 43, line 14

The following are in Siddureinu

- v. [] Eliyahu Hanavi – p. 197, lines 5-9

6. Hagim

- a. [] Y'hi Ratzon – p. 222, lines 13-14
- b. [] Avinu Malkeinu – p. 70, lines 18-19
- c. [] Al N'tilat Lulav – p. 198, lines 1-2
- d. [] Leshev Basuka – p. 211, lines 3-4

Aleph 3. Primer – to develop a proficiency at sounding Hebrew words and Sentences

Prayer

Aleph 4. Post-primer – to develop greater fluency and provide the bridge to the *siddur*

BET

Enthusiasm and confidence in their knowledge and pride in what they know are the key elements of the Bet year. While continuing the excitement of the Aleph year, in Bet we work on developing confidence in Hebrew reading and writing, and a sincere feeling of “ownership” in Jewish learning. We work to increase knowledge and understanding of the prayers. In addition to Bible stories, members of our Bet class are introduced to the wonders of Eretz Yisrael, the land of Israel.

All prayers are found in Siddureinu unless otherwise noted.

1. All prayers and blessings learned in Aleph
2. Shabbat Eve
 - a. [] Shalom Aleichem – p. 132
 - b. [] L'cha Dodi – p. 111, lines 5-7 & p. 112, lines 11-12
 - c. [] V'shamru – p. 122, lines 1-4
 - d. [] Vay'chulu – p. 130, lines 2-6
 - e. [] Kiddush – p. 131, lines 1-7
3. Shabbat Shacharit
 - a. [] Baruch She-amar – p. 15, lines 1-11
 - b. [] Shochen Ad – p. 141, lines 11-14
 - c. [] Hatzi Kadish – p. 40
 - d. [] Bar'chu – p. 143, lines 1-2
 - e. [] Baruch – p. 143, lines 3-4
 - f. [] El Adon – p. 145, lines 1,2, 11, and 12
 - g. [] Kadosh through Mimkomo – p. 147, lines 10-14
 - h. [] Sh'ma and V'ahavta – p. 150
 - i. [] Mi Chamocho – p. 154, lines 17-18 through p. 155, line 3
 - j. [] Tzur Yisrael – p. 155, lines 4-5
 - k. [] Sim Shalom – p. 161, line 7
4. Hotza-at Hatorah
 - a. [] Ein Kamocha – p. 163, lines 1-4
 - b. [] Av Harachamim – p. 164, lines 1-3
 - c. [] Vay'hi Binso-ah – p. 164, lines 4-5
 - d. [] Ki Mitziyon – p. 164, lines 5-7
 - e. [] Sh'ma, Echad & Gadlu – p. 167, lines 1-3
 - f. [] L'cha Adonai – p. 167, lines 4-8
 - g. [] Torah Brachot – p. 169-170, line 3
5. Hachnasat Hatorah
 - a. [] Ashrei – p. 30, lines 1-2 and p. 31, lines 6-7
 - b. [] Y'hal'lu – p. 181, line 1
 - c. [] Eitz Heyim – p. 181, lines 7-10
 - d. [] Ein Keiloheinu – p. 190
 - e. [] Aleinu – p. 82-83, lines 9-11

- f. Adon Olam – p. 6
- g. Yigdal – p. 7

6. Hagim

- a. Ma Nishtana – p. 270
- b. Hakafot – p. 274, lines 1-2
- c. Festival Kiddush – p. 209, line 8 through p. 210, line 8
- d. Hallel
 - i. Ma L'cha Heyam – p. 200, lines 8-11
 - ii. Adonai Y'varech – p. 202, lines 1-9
 - iii. Hal'lu and Hodu – p. 203, line 16 through p. 204, line 4

7. Yamim Nora-im

- a. B'sefer CHeyim – p. 242, lines 17-18
- b. Zochreinu L'cHeyim – p. 223, lines 6-7
- c. V'al Kulam – p. 246, line 1
- d. Avinu Malkeinu – p. 70, lines 18-19
- e. Kol Nidrei – p. 239
- f. M'chalkel CHeyim – p. 223, lines 10-14

Bet 5. Reading review – a post-summer program to return students to their pre-vacation levels and identify problem areas

Bet 6. *Brachot* – the first level of prayer necessary for the study of ***Siddur***

Bet - *Shema* and its blessings – the main body of our service, morning and evening

Chanukah Goals

All prayers are found in Siddurenu unless otherwise noted.

Bet

- 1. Review of Aleph
- 2. Maoz Tzur, p. 266, lines 6-9

GIMEL

Gimel is an exciting year where all that the children have learned in Aleph and Bet comes together.

All prayers are found in Siddurenu unless otherwise noted.

1. All Prayers and Blessings learned in Bet.

2. Mastery of Friday Night Service
 - a. L'chu N'ran'nah – p.105, lines 1,2,33-13
 - b. L'cha Dodi – p.111, line 8 – p.112, line 2
 - c. Tzadik Katamar – p.114, lines 1-4
 - d. Adonai Malach – p.114, lines 5-13
 - e. Eil Chair – p.115, lines 8-10
 - f. Ahavat Olam – p.116
 - g. Umalchuto p.129, line 12 – p.121, line 4
 - h. Ufros Aleinu – p.121, lines 11-13
 - i. Baruch – p.128, lines 13-15
 - j. Magein Avot – p.129, lines 1-6
 - k. Full Kadish –p.81-81, line 6

3. Shabbat
 - a. Kidush – p. 131, lines 1-7
 - b. Havdalah – p. 195, line 1 – p.196, line 10
 - c. Birkat Hamazon – p. 15

4. Mastery of Shabbat Musaf Service
 - a. Kadish Musaf melody – p.40
 - b. K'dushah – p.184 – 185, line 5
 - c. Tikanta Shabbat – p.186
 - d. Yis'm'chu – p.187, lines 4-7
 - e. R'tzei – p.60, lines 1-5
 - f. Modim (right column) – p.60, line 6 – p. 61, line 9
 - g. V'al – p.61, lines 9-10, 12-15
 - h. Priestly Benediction – p.62, lines 1-6

5. Shabbat Shacharit
 - a. Ein Kamocha-Eloheinu – p. 163-167
 - b. Birchot Hashachar – p.10, lines 1-9 & p.11, lines 1-10
 - c. Baruch She-mar –p.15
 - d. Yishtabach – p.142, lines 6 -12
 - e. Psalm 150 – p.34, line 9 - p.35, line 5
 - f. Avot-G'vurot – p.155, line 8 – p. 156, line 10
 - g. Eloheinu – p. 159, lines 7-11
 - h. L'eil Baruch – p.148, lines 1-7
 - i. Sim Shalom- p.161, lines 7-12

- j. [] Etz CHeyim Hi – p.181, lines 7-10
- k. [] Mi She-asah Nisim – p. 177, lines 5-9
- l. [] Chatzi Kadish – p.40
- m. [] Eil Adon – p. 145
- n. [] Vayomer – p.152
- o. [] Et Shem – p. 147, lines 5-9
- p. [] Ashrei – p. 30-31, line 7
- q. [] Y’hal’lu & Hodo – p. 181, lines 1-3

6. Chanukah

- r. [] Maoz Tzur – p.266, lines 6-13

7 .Purim

- s. [] Blessings on Megillah – p. 267, lines 1-4

8. Pesach (*all pages in Goldberg Hagadah*)

- a. [] Kidush – p. 5, line 8 – p.6, line 12
- b. [] Baruch Hamakom – p.10, line 13-p.11, line 4
- c. [] Avadim Heyinu – p. 9, line 7
- d. [] Four sons – p.10, line 13-p.11, line 4
- e. [] V’hi She-amdah – p.12, lines 1-3
- f. [] Ten Plagues – p. 16
- g. [] B’chol Dor Vador – p.23, line 10 – p.24 line 7
- h. [] Zecher L’mikdash – p.27, lines 11-13
- i. [] Prayers from Hallel – see Bet curriculum

9. Yom Ha-atzma-ut (*return to Siddurenu*)

- a. [] Hatikvah – p.292

10. Shavout morning

- a. [] Shochein Ad – p.141, lines 11-14
- b. [] Sh’losh Esrei Midot – p. 166, lines 1-2
- c. [] Va-ani T’filati – p. 166, lines 13-14
- d. [] B’neit Vetcha – p.220, lines 3-4

11. Sukkot (*all pages in Silverman Siddur*)

- a. [] Hoshanot – p. 189, lines 1-3
- b. [] Hoshi-ah et Amechah – p.191, lines 11-12

12. High Holy Days (*return to Siddurenu*)

- a. [] Mi Chamocho – p.223, lines 13-14
- b. [] Zachreinu L’cHeyim – p.223, lines 6-7
- c. [] B’rosh Hashanah – p.238, line 8
- d. [] Ut’shuvah – p. 238, lines 14-15
- e. [] B’sofer CHeyim - .242, lines 17-19
- f. [] Heyon T’amtzeinu – see Machzor handout

Gimel 7. *Shema* and its blessings – the main body of our service,
morning and evening

Gimel 8. The **Amida** – recited three times a day, every day of the year

DALET

The goal in Dalet is an enriched understanding of the role of history and law in the development of Judaism.

All prayers are found in Siddurenu unless otherwise noted.

1. All Prayers and Blessings learned in Gimel
2. [] Mastery of Weekday Mincha
 - a. [] Ashrei – p.30, line 1 & p. 31, line 6-7
 - b. [] Chatzi Kadish – p.40
 - c. [] Amidah – p. 51-64
 - d. [] Full Kadish – p. 81-82
 - e. [] Aleinu – p.82-83
3. [] Mastery of Weekday Ma-ariv
 - f. [] V'hu Ralchum – p.96, lines 1-3
 - g. [] Barchu – p.115, lines 1-2
 - h. [] Eil Chair – p. 115, lines 8-10
 - i. [] V'ahavat'cha – p.116, lines 5-6
 - j. [] Sh'ma – p. 117, line 1
 - k. [] Adonai – p.119, line 12
 - l. [] U'malchuto – p.120, line 12 – p.121, line 4
 - m. [] Ushmor – p.96, lines 9-11
 - n. [] Ki Hamalchut – p.98, lines 8-11
 - o. [] Chatzi Kadish – p.40
 - p. [] Silent Amidah – p. 51-64
 - q. [] Full Kadish – p. 81-82, line 6
 - r. [] Aleinu – p. 82-82

Dalet 9. The Torah service – the ceremonies around which the core of our service, the reading of the Torah, occurs

Dalet 10. Preliminary prayers – the essence of the morning prelude to the **Shema**

Chanukah Goals

All prayers are found in Siddurenu unless otherwise noted.

1. [] Review of Aleph-Gimel
2. [] Mizmor Shir Chanukat Habayit L'David, p. 14, lines 6-7 (up to period)
3. [] p. 14, line 7 (from period) – line 9 (second word)
4. [] p. 14, line 9 (third word) – line 10 (third word)
5. [] p. 14, line 10 (fourth word) – line 11 (period)
6. [] p. 14, line 11 (after period) – line 12 (second period)
7. [] p. 14, line 12 (last three words) – line 14 (period)
8. [] p. 14, line 14 (fourth word) – line 15 (period)
9. [] p. 14, line 15 (last word) – end of page

HEY

Bar/Bat Mitzvah preparation.

All Prayers are found in Siddurenu unless otherwise noted.

1. All Prayers and Blessings learned in Dalet.
2. [] Blessing Before Haftarah – p.172, lines 1-4
3. [] Blessing After Haftarah
 - a. [] Baruch – p.172, lines 5-7
 - b. [] Ne-man – p.172, lines 8-10
 - c. [] Racheim – p.172, lines 11-12
 - d. [] Samcheinu – p.173, lines 1-5
 - e. [] Al Hatorah – p.173, lines 6-10
4. [] Complete Mastery of Shabbat Shacharit
 - a. [] Uvmak'halot – p.142, lines 1-5
 - b. [] Yishtabach – p. 142, lines 1, 10-12
 - c. [] Ein K'erk'cha – p.144, lines 11-13
 - d. [] V'chulam Potchim – p.147, lines 2-5
 - e. [] Vahavi-einu, p.149, lines 1-6
 - f. [] L'dor Vador – p.153, lines 10-14
 - g. [] Emet Sha-atah – p.153, lines 10-14
 - h. [] T'hilot – p.153, lines 14-16
 - i. [] K'dushah – p. 157, lines 1-12
 - j. [] Yismach Mosheh – p.158, lines 5-9
 - k. [] V'lo N'tatoh – p.159, lines 1-6
5. [] Ability to Lead Weekday Mincha Service
6. [] Ability to Lead Weekday Ma'ariv Service

Hey 11. Holiday prayers – liturgical selections from services for the festivals and Holy Days

Hey 12. Practice performance – polishing the individual leadership of prayers

Hey 13. Weekday services – learning how to lead the **mincha** and **ma-ariv** services

Chanukah Goals

All prayers are found in Siddurenu unless otherwise noted.

1. [] Review of Aleph-Dalet
2. [] Al Hanisim, p. 65, lines 1-2
3. [] p. 65, line 3 – line 5 (third word)
4. [] p. 65, line 5 (after period) – line 6 (period)
5. [] p. 65, line 7-line 8 (period)
6. [] p. 65, line 8 (last word) – line 10 (period)
7. [] p. 65, line 10 (after period) – line 11 (second comma)
8. [] p. 65, line 11 (last three words) – line 13

HEBREW HIGH SCHOOL

We have a joint Hebrew High School with Bnai Torah to educate our teens. In the Community Hebrew High School, every Monday night from 7:00 PM to 9:00 PM, teens from all over Massapequa, Wantagh and Bellmore choose classes of their interest and explore topics ranging from Jews in Sports to Jews in the Media, Conversational Hebrew, and the Bible and much more. With classes for students from seventh through twelfth grade, and varying special programs throughout the year.

Passover Haggada Goals

Prayer	Page	Lines	Aleph	Bet	Gimel	Dalet	Hey
Candle blessing	103s	3-4	√				
<i>Seder mnemonic</i>	4		√				
Kiddush	5,6	8-12				√	
Ha lachma	8	1-4					√
4 Questions	8,9	5-6	√				
Avadim Heyinu	9	7	√				
<i>Baruch Hamakom</i>	10	10-11		√			
<i>4 Sons</i>	10,11	11-4			√		
<i>V'hi She-amda</i>	12	1-3			√		
<i>4 Plagues</i>	16	1-3	√				
<i>Dayeinu</i>	19,20	2,1,5	√				
<i>B'chol dor Vador</i>	23,24	10-7				√	
<i>B'tzeit Yisrael</i>	25	5-7				√	
<i>Ma L'cha Heyam</i>	25	7-10				√	
<i>Matza bracha</i>	27	5-6	√				
<i>Maror bracha</i>	27	9-10	√				
<i>Zecher L'mikdash</i>	27	11-13					√
<i>Eliyahu Hanavi</i>	197s	5-8		√			
<i>Y'vareich</i>	34	10-15				√	
<i>Hal'lu & Hodu</i>	35	10-16				√	
<i>Chasal</i>	43	8-13					√
<i>L'shana Haba-a</i>	43	4		√			
<i>Adir Hu</i>	44	1-2	√				
<i>Echad mi yode-a</i>	45	1-2	√				
<i>Chad Gadya</i>	47	11-14	√				

All pages are in the Goldberg Haggada unless followed by an "s" for Siddurenu

SCHOOL POLICIES AND PROCEDURES

PARENTS' ROLE

Parents are our most important partners in this important task of providing a Jewish education. We believe that providing a strong love of Jewish life and learning is the foundation of what we do. That is our goal and we look forward to working together to support it.

There are many opportunities for a parent to be active in their child's education through our FX Programs.

FACULTY

We take pride in our teaching staff, as they are highly professional and dedicated educators. Working together with parents makes for a more enriching learning environment. Please contact your child's teacher and open a dialogue about your child. We look forward to learning about our students. Speaking with parents is the most important step in this process.

REGISTRATION AND ENROLLMENT

We begin formal education when your child enters the second grade in our Aleph class. This is the first of the five years required in order to become B'nai Mitzvah. Although it is not required, we welcome and strongly encourage our kindergarten and first grade students to attend our creative and dynamic pre-Aleph classes.

CONDUCT

Each child is expected to maintain a high standard of conduct in the classroom, sanctuary and within the synagogue building. The school will keep parents informed if a child is not behaving in an appropriate manner.

ATTENDANCE

Prompt and continuous attendance is a necessary part of effective education. If your child is absent, please ask about classwork so your child can keep up with ongoing academic activities. If your child is ill or has a problem that keeps him or her from school, please let the office know. Excessive absences will be dealt with on a case-by-case basis.

When your child returns to school, please send in a note regarding your child's absence. The limited number of sessions in our calendar make it important that each hour of instruction is utilized. Please make every effort to bring your children to school on time, and not take them out early unless absolutely necessary. Additionally, please be aware of the requirement of our Hebrew School's Honor Roll is that there can not be more than 7 absences per semester.

EARLY PICK UP

If your child must leave school early, please send a note to your child's teacher, which will then be forwarded to the school office. In order to ensure your child's safety, parents are asked to come into the office and sign their child out. We cannot allow a child who is being dismissed early to leave the school building alone.

CALENDAR

At the beginning of the school term, accompanying this handbook, is a calendar for the year. This calendar provides a wealth of information including the dates of special programs, as well as when we are closed due to religious holidays and school vacations.

CLASS SCHEDULES

Pre-Aleph (kindergarteners and first graders)

Meets on Tuesdays 4:30 PM – 6:30 PM

Aleph, Bet, Gimel & Dalet Classes

Meets on Tuesdays & Thursdays 4:30 PM – 6:30 PM

Hey Classes

Meets on Tuesdays and Thursdays 6:30 PM – 8:30 PM

Hebrew High School (at Bnai Torah)

Meets on Mondays 7:00 PM to 9:00 PM

SYNAGOGUE SERVICE REQUIREMENTS

There are many ways of being an active Jew in America today. Supporting Israel, giving to charity, studying, observing Jewish law, being involved in the community and coming to synagogue are just some. Each one of these listed are priorities within our school. Yet, the last, coming to synagogue is often put on the back burner. Sometimes it is just because people are unfamiliar with the service.

In order to enable our students and their families to become very comfortable and familiar with synagogue services, we provide varied learning opportunities.

- Each Saturday we have Junior Congregation from 10:30 to 12:00 PM. It is a service for our young people, combining prayers, activities and games on a different theme each week. Parents are always welcome to attend. This service is designed to encourage our young people to become comfortable in the service and take an active part as the year progresses.

- On the first Friday of each month we have the In and Around Shabbat.

Below is the amount of required Friday night and Saturday morning services:

Aleph

6 Friday evenings and 6 Shabbat mornings

Bet

7 Friday evenings and 8 Shabbat mornings

Gimel

7 Friday evenings and 8 Shabbat mornings

Dalet

8 Friday evenings and 10 Shabbat mornings

Hey

12 Friday evenings, 10 Shabbat mornings and 3 Sunday mornings (see calendar for dates)

Family Programs (Everyone is required to attend all 4)

September; December; January; April
(Months may vary according to Jewish holidays)

ALL dates will be on school calendar. Please e sure to mark your home calendars with save the date.

TEXTBOOKS

All textbooks and workbooks will be purchased on the first day of school. **You will receive a bill in August.** Our children are so excited to receive their new books and we want everyone to be able to receive them right away. Please note that we try to keep the cost for books as low as possible.

SUPPLIES

At the beginning of each school year, your child's teacher will provide you with a short list of school supplies. Your child should always bring their textbooks, a notebook, and a pen and pencil to school. Additionally, boys must wear kippot.

ART, MUSIC, LIBRARY

As part of our everyday curriculum, our teachers enrich our students with art, music, Jewish stories and books. In addition to individual teacher's commitments, our students have scheduled music classes. Students do practice prayers in music but are also developing a repertoire of important Jewish songs that are a significant part of American Jewish culture. We also have library sessions, where students are presented with the theme of the month and choose books accordingly. **Please be sure to have your child return their library books regularly so that all students will be able to enjoy them.**

PARENT-TEACHER CONFERENCES

Parent-Teacher Conferences are held once a year towards the end of the first semester. These conferences provide an opportunity for parents to discuss their child's progress with their teacher(s). Parents are encouraged to call or meet with a teacher at any other time during the year. The office will make the necessary arrangement for an appointment upon a parent's request.

HONOR ROLL

We are very proud of the enthusiasm, participation and dedication of our children. Students in grade Gimel through Hey are eligible for the Honor Roll. The following are the requirements for Honor Roll:

- Behavioral grades that reflect the student's positive presence, attitude and/or participation.
- Academic grades that reflect positive effort, commitment or excellence on the part of the student.
- Attendance – Good attendance with no more than seven classroom absences during the semester.
- Service Attendance –The completion of the required service attendances.

TZEDAKAH

Deeply rooted in our way of life is the commandment of giving tzedakah, following mitzvot and helping those less fortunate. We have always encouraged our students to participate in giving tzedakah, selecting a relevant Jewish charitable organization and programs for our Hey class project. Our students' generosity and their enthusiasm in giving to others is a wonderful reflection on their parents and the community.

EMERGENCY SCHOOL CLOSINGS

If the Massapequa Public Schools are open, but the weather conditions have worsened during the day, then CBE Religious School will be closed. We will send out an email announcements from the synagogue, the chairperson or both. On any possible snow day, please be sure to check your email.

PARKING LOT PROCEDURES

For the safety of our children, a parking lot procedure has been instituted at the CBE Religious School. Your cooperation in following this procedure is appreciated. **Please do not pull into the parking lot, park in the street. Parents must come into the building to pick up children.**

MILESTONES

At each stage of our children's education we have milestones that provide wonderful celebrations for all!

At the end of first grade, our pre-Aleph students have a ***Moving Up*** ceremony where the first graders move up to their new and exciting Aleph class. As the Aleph students complete their first year, they have a meaningful ***Aleph Consecration Ceremony*** where they are commended for their commitment to learning and receive their very own siddur. Once students have completed their Hey class, they have an official ***Hey Stepping Up Ceremony*** from Hebrew School and move to the Hebrew High School. Throughout seventh and eighth grades, students become Jewish adults who can participate in our many mitzvot, and they become ***Bar*** or ***Bat Mitzvah***.

We look forward to working together in the education of your children and sharing many future celebrations!