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This Educational Center Handbook will acquaint you with the curriculum at each class level. Our courses of study provide a basic knowledge of Judaism necessary for the children to feel secure in their faith and to foster a devotion to Judaism as a way of life. Emphasis is placed on both spiritual and practical experiences, taking into account the child as an individual. A strong commitment to the values that Judaism holds dear is stressed as well.

PRIMARY DEPARTMENT

KINDERGARTEN/1ST GRADES

It is essential that the child's initial experience with the school be warm and friendly.

Through an informal approach, the child is introduced to Judaism as a way of life. This is accomplished through song, puppets, arts and crafts and storytelling. In addition, Bible stories are related to the children on a level that they can easily understand. Children will be able to uncover the beauty of Jewish holidays, Shabbat, Israel (with a particular emphasis on Jerusalem) and will learn to count in Hebrew.

Our studies for the *Gan* and *Gesher* years includes TaNaCH study, Jewish holidays & Mitzvot, Hebrew letters and vocabulary and Jewish values.

Students will begin to identify Hebrew letters and values associated with those an integrated curriculum entitled "Let's Discover Alef-Bet." Our program is designed to welcome our youngest students in a loving, caring way to a Jewish way of life.

POD PROGRAM

Our Religious School Education Committee has designed this new program for our religious school in an effort to maximize learning time and create an environment where students are excited and motivated to learn. We have divided the program into three parts or pods; each pod will have a particular emphasis of study.

HEBREW LANGUAGE

2nd Grade:

Texts: Shalom Alef-Bet, Ulpan Alef

Goals:

Students should be able to recognize and print his/her Hebrew names, recognize and know the sounds of the letters of the Alef-Bet, follow simple directions in Hebrew, and use vocabulary that describes familiar context: family, foods, calendar, seasons, months of the year, days of the week, numbers, weather and colors.

3rd Grade:

Texts: Shalom U'vracha & Ulpan Bet

Goals:

Identify and write all Hebrew letters and vowels in cursive and print
Become familiar with common vocabulary such as descriptive words for the family, the home, classroom objects, et al.

Know interrogatives such as what, when, where, why, who, and how
Recognize and use singular and plural forms in simple conversation
Know simple prepositions such as in, on, at, under, beside, et al

4th Grade

Text: Shalom Ivrit 1

Goals:

Students are now encountering Hebrew as a living language by building on their everyday and holiday experiences, at home and at school. Students will learn 160 key words and an additional 90 holiday and enrichment words, as well as comprehension and language skills. Basic grammar, including the present tense, masculine and feminine nouns and adjectives in the singular and plural, will be studied.

5th Grade

Text: Shalom Ivrit II

Goals:

Students continue to encounter Hebrew as a living language, and acquire 150+ new words as they learn to conduct simple conversations in Hebrew. Students explore key Jewish values such as self respect, generosity, and friendship. Basic grammar, including possessives, present tense verb endings, root letters, increases familiarity with Hebrew word structure and syntax.

6th & 7th Grades

Text: Shalom Ivrit III, Let's Talk!

Goals: Students study stories of spirited young teens at home, camp, with friends and in Israel. Almost 200 new vocabulary words are introduced, enabling students to steadily increase their progress in simple conversations in Hebrew, using both the present and past tenses (verb endings).

For highly accelerated students, we have an advanced Hebrew conversation program where students will dialogue and participate in activities such as partying in Tel Aviv, shop in a shuk, ride a camel and swim in the Dead Sea, all in Hebrew.

Students will learn around 200 vocabulary words and practice basic grammar, including the present tense, masculine and feminine nouns in the singular and plural, through the activities.

Judaica Studies

Our Judaica focuses on a whole-school approach, allowing us to focus on different values in each pod, but seeing to it that every other year is a unique learning experience.

Our program is broken down over two years, three "mini-mesters", forming a foundation of critical knowledge that every Jewish student needs to master in order to function as an informed Jewish young person.

2nd/3rd Grades

Holidays/Year 1

Expose students to the major Jewish holidays, in connection with the cycle of the Jewish year and the Jewish calendar.

To explore the various traditions connected to the holidays.

To enhance students Jewish identity by experiencing the holidays in a variety of different ways.

SWBA to explain (age appropriately) each holiday they studied and the importance of that holiday.

SWBA to give examples of different traditions that are associated with each of the different holidays.

SWBA to participate in a variety of holiday celebrations throughout the year, making a personal connection to each of these events.

Values/Year 1

Discuss the values in connection with Judaism -"these are the things we are Jews do because we are commanded by God."

Learn how these commandments enhance our lives and the life of our community.
Gain an understanding of how to fulfill these mitzvot.

SWBA to express that Jewish people do specific things because those actions represent the values we live by.

SWBA to explain that these actions improve our lives and the lives of those around us.

SWBA to demonstrate and discuss how each of these mitzvot can be fulfilled in daily life.

Jewish Hardware/Year 1

Familiarize the students with essential ritual objects.

Provide literacy in the fundamentals of physical Judaism.

Foment understanding of the importance of these objects to the Jewish people.

SWBA to list the different ritual objects they learned about in class and explain what they are used for.

SWBA to explain why these objects are important to the heritage and traditions of the Jewish people.

SWBA to apply their knowledge to their lives, recognizing and exploring the ritual objects they find in their Jewish lives and the meaning they hold for them.

Please note that this is limited to their developmental ability and that this is only an introduction to these objects that will become a part of their lives in the future.

Learning Torah/Year 2

Understand the importance of Torah to the Jewish people.

Appreciate the physical presence of the Torah.

Learn that the Torah was given by God to the Jewish people.

Acknowledge the Torah as a guide to how to live our lives.

SWBA to explain where the Torah comes from, what it contains and why it is so important to the Jewish people.

SWBA to describe the different parts of the Torah and how it is made.

SWBA to discuss the sacredness of the Torah and the stories within it.

Throughout the year they will gain a deeper understanding as to how the stories within the Torah have shaped us as a people and continue to guide us in our lives today.

Year 2/Genesis

Connect to the foundational stories of Biblical Judaism.

Learn the values inherent in the stories in Genesis.

Meet key characters in Jewish history.

SWBA to retell the stories they learn from Genesis, in their own words.

SWBA to discuss the different values demonstrated in the biblical stories they studied and how these values connect to modern day.

SWBA to describe and illustrate the characters from the stories they study in Genesis.

Year 2/Ten Commandments

Focus on the ten most important laws of Judaism.

Examine the lessons these laws teach.

Explore how these laws teach essential values to living life as a Jew.

SWBA list the Ten Commandments.

SWBA to discuss the lessons each law teaches (this will involve the students coming up with their own drashot on the laws).

SWBA explain why they think these were the first laws God gave the Jewish people.

4th/5th Grades

Year 1/Exodus & Leviticus

Understand the concepts of freedom and community.

Learn key stories including the Burning Bush, Exodus from Egypt, The 10 Commandments, Golden Calf, the foundations of the Tabernacle.

To create a connection to Exodus in our history and its place in the Torah.

SWBA to retell in their own words the stories from Exodus.

SWBA to discuss the value of freedom and community to the Jewish people.

SWBA to place the book of Exodus in the Torah and explain how this story has influenced our lives today.

Discuss the need for structure and laws within community.

Understand who the Priest was and what his role was.

Explore key laws (holiness code) for the Jewish people.

Examine how these laws influence our lives today.

SWBA to demonstrate why people need laws and boundaries.

SWBA to describe the Priest and his role within the Jewish community.

SWBA to explain importance of the holiness code to the Jewish people.

SWBA to determine how they can bring the laws of the holiness code into their lives.

Year 1/Nevi'im

Define the term prophet and explain the role of a prophet in history.

Introduce some of the major prophets in Judaism and discuss their role in the development of the Jewish people.

Discuss the need for prophets and how they helped the Jews become a strong nation.

SWBA to explain what a prophet is and where the stories of prophets can be found. (Taught positive messages, follow God's commandments, direct connection to God, treat others as want to be treated)

SWBA to list some of the major prophets and discuss their roles in Jewish history. Prophets to be discussed: Sarah, Miriam, Devorah, Hannah, Esther, Moses, Joshua, King David, Elijah, Jonah (or Jeremiah)

SWBA to read the stories and interpret their message to modern day.

Year 1/Modern Jewish Heroes

Define what makes a hero.

Meet different Jewish Heroes throughout history.

Learn about all the different Mitzvot these people acted upon and the values they lived by.

To find role models to emulate in our own lives.

SWBA to explain the role of a hero.

SWBA to be exposed to many different important people from Jewish history.

SWBA to make a connection to one individual and learn about that person to be able to teach others.

SWBA to find role models to look up to in their lives.

Year 2/Life Cycle

Explore the meaning of cycle.

Examine the different stages of the life cycle and connect them to Jewish tradition.

Recognize the importance of the ceremonies connected to the cycle of life.

SWBA to define the term cycle and the role Judaism plays in the cycle of life.

SWBA to list the different stages of the JLC and explain what happens at each stage.

SWBA to make a connection between the different Life Cycle events and Jewish values; how the traditions demonstrate Jewish beliefs.

Year 2/Israel (two quarters)

Understand why we study about Israel.

Become familiar with the historical development of Israel.

Become familiar with the Zionist thinkers and their influence on the establishment of a Jewish state.

Develop a clear understanding of Zionism.

Learn the geography of Israel and about her different major cities.

Discuss religion in Israel - both Jewish and other religions.

Explore modern Israel today.

SWBA to make a connection to Israel.

SWBA to describe the historical development of the country.

SWBA to define Zionism.

SWBA to introduce a number of different Zionist thinkers and discuss their philosophies on the development of a Jewish state.

SWBA to map out the state of Israel and place the major cities on that map.

SWBA to explain how Jews of many different beliefs and practices live side by side in Israel and the struggles that come with that.

SWBA to list the other religions that also look to Israel as a holy city.

SWBA to experience some of modern Israel today.

6th/7th Grades

Year 1/Biblical History

Introduce students to the Kings and the Temple period.

Learn about the destruction of the temple and the dispersion to Babylonia.

Understand how Jews ended up living in galut and the challenges involved in that change.

Explore the second temple period and the end of that time that led to the Rabbinic period.

SWBA to explain who the kings are and their influence on Jewish history.

SWBA to explore the temple in relation to Jewish life and how its destruction led to the dispersion of the Jewish people.

SWBA to evaluate the Second Temple period and discuss how difficult it was for Jewish people to adapt after its destruction. They will discuss how Judaism became a portable religion, one that could exist anywhere in the world.

Year 1/Rabbinics

Explore the Rabbinic period and how it has influenced Judaism through time.

To examine how and why Jewish law developed the way it did.

To learn where Jewish law began: Torah - Mishnah - Gemara - Talmud...

SWBA to explain what Jewish law was like before the Rabbinic period and how it changed during that time.

SWBA to discuss why the law had to develop in the manner it did and how that influenced Jewish life.

SWBA to describe the development of Jewish law and the different legal texts.

Year 1/Jewish Law Review-A Taste of Mishnah

Expose students to Rabbinic legal texts.

Broaden their understanding of the Mishnah.

Interact with legal texts and have fun.

Understand that some thing so old is still relevant to life today.

Examine how Jewish values influence the law.

SWBA to examine legal texts that they can relate to.

SWBA to verbalize a strong understanding of what the Mishnah is and how it works.

SWBA to develop a relationship with the laws they study and apply them to their lives.

SWBA to explain the process of the law, how the Rabbi's apply the values we learn from Torah to everyday situations.

Year 2/Bringing God into our Lives

Explore our belief in God.

Verbalize the struggle that each individual has with God.

Examine God's creations and how we know God exists.

Develop a comfort with our feelings towards God.

SWBA to discuss their struggle with God in their lives and make a connection between their struggle and all other Jews.

SWBA to express the different beliefs people have about God and which one speaks to them.

SWBA to argue for God's existence through creation.

SWBA to demonstrate a comfort with the concept of God through discussion, writing and artistic expression

Year 2/Shabbat

Familiarize the students with the development of the laws of Shabbat (Torah, Mishnah, Gemara, Mishneh Torah).

Discuss why Shabbat exists and how important it is to the Jewish people.

Explore ways to bring more Shabbat into each of our lives.

SWBA to explain why the Jewish people celebrate Shabbat.

SWBA to direct one to where the laws of Shabbat can be found.

SWBA to express why Shabbat is important to the Jewish people.

SWBA to experience Shabbat and discuss how to bring more of Shabbat into their lives on a weekly basis.

Year 2/Kashrut

Define Kashrut and understand what it is.

Explain why we keep kosher.

Examine the main laws of kashrut and how they play out in life

Explore the development of the laws of kashrut thru Torah, Mishnah, Gemara, and Mishneh Torah.

SWBA to define the term Kashrut and what that means.

SWBA to explain why Jews keep kosher.

SWBA to discuss the main laws of Kashrut and how they influence their lives based on their studies of the development of the legal texts.

T'fillah

2nd-7th Grades

- Goals:
- To teach students key Hebrew phrases. (keva)
 - To learn the choreography and matbayah of the service. (keva)
 - To be familiar with the meaning of the prayers. (kavanah)
 - To understand the relevance of the prayers to their own lives (kavanah)

Objectives: SWBA to state and translate key Hebrew phrases.
SWBA to demonstrate a knowledge of the choreography and the Matbayah of the T'fillah through action.
SWBA to verbally express their understanding of the prayers through class discussion and writing their own Kavanot for some of prayers.
SWBA to make a connection between their lives and the prayer being learned (through discussion).

2/3 Food blessings
Blessings of Appreciation
Some holiday blessings (when age appropriate)

4/5 Y'did Nefesh (first paragraph)
L'Chu N'ranena
Yismchu HaShamayim
Or Zarua
Rom'mu
L'cha Dodi
Psalm 92 at the bottom-Tzadik Katamar
Ahavat Olam (same as Ahava Rabba-maybe do them together)
V'shamru

Kiddush for Friday night
Adon Olam
Shma-V'ahavta
Mi Chamocha
Barchu
Amidah-Avot-Gevurot-Kedusha

6/7 Ma Tovu
Psalm for Shabbat (92)
Baruch Sheamar
Psalm 150

Maybe-Shirat Hayam

Hatzi/Full Kaddish
Barchu (review)
El Adon
Ahava Raba(review)
Shma-V'ahavta(review)
Mi Chamocha (review)
Tzur Yisrael
Amidah-Avot-Gevurot-Kedusha (review)
Mizmor L'David

Hallel (time-permitting)

Torah Service
Ashrei
Ein Keloheinu
Aleinu
Adon Olam (review)
Kiddush for Shabbat AM

BIYACHAD

Students in grades 8-9 will have an opportunity to study with students from Sha'arei Am synagogue in Santa Monica 1x/week. Our program consists of the following:

8th Grade: Body issues, death and dying, Jews in the news, and Pirkei Avot.

9th Grade: US Federal election issues and the Jewish community, Israeli politics and government.

BEYOND BIYACHAD

Taught by Rabbi Gotlieb and Cantor Miller, students in grades 10-12 will have a chance to study Jewish fundamentals 1x/month. As our high school students are soon to be moving on to college and university, our program will attempt to answer questions about Jewish lifestyle choices, holiday celebrations, Israel and its

neighbors, and other issues important and vital to our young adults.

SHABBAT PROGRAMS

Moral sensitivities of our students are developed through the opportunities to explore the ethics of Jewish ritual found in the Torah. We want our youngsters to be feeling human beings with a sense of "Yiddishkeit" who can blend mind and heart, philosophy and practice, study and life.

The best way to learn how to "daven" is to "daven" The best way to learn about Judaism is by living Jewishly. Shabbat presents these opportunities on a weekly basis.

Our congregation's Friday evening Shabbat program consists of several Friday night dinners and services sprinkled throughout the year. This programs afford an opportunity to pray, to reflect, and to eat in a communal environment. We hope you can attend-check the synagogue calendar for the dates.

JUNIOR CONGREGATION/SHABBAT CLUB

Jr. Congregation takes place **EACH AND EVERY SATURDAY MORNING from 10am-12pm**. Our program will be led this year by a variety of different teachers. The program will incorporate participation in Shabbat services in the Sanctuary, prayer instruction, Torah portion skits, singing, quiet games and Kiddush. In order for the program to succeed, we would like students to attend the program 1x/month. Attendance will be taken at the service. The focus of the program this year is on students in grades 2-4, although all children through grade 6 are invited.

TOT SHABBAT

Our on-going Tot Shabbat program continues for children ages 2 1/2-5 years. Storytelling, games, songs, prayers, Torah service, and special surprises will once again be part of our **weekly** program.

KIDS KAHAL

Children ages 6-8 are invited to join our **weekly** Shabbat program, which includes

arts & crafts, games, songs, prayers, and more. Please join us for this wonderfully festive program. This program is the venue for our K/1 school program.

Enrichment PROGRAMS

In addition to our monthly Sunday program, there are several special programs scheduled for our students in grades 2-7, including B'nai Mitzvah education, several service project days, field trips, Purim Carnival, et al. Check your calendar for the dates and please make every effort to attend these programs.

SPECIAL INTEREST

RABBI MICHAEL GOTLIEB

Our young people will have the opportunity to meet with Rabbi Gotlieb on a regular basis. He will be discussing many different things with our students, including current events, Parshat HaShavua and more. Rabbi Gotlieb will make regular visits to the classrooms and will meet with our teachers on a regular basis.

Rabbi Gotlieb and Cantor Miller will lead a special program for all 6th/7th grade students and parents specific to B'nai Mitzvah students and their parents. We kindly request that every effort be made to attend these sessions-check your calendar for the exact dates and times.

OUR LIBRARY

Kehillat Ma'arav has established an excellent library, which is available to our students during specified times. An entire class will periodically visit the library to become better acquainted with this resource center which they will use for various research projects.

TZEDAKAH

The highly placed value of giving-giving one's money or time-to help those in need is an important part of our school program. Students are encouraged to bring small contributions regularly. All classes will incorporate the idea of Tzedakah into their learning about Jewish institutions in our community and in relation to the Jewish people all over the world as well as in Israel.

This year, the school has decided to contribute to Israel through several vehicles, including Beit Issie Shapiro, a facility in Israel for children and adults with developmental and special needs.. **A ceremony of contribution of money into your pushke(collection container) before candle-lighting every Shabbat at home is greatly encouraged.**

Additionally, families are asked to send one canned food item every Sunday morning for SOVA, a Kosher food-pantry.

KADIMA/USY

Our wonderful youth group, under the leadership of Cindy Roth, Youth Director, our Kadima and USY provide social opportunities for students, grades 4-12. Ice skating, bowling, dances, and kinussim all provide supplement programs that are wholesome and safe. Please call Cindy at the USY office for more information, (310) 829-0566, x6.

CAMP RAMAH SHABBATON

Included as part of school tuition for all **4th-7th** students is a weekend at Camp Ramah. The Ramah weekend is viewed as a very important extension of the school program. The students are provided with an opportunity to interact with the Rabbi, Cantor, teachers and classmates in a relaxed setting, and will have a chance to put their classroom learning about Shabbat and services into practice.

You will receive the Camp registration form and other necessary info on the weekend when it becomes available. This year, our school Shabbaton will take place on **Friday, March 19-Sunday, March 21, 2010.**

ACHIEVEMENT, ATTITUDE, AND DECORUM

THE ROLE THAT PARENTS PLAY

Parents play a major role in their children's achievements, interests, attitudes and behavior patterns. If high level and standards are the goals, the major role that the parents play cannot be over-emphasized. The best and most effective teachers are MOM and DAD.

We are soliciting your help in the following areas:

1. SAFETY

Please make it clear to your child that under no circumstances may he/she leave the school grounds. Keep reminding them that they are in our custody from the moment they are brought to the synagogue until the moment they are picked up to go home. This year, the synagogue doors will remain closed during school hours. For safety reasons, students will not be permitted to play outside during recess. Thank you for explaining this policy to your child/ren.

2. AFTER-SCHOOL PICKUP

Pickup after-school is permitted only in the alley directly behind the synagogue. You should approach the alley from Pennsylvania Ave, the small street on the north side of the building adjacent to the synagogue, and proceed down the alleyway in a southward direction. Your children will be directed into your car once you are at the beginning of the pickup line. **Let's make it a fun, safe year!**

If it is necessary for you to pick up your child from school early, please **go to the office and fill out the appropriate form.** The secretary or volunteer will give the note to the teacher. If you know in advance that you will be picking up your child early, please send a note to class with your child. We are attempting to limit disruptions as much as possible this year. Thanks for your cooperation.

3. BEHAVIOR

Please read and discuss with your child(ren) the following decalogue and to impress upon them the importance of complying with it:

RULES TO HELP US ENJOY OUR EDUCATIONAL CENTER

WE COOPERATE IN CLASS

WE RESPECT OUR TEACHERS & PARENTS

WE DO OUR HOME ASSIGNMENTS

WE DO NOT PLAY ROUGH DURING RECESS

WE NEVER FIGHT PHYSICALLY WITH ANYONE

WE KEEP THE SCHOOL, SYNAGOGUE AND CLASSROOMS NEAT

**WE CONDUCT OURSELVES WITH RESPECT AND WITH REVERENCE IN THE
SANCTUARY**

WE ENTER THE CLASSROOM ON TIME-AT ALL TIMES

WE ARE COURTEOUS AND FRIENDLY TO OUR CLASSMATES

4. OBSERVING THE CLASS IN SESSION

Parents are encouraged to visit their child's class while it is in session. This visit should last no more than 30 minutes. If you wish to observe a class, you must notify the Cantor prior to the visit.

5. EDUCATION COMMITTEE

The Education Committee meets every Sunday when school is in session, 9am-10am and at specially scheduled meetings to discuss issues related to the school. It is the main support system for the Director of Education, and deals with a wide range of policies, school structure and curriculum. All parents are invited to join us in our mission to serve the needs of the school, its students and its teachers. Please speak with Alyssa Ganezer, Education Committee Chair, about concerns or issues

you may have.

One important issue the committee is always concerned with is fundraising. The school is hopeful that each family will contribute towards the school above and beyond school tuition. This will streamline the fundraising effort of the committee, and enable the committee to focus on substantive issues relating to programming and content. Thank you in advance for your support.

Also, each room is in need of one or two room parents that will help coordinate special events, parties, holiday celebrations, make phone calls to other parents, etc. Please contact Alyssa Ganezer if you would like to help out. She can be reached through the synagogue office.

EDUCATIONAL CENTER POLICIES AND GUIDELINES

THE FOLLOWING POLICIES AND GUIDELINES PERTAIN TO ATTENDANCE, HOMEWORK, BOOKS AND MATERIALS AND THE OBSERVANCE OF KASHRUT AT SCHOOL. THESE CRITERIA APPLY TO ALL STUDENTS AND SHOULD BE ADHERED TO AT ALL TIMES. PARENTS ARE ASKED TO REVIEW THEM WITH THEIR CHILDREN AND TO REQUEST CLARIFICATION IF THERE ARE ANY QUESTIONS. THE VERIFICATION FORM FOR POLICIES AND GUIDELINES MUST BE SIGNED BY PARENTS AND STUDENT (ONE FORM FOR EACH CHILD) AND RETURNED TO THE CANTOR NO LATER THAN THE SECOND WEEK OF SCHOOL.

1. ATTENDANCE

Good attendance is very important. While some work can be made up at home, other concepts, ideas and skills must be learned in the classroom. If a student is absent it is the responsibility of both the teacher and student to make up for lost time and missed work.

If there are continual absences, a meeting with the parents and the Cantor will be held to discuss the situation. Encouragement from parents and positive reinforcement is helpful for good attendance.

If you know in advance that your child will be absent, please phone the office so that we can let his/her teacher know. If you have missed a session without prior notification, please send a note. This also includes early dismissal as well as notice of an extended absence. **Any student who misses more than 20% of the sessions in a given year will be reviewed by the Cantor before placement will be made for the following year.**

Because we are a two-day per week school for 2nd-7th grade students, it is crucial that you do not miss a session for frivolous reasons. Reschedule your other extra-curricular activities around Religious School hours.

2. HOMEWORK

It is virtually impossible to think that we can teach a second language, Torah, holidays, history, Israel, et al, in a 140 hour/year program. It is therefore mandatory that students complete their homework, especially in the area of Hebrew language. **Expect your child to come home with homework on Tuesday evenings, and for this homework to be due on the following Tuesday.** Most homework assignments should not last more than 1/2 hour per week, with the possible exception being special projects. If a child is not completing his/her homework assignments, a meeting with the Cantor will be requested.

3. BOOKS AND MATERIALS

It is the responsibility of the student to have all materials for class. If a student loses a text, parents will be expected to pay for a new one.

All students should come to school with a pencil & eraser, notebook, and a kippah for boys (girls optional.)

4. KASHRUT AND FOOD AT SCHOOL

Any food that is brought to school **MUST BE KOSHER**. Packages or containers should be properly marked with an "OU", "OK", "Triangle K", or any other acceptable rabbinic certification stamp. A simple "K" is not a rabbinic stamp of Kashrut, simply a manufacturer's mark. A product may or may not be Kosher with a simple "K."

If a child brings a snack to school, please be sure it is Kosher. Any food brought into the synagogue that is not Kosher will be put aside and given to the student after school. If you have any questions regarding Kashrut, please speak with Rabbi Gotlieb.

5. SCHOOL HOURS

Religious school meets on Tuesday afternoons, from 4pm-6pm for K/1st grades and from 3:45pm-6:30pm for 2nd-7th grades. Please check the calendar for dates when we're not in session, such as winter or Pesah break.

TALMUD TORAH K'NEGED KULAM

KEHILLAT MA'ARAV EDUCATIONAL CENTER

VERIFICATION FORM FOR

POLICIES AND GUIDELINES

WE HAVE READ THE NEWLY STATED POLICIES AND GUIDELINES WITH OUR CHILD WHO IS A STUDENT AT THE KEHILLAT MA'ARAV-RABBI JACOB BARKAN EDUCATIONAL CENTER. WE UNDERSTAND THE POLICIES AND GUIDELINES, AS DOES OUR SON/DAUGHTER. WE ALSO UNDERSTAND THE SPECIFIC POLICIES REGARDING, DISCIPLINE, BOOKS AND MATERIALS, HOMEWORK, ATTENDANCE, AND KASHRUT/FOOD AT SCHOOL.

I UNDERSTAND THAT MY SON/DAUGHTER IS HIGHLY ENCOURAGED TO ATTEND SHABBAT MORNING SERVICES AND/OR SHABBAT CLUB REGULARLY THROUGHOUT THE SCHOOL YEAR.

FURTHERMORE, I UNDERSTAND THE SCHOOL PROCEDURE REGARDING STUDENT PICKUP AFTER SCHOOL.

STUDENT NAME_____

PARENT NAME_____

STUDENT SIGNATURE_____/DATE_____

PARENT SIGNATURE_____/DATE_____

**THIS FORM IS DUE IN THE CANTOR'S OFFICE
at or before October 27, 2009**