

climbing mountains
to educate

A stylized illustration of a mountain range at the bottom of the page. The mountains are rendered in shades of blue and gold, with gold outlines and blue-filled interiors. The lines are smooth and flowing, creating a sense of depth and texture.

CONSORTIUM OF JEWISH DAY SCHOOLS EXECUTIVE REPORT 2024

What would be the point
of climbing halfway?

A partial view of the stylized mountain range illustration from the previous block, showing the bottom edge of the mountains.

*shield your eyes
keep on going
look up squinting
into the sun
because*

**the halfway point
is no place to stop**



The background features a dark blue field with intricate, flowing gold-colored lines that create a sense of movement and depth. A white rectangular box with a thin gold border is positioned in the upper left, containing the text 'We believe.' in a gold, serif font.

We believe.

Student skills last a lifetime.

Content is critical, but teaching skills, as the expression goes, is akin to teaching a man how to fish. When students master skills, they become lifelong learners.



Success should be
measurable.

Schools should have markers for success that allow them to pursue a steady process of growth, not a random *'we feel like we're doing better than last year'*.



Standardization is **critical.**

Teachers from different day schools should share a common language and resources should be developed to meet shared, educational goals.





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You could be
sitting in the sun
iced coffee
sunglasses
open gemara
and all

Why keep
climbing?

A message from
Rabbi Heshy Glass
CoJDS National Chairman

Dear Friends, My principal career has been a long one. East Coast, West

Coast, I've been to both sides and back. Jewish education has moved forward each decade in ways that were just dreams years ago. A part of me is certainly ready to move into nachas mode; take a step back, open a Gemara, and spend time with the grandchildren.

But not just yet.

My current work here at CoJDS is a mountain climb, and we aren't stopping. Sure, we'll pause to take in the view, look around, and breathe deep. But that's only to help us look upward and make decisions about where to go next.

≈≈ WE'RE WORKING TOWARDS
≈≈ BETTER RESOURCES.

Some kids
ace a Gemara test
but struggle to daven.

This year, we introduced the Davening with Depth curriculum. There's more, though. Demand for more virtual resources, expanded testing options, and customized curricula brought an explosion of new, new, new in classrooms everywhere.



≈ WE'RE WORKING TOWARDS
≈ CONNECTED TEACHING.

So the teacher is talking –
loudly, even. But nobody's listening.

This year, we coordinated tens of meaningful professional development experiences for hundreds of educators. This year's conferences drew over 1,000 in-person school leaders and educators, all sharing never-before ideas that connect students to a living and breathing classroom life.

WE'RE WORKING TOWARDS EFFECTIVE STAFFING.

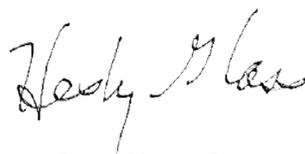
Schools are asking
for **support**
in their search. And it's not an easy one.

This year, we supported schools in their hunt for quality educators and administrators, placed 17 educators in well-suited leadership positions, and invested resources in creating a better pipeline for up-and-coming educators.

Take a look at our executive report and learn about the places Jewish education has been this year. Then, study where we need to get to. We've barely even touched high school! Here at CoJDS, we nurture ambition in schools and educators. And they don't have to go at it alone – we support each partner school deep into the details. There's a lot to do – and this coming year is an excellent time for you to get involved.

LET'S WORK TOGETHER TO EDUCATE OUR CHILDREN AND GRANDCHILDREN.

Yours,



Rabbi Heshy Glass
CoJDS National Chairman



the schools we support

Arizona

Cheder Lubavitch of Arizona	S	C	PD
Lamplighter Chabad Day School		C	
Nishmat Adin-Shalhevet			PD
Pardes Jewish Day School	S	C	PD A
Phoenix Hebrew Academy	S	C	PD
Shearim Torah High School for Girls	S		PD
Torah Day School of Phoenix		C	PD
Tucson Torah Day School	S		PD

California

Abraham Joshua Heschel Day School	S		
Bais Yaakov Los Angeles		C	
Bnos Esther Los Angeles		C	
Chabad Hebrew Academy		C	
EMEK Early Childhood Center			A
EMEK Hebrew Academy		C	PD A
Gindi Maimonides Academy		C	
Harkham Hillel Hebrew Academy	S	C	PD A
Hebrew Academy of Orange County		C	PD
Kadima Day School			PD
Machon LA		C	PD
Pressman Academy of Temple Beth Am	S		
Sacramento Jewish Academy		C	
Shorashim Hebrew Academy		C	
Soille San Diego Hebrew Day School		C	PD A
South Peninsula Hebrew Day School		C	PD A
Spivak Hebrew Academy		C	
The Cheder of the Bay		C	A
Torah Academy of Los Angeles		C	

Valley Torah Girls HS			C
Yeshiva Aharon Yaakov Ohr Eliyahu	S	C	PD
Yeshiva Ketana of Los Angeles	S		
Yeshivat Yavneh		C	PD A

Colorado

Hillel Academy of Denver	S	C	PD
Yeshiva Toras Chaim			
Talmudical Seminary of Denver	S		

Connecticut

Bais Yaakov of Waterbury			PD
Bi-Cultural Hebrew Academy		C	A
Cheder Chabad of New Haven			A
Chinuch Yehudi			PD
New England Jewish Academy	S	C	
Yeshiva K'tana of Waterbury		C	PD

Florida

Bais Yaakov of Boca Raton		C	
Bais Yaakov of Miami Elementary			PD
Bais Yaakov of Miami High School		C	
Brauser Maimonides Academy	S	C	PD
Cheder Chabad of Florida		C	A
Cheder of Miami			PD
Donna Klein Jewish Academy			PD
Esformes Hebrew Academy			PD
Hadar High School for Girls	S		
Hebrew Academy of Miami		C	PD
Hebrew Academy of Tampa Bay		C	
Hillel Academy of Tampa Bay		C	

Inspired Torah Schoolhouse				A
Jewish Academy of Orlando			PD	
Katz Hillel Day School of Boca Raton		C	PD	A
Katz Yeshiva High School of South Florida	S			A
Lamplighters Hebrew Academy - FL		C		
Lanaar Elementary School		C		A
Lubavitch Educational Center (Boys)		C	PD	
Lubavitch Educational Center (Girls)	S	C	PD	A
Lubavitch Hebrew Academy		C	PD	
Meoros Girls High School	S			
Miami Jewish Academy		C		
Mizrahi Torah Academy	S	C		
Ohr Hatorah	S		PD	
Orlando Torah Academy	S	C	PD	A
Rohr Bais Chaya Academy			PD	
Shaarei Bina Torah Academy for Girls		C	PD	
Tamim Academy Boca Raton	S			
Tampa Bay Torah High School		C		A
Tampa Torah Academy	S	C	PD	
The Cheder of Jacksonville		C		
The Jewish Academy		C		
Torah Academy of Boca Raton	S	C	PD	A
Torah Academy of Jacksonville		C	PD	A
Yeshiva Elementary School of Miami Beach	S			
Yeshiva Toras Chaim Toras Emes High School	S	C	PD	
Yeshiva Toras Chaim Toras Emes Klurman Elementary and Middle school School		C	PD	
Yeshiva Torat Yosef			PD	
Zucker Hebrew Academy of Hollywood FL		C	PD	

Georgia

Alfred and Adele Davis Academy	S			
Atlanta Jewish Academy		C	PD	A
Chaya Mushka Children's House		C		
Rambam Day School		C	PD	
Temima High School Atlanta		C	PD	
Torah Day School of Atlanta		C	PD	
Yeshiva Ohr Yisrael of Atlanta			PD	

Indiana

Bais Chaya Mushka Oholei Menachem Chabad	C			
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Illinois

Arie Crown Hebrew Day School	S			
Associated Talmud Torahs of Chicago	S			

Fasman Yeshiva High School				PD
Hanna Sacks Bais Yaakov High School		C	PD	
Hillel Torah North Suburban Day School		C		A
Ida Crown Jewish Academy - High School	S			A
Lubavitch Girls High School of Chicago	S		PD	
Shaarei Chinuch Day School			PD	
Solomon Schechter Day School of Metropolitan Chicago	S		PD	
Torah Academy of Buffalo Grove		C	PD	
Yeshivas Tiferes Tzvi			PD	

Indiana

Bais Yaakov High School of Indiana	S		PD	
Hasten Hebrew Academy		C	PD	
South Bend Hebrew Day School	S	C		

Kansas

Hyman Brand Hebrew Academy		C		A
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Kentucky

Montessori Torah Academy of Louisville	S			
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Massachusetts

Bais Yaakov of Boston	S			
Gann Academy	S			
Lubavitcher Yeshiva Academy		C	PD	
Maimonides School - Brookline		C	PD	
New England Hebrew Academy			PD	
Solomon Schechter Day School of Greater Boston - Gan Shelanu		C		
Striar Hebrew Academy		C		
Torah Academy of Boston		C	PD	

Maryland

Bais Yaakov of Baltimore Middle School		C	PD	
Beth Tfiloh Dahan Community School	S			
Bnos Yisroel of Baltimore			PD	
Cheder Chabad of Baltimore		C		
Melvin J. Berman Hebrew Academy		C		
Ohr Chadash Academy	S	C		A
Talmudical Academy of Baltimore			PD	A
Torah School of Greater Washington			PD	
Yeshiva of Greater Washington Girls Division			PD	
Yeshiva Toras Simcha	S		PD	

Michigan

Bais Yaakov Middle School of Detroit				PD
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Shulamith School for Girls Elementary	C	PD	A
Silverstein Hebrew Academy	C	PD	A
SKA High School for Girls	C		
Solomon Schechter School of Queens	S		A
Stein Yeshiva of Lincoln Park	S		
TAL Academy	S	PD	
Tamim Academy NYC		PD	
The Hebrew Academy of New City	C		A
The Shefa School	S	PD	A
Tichon Meir Moshe (TMM)	C		
Torah Academy for Girls	C	PD	
Touro Graduate Jewish Education/ Special Education		PD	
Westchester Day School	C	PD	A
Westchester Torah Academy	S		A
Yachad	C		
Yeshiva and Mesivta Torah Temimah	S		
Yeshiva Darchei Torah	S	PD	
Yeshiva Derech HaTorah - Brooklyn	S	PD	A
Yeshiva Derech HaTorah- Monsey		PD	
Yeshiva Har Torah	C	PD	A
Yeshiva Ketana of Long Island		PD	A
Yeshiva Ketana of Manhattan		PD	
Yeshiva Ketana of Queens		PD	
Yeshiva Kol Torah		PD	
Yeshiva of Central Queens	S	C	PD A
Yeshiva of Great Neck		PD	
Yeshiva of South Shore	S	PD	
Yeshiva of Spring Valley		PD	
Yeshiva Ketana of Staten Island		PD	
Yeshiva Rabbi Sampson Rephael Hirsch		PD	
Yeshiva Shaarei Zion High School for Girls	S		
Yeshiva Shaarei Zion of Queens Ohel Bracha	S		
Yeshiva Tiferes Yisroel	S		
Yeshiva Tifereth Moshe	S	PD	
Yeshiva Torah Vodaath		PD	
Yeshivah of Flatbush - High School	S	PD	A
Yeshivah of Flatbush - Elementary School			
Yeshivah Prep High School		PD	
Yeshivat Darche Eres - YDE Boys Elementary	C	PD	A
Yeshivat Darche Eres - YDE Girls Elementary	C	PD	
Yeshivat Kol Yaakov Boys Elementary School	S		

Yeshivat Lev Torah Girls Elementary and Pre-school			A
Yeshiva of Brooklyn	C		
Yeshivat Or Hatorah		PD	
Yeshivat Shaare Torah Boys	S		
Yeshivat Shaare Torah Boys High School		PD	
Yeshivat Shaare Torah Girls	C	PD	A
Yeshivath Gesher	C		
Yeshiva University High School for Boys (MTA)		PD	
Yeshiva University High School for Girls		PD	
Zareinu		PD	

Ohio

Atara Girls High School	C	PD	
Cincinnati Hebrew Day School	S	C	PD A
Columbus Torah Academy			PD A
Fuchs Mizrahi School	S		
Hebrew Academy of Cleveland	S	C	PD A
Ohr Torah Cincinnati	C	PD	

Oregon

Maayan Torah Day School	S	C	PD
Maimonides Jewish Day School			PD
Portland Jewish Academy			

Pennsylvania

Caskey Torah Academy	S	C	PD A
Cheder Menachem PA		C	PD A
Hillel Academy of Pittsburgh			PD
Jewish Day School of the Lehigh Valley			PD
Kohelet Yeshiva Middle and Lab School	S	C	PD A
Kosloff Torah Academy Girls High School		C	PD
Mesivta High School of Greater Philadelphia			PD
Politz Yeshiva & Bais Yaakov	S	C	PD
Scranton Hebrew Day School			PD
The Silver Academy		C	
Yeshiva Schools Boys' Division Chabad of Western Pennsylvania		C	A
Yeshiva Schools Girls' Division Chabad of Western Pennsylvania		C	PD
Yeshiva Toras Chaim			PD

Rhode Island

New England Academy of Torah		C	
Providence Hebrew Day School	S		PD

South Carolina

Addlestone Hebrew Academy PD

Tennessee

Bornblum Jewish Community School PD

Margolin Hebrew Academy -
Feinstone Yeshiva of the South C

Texas

Akiba Yavneh Academy of Dallas S C

Cheder Lubavitch of Dallas C A

Jack Segal Academy of Beth Yeshurun C

Mesorah High School for Girls of Dallas S C PD

Robert M. Beren Academy S C PD A

Texas Torah Institute S PD

Torah Day School of Dallas C PD A

Torah Day School of Houston C

Torah Girls Academy of Texas C PD

Yeshiva Torat Emet C PD A

Virginia

Bina High School PD

Rudlin Torah Academy S C PD

Toras Chaim of Portsmouth C PD A

Yeshivas Aish Kodesh PD

Washington

Northwest Yeshiva High School S

Seattle Hebrew Academy S C PD

Wisconsin

Bader Hillel Academy S C PD

Bader Hillel High PD

Yeshiva Elementary School of Milwaukee C

INTERNATIONAL

Australia

Leibler Yavneh College - Elsternwick Campus C

Yeshiva-Beth Rivkah Ladies College C

Canada

Beth Rivkah Academy of Montreal C PD

Eitz Chaim Schools -
Spring Farm Campus (Boys) C PD

Eitz Chaim Schools - Viewmont Branch (Girls) C

Halpern Akiva Academy C PD

Hamilton Hebrew Academy C

Jewish North York Centre PD

Joe Dwek Ohr HaEmet Sephardic School C PD

Maayanos Seminary C

Maor Yisrael C PD

Shmuel Zahavy Cheder Chabad of Toronto C

Tamim Academy of York Region C

The Toronto Cheder PD A

Torah Day School of Ottawa S C PD A

Yeshiva Bnei Tzion of Bobov PD

Yeshiva Torah Temimah PD

Yeshiva Yesodei Hatorah PD

Israel

Pninei Chein C

Machon L'Banot C

Midreshet Lev C

Netherlands

Stichting Joodse Kindergemeenschap Cheider C PD

South Africa

Akiva College C

Beis Yaacov Johannesburg C A

Beis Yaakov Ayelet Hashachar C

Cape Town Torah High C

Hirsch Lyons Primary School A

Johannesburg Cheder PD

Maharsha Boys High School C

Maharsha Girls Primary School (Bais Yaakov) C A

Phyllis Jowell Jewish Day School C A

Sandton Sinai C PD A

Shaarei Torah Schools C A

The Sinai Academy C A

Torah Academy C A

Yeshiva College C A



Join our growing community of donors and ensure next steps for Jewish education



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**Every person on this list is
a pioneer who believes in Jewish education;**
that it's going places and needs to grow,
without stagnation.

We talked – and those conversations
weren't two minutes either.

≈ We committed
to creating a community of donors

who give ideas
and a heart

that are bigger than a number.



RABBI YEHOShUA YEAMANS

Director of Development, CoJDS





our
story
years of
climbing
for Jewish Education

5
years ago

10
years ago

15
years ago



15
years ago

The Founding of an Organization

CoJDS begins with little fanfare.
There is no office; overhead is minimal.

Rabbi Heshy Glass
and concerned lay leaders
are charged with the mission to
“address some
serious chinuch challenges”
by empowering day schools
in every corner of North America.



Joining Forces

Rabbi Glass is passionate about training principals to leave an indelible mark on every facet of a school. A good principal is a sure-fire way to a top-performing school.

Key lay leaders push for the development of ready-to-use curricula knowing that a learning unit carefully crafted by a team of educators is light years ahead of an individual educator's lesson prep.

The L'havin U'lehaskil Chumash Curriculum

begins to take shape as a brilliantly scaffolded program. It is the only one of its kind and is eagerly received by schools.



What's in a Chumash Curriculum?

- Critical standards that unify all participating schools
- Direct skill-by-skill instruction
- Diagrams and illustrations to clarify hard-to-understand concepts
- Hands-on learning that draws students' "real life" into Chumash class



10
years ago

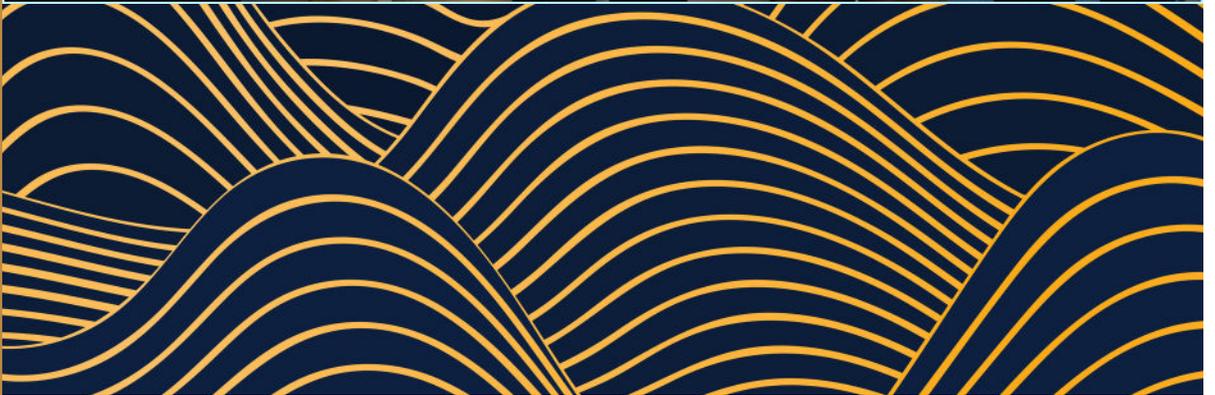
The formal Principal Training Institute (PTI) begins with a small group of West Coast principals all interested in the topics of parent ambassadorship and school marketing.

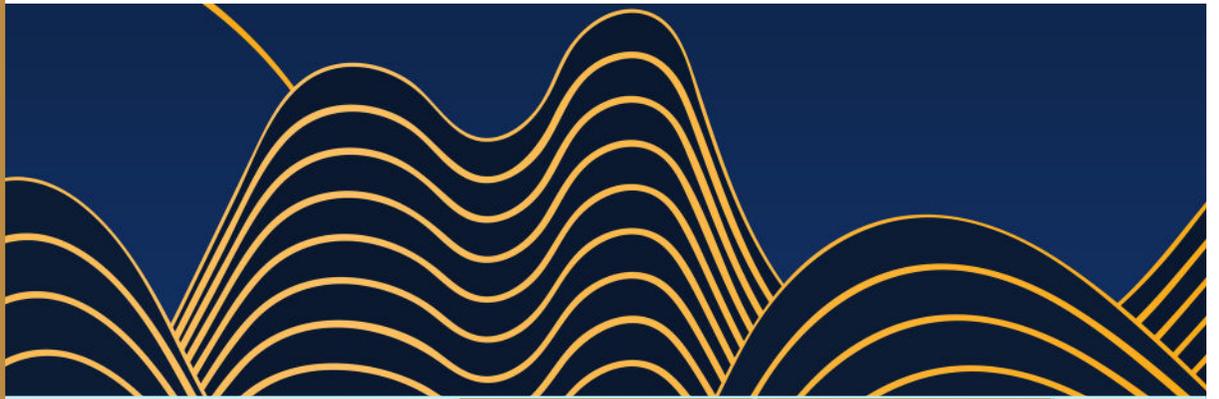
Interest spreads quickly and more groups form around the country.

School development begins at the very top.

The inaugural ThinkTank Conference draws school leaders together to innovate and grow their practice of Jewish education.

20
attendees at ThinkTank 1





On the move The Jewish day school student population is expanding steadily.

As needs grow,

CoJDS grows with it.

The organization makes a few quick moves;

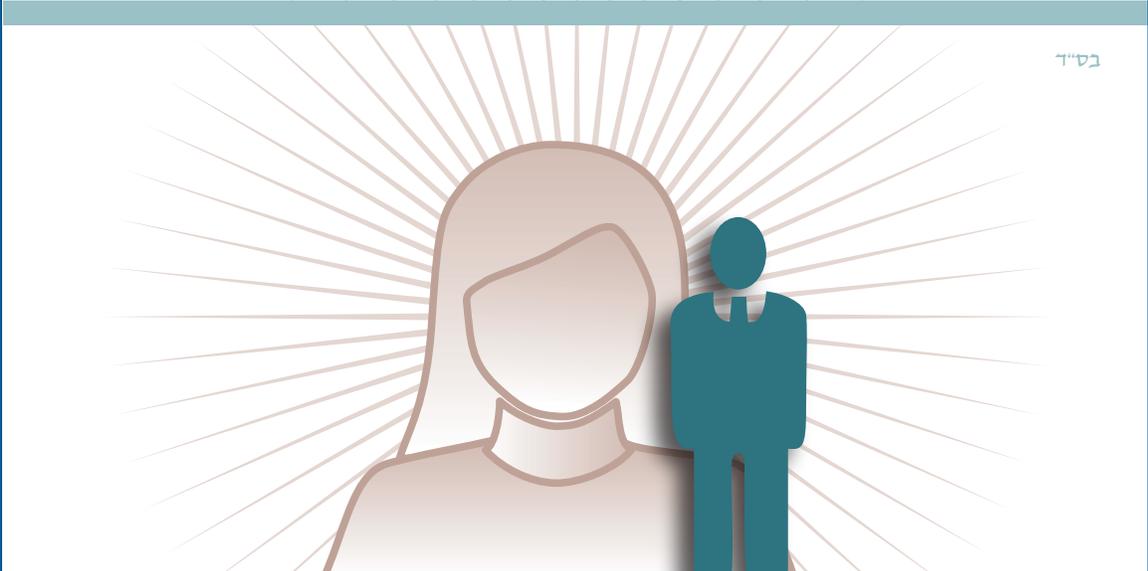
first from the den at home to a small office,
and finally to the CoJDS building.

What about the heart?

Spouses of school leaders are the hearts behind it all.

But they need support, as well.

The first workshop for wives of school leaders is created.



בטח

THE
WONDERFUL WOMAN
— BEHIND THE GREAT MAN —

TUESDAY, NOVEMBER 18, 2014 9:30AM-4:00PM
The Consortium of Jewish Day Schools
invites Wives of Menahalim to participate in an all-day conference
to be held at CoJDS Cedarhurst Office · 395 Pearsall Ave · Cedarhurst, NY 11516



JSAT begins. It is a student assessment of core areas, designed to find the holes in student knowledge – so that school leaders can fix them.

The first assessment created is administered just before middle school begins, while there are still three years to remediate before students enter high school.

With time, assessments are created for other critical junctures.

JSATs for Hebrew Language will come later.

Sample challenging JSAT question.

98.	What is the value of this number?	תשעה וחמשים אלף ושלוש מאות		
a)	93,500	b) 35,900	c) 59,300	d) 95,300

Most students wrongly pick D.

94%

of principals from a cross-section of 50 day schools concur on “most important for day school students to know” with basic facts like the Hebrew calendar date of Yom Kippur.

At the start of the pandemic, the race to digitalize, virtualize, and ‘zoom’ize is on.

It is a tidal wave size shift, and very quickly **300** schools are using sophisticated tech and online curricula from CoJDS to support education.

North America is no longer the only place where it all begins and ends.



A relationship with South Africa's Jewish day schools forms, and

all 14 schools join for teacher training, JSAT exams, or new curricula.

Additional schools globally reach out for services.

Any community dedicated to
heaven will endure forever

TALMUD, Ethics of the Fathers 4:14



כל כנסיה שהיא לשם שמים

סופה להתקיים

פרקי אבות ד:ד

Davening with Depth is a meaningful, content-rich, and thought-provoking curriculum that inspires students to actively engage with tefilla and discover its relevance in their lives. By promoting understanding of the tefillos, and encouraging independent thought and practical goal setting, it cultivates a profound and lasting spiritual connection to tefilla.

Chief Rabbi Dr Warren Goldstein

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new heights for
2025

2025

marks a promising beginning at CoJDS.

The expansion is rapid,
with tens of additional schools
seeking our services and resources.

CoJDS plans to respond
to the unusual demand.

COMMUNITY BRANCHES

The Bergen County Branch is a current pilot model of an entire community working together to develop Jewish education. This model will be followed in other cities.

UPCOMING CURRICULA

Complete learning units for Sefer Melachim and the Pesukei D'zimra section of davening will expand each day school's choice of easy-to-use effective curricula. By the year's end, schools will have nearly complete curricula for middle-school Chumash, Navi and Tefillah.

THE SCALABLE COACHES MODEL

This new model brings school leaders from around the country to serve as coaches for beginning leaders. The coaches tap into their own track record of excellence to mentor new leaders as they learn what it takes to run a school.

AI FOR CHUMASH DIFFERENTIATION

It's been tried, it's been tried, it's been tried. Leveraging the power of AI to develop Chumash skills in students from the ground up is an obvious ambitious move for Jewish education. Finally, the funding for this project is on the way.

in their words

Firstly, thank you for all of the fabulous materials, incredible support, and impressive programming you provide.

I am so passionate about the L'havin program

and we are seeing fabulous results. Students are decoding pesukim, curriculum is aligning year to year, and we are continuing to use the skills we are learning in all subjects.

It's an exciting and a very rich journey!

MRS. NECHAMA KATZ, TORAH DAY SCHOOL, DALLAS, TX

We have been really taking advantage of the Quizalize platform, particularly in 3-5th grade.

It's our main source of assessing

Chumash/Yediyot and has been very useful!

TALI WIEDER, HALB, NY

Davening With Depth: Understanding Shemoneh Esrei

is a PHENOMENAL workbook!

It is so thorough and so relatable.

The kids loved the stories throughout each section,
and the questions that made them think were really so well done!

Thank you so much! I look forward to more like it!

Next year, we plan to do Krias Shema!

MRS. CHAVI RABHAN

LIMUDEI KODESH TEACHER, RAMBAM DAY SCHOOL, SAVANNAH, GA

As I reflect on the early days piloting the first L'havin workbooks
back in HANC almost 20 years ago, to where the program is today,

**it is deeply gratifying to see
the tremendous growth and impact...**

A seasoned 5th grade rebbe who joined our team last year remarked that,
although he previously had been unfamiliar with L'havin,
**he could tell almost immediately which boys in the class had gone through
our L'havin program at TABR and which did not,
as their skill level and independent reading and translation abilities
were head and shoulders above the rest.**

Undoubtedly the incredible work you are doing to expand, enhance, and particularly support
the execution of the program in classrooms clearly is paying great dividends. CoJDS can be very proud!

RABBI RAFI DRAIMAN, HEADMASTER, TORAH ACADEMY OF BOCA RATON

Thank you Rabbi Engel and Rabbi Glass for the opportunity for our Rebbeim and Moros to learn from Rabbi Engel. I am getting continuous positive feedback from all those who attended. This morning a Morah told me

how much she appreciated the workshop

and the fact that **she was able to ask specific questions about incidents and come to an understanding of the students' needs and how she can address them.** I look forward to our continuous collaboration with Rabbi Engel and the Consortium to help our students, Rebbeim and Moros thrive.

TALIA HOLLANDER, JUDAIC PRINCIPAL, POLITZ DAY SCHOOL OF CHERRY HILL, NJ

My wife and I could tell

how much effort and work was put in

as everything went so smoothly.

For us, mingling with all the other couples was worth the whole Shabbos,
as we live in New York we are still all alone up here in the mountains
with no other school in our area like ours.

RABBI MENACHEM FRUCHTER, HEBREW DAY SCHOOL OF SULLIVAN COUNTY, NY

And thank you for a wonderful experience.

It was my first CoJDS event

and I appreciate the relevance of the content, the flow of the sessions and the ease with which we could all interact. A big thank you to all of the planners, organizers and speakers!

SUSAN RICH, ASSISTANT PRINCIPAL, MESORAH HIGH SCHOOL, DALLAS, TX

We had a beautiful program today!

The students were engaged,

and really related to the kids they heard from on screen.

We had such great follow up discussion after, as they filled in their workbooks.

EVE RABHAN, RAMBAM DAY SCHOOL, SAVANNAH, GA

The Shmuel I curriculum is a phenomenal choice for any Limudei Kodesh classroom. The teacher's guide is very thorough and provides information, life lessons, teaching tools and ideas for any teaching style. **It is comprehensible and provides great perspective for young students. The workbook is student friendly and promotes skill development for pesukim translation and critical thinking.** It also provides activities for creative expression. A worthwhile investment!

DEVORAH ROSENBERG, NAVI TEACHER, CHABAD HEBREW ACADEMY, SAN DIEGO, CA

I wanted to share with you the incredible feedback I received regarding yesterday's program with Rabbi Neuburger.

You personally orchestrated every detail of the program, from conception to reality.

The idea was brilliant, the questions were age appropriate.

Your introduction to the video set the stage and the video you produced with Rav Neuburger was perfect. On top of that, the resource material you provided the schools was so helpful.

Thank you for bringing this meaningful program to our students.

RABBI CHAIM HAGLER, HEAD OF SCHOOL, YESHIVAT NOAM, PARAMUS, NJ

Thank you!

It was well received.

We shared it with our parents.

MINDY S. REIFER, PRINCIPAL, BOYS DIVISION, ASHAR,
NEW CITY, NY

As I walked around to help students,
**your packet sparked many
enlightening conversations,**

and "light-bulb" moments for students. Students took their packets home tonight, so I feel that any students seeking extra attention with this will already have the means to start a conversation with their parents. However, this will definitely be the highlight of our weekly newsletter home on Thursday before Yom Kippur.

JOSH FORGOSH, NEW ENGLAND JEWISH ACADEMY,
WEST HARTFORD, CT

We shared the video and accompanying handouts...
with our junior high parents and students

**and have received
very positive feedback.**

Many thanks,

HANNAH ANDREWS, INTERIM JUDAICS DIRECTOR AND TEACHER,
HALPERN AKIVA ACADEMY, CALGARY, AB

Thank you for having us at the Think Tank this year.

As it was my first time at an event of this type, I was particularly appreciative of the help I received both before and during the event, as well as the friendliness and caring of the staff.

Your professionalism and concern for us, the Vendors, made us feel wanted, not just that we paid some money. As a result, our potential customers took us seriously and visited us to hear what we had to say and see what we had to offer.

We value what you do and wish you continued success in maintaining and improving the standards of Jewish education in the US.

CHAVI EMANUEL, ASSOCIATE PRODUCT MANAGER, NOAM ZIV

Thank you so much for this incredible program. **Our students were glued to the screen and remained engaged through its entirety.** Your video certainly enhanced our day and triggered meaningful conversations and questions. We are planning to send the link and information to our parent body by the end of the day, iyH.

MEITAL TEITELMAN, MIDDLE SCHOOL PRINCIPAL, GRADES 5-8,
TENAFLY CHABAD ACADEMY, NJ

Go ahead and ask

Tuition is choking us all. We pay thousands of dollars to educate our children.

Why can't the schools cover CoJDS's budget by paying for the services they need?

Payment for Services Isn't Enough

Schools do pay! However, asking schools to cover the entire budget is unfair and unrealistic. We ask a lot of our schools today – even considering the burdensome tuition we pay. Schools are expected to reach each student holistically: academically, spiritually, and socially-emotionally. Effectively running a stellar school, understandably, requires each highly qualified staff member's complete investment.

Supporting Innovation

For the school to innovate further – that takes outside support, the opportunity to network with hundreds of other educators and curricula developed by complete teams of education specialists.

We certainly do not want schools to stagnate because of cost.

Schools hire teachers with the expectation that those teachers will invest time into preparation.

Why can't they create their own curriculum?

Keep Educator Energy Focused

Experienced educators are welcome to devote time outside of the classroom to creating their own stellar curriculum. The practical reality is that most teachers manage multiple jobs and cannot be expected to dedicate hours of out-of-class time towards curriculum development.

In every profession, employees are given the basic resources to succeed. It would be unprofessional and inappropriate to ask a doctor to actually create medical equipment and foolish for a real estate investor to create paint colors for a fix-and-flip.

Our educators should be devoting their preparation time and mental energy to effectively meet the educational needs of every student – not necessarily creating resources from the ground up.

Not a Simple Task

Teaching is actually a different skillset than curriculum development. When schools interview potential teachers, their hiring priorities include knowledge of content, child development, effective teaching strategies, classroom management with the all-important stellar track record of relationship building skills like communication and empathy. Yes, it's a long list. Curriculum development doesn't necessarily make it on there.

Curriculum development is a nuanced skillset – ensuring that each lesson, for each student, is carefully aligned with what students learned yesterday (or last year). It is our priority that students maximize their time in school and do not relearn things they know or jump to learning that they are not yet equipped for.

For Those Who Can

An individual educator who is trained (or naturally gifted) in both skillsets is certainly encouraged to create curricula or personalize a ready-to-use resource.

Name		
יחיד/יחידה/רבים/רבות	Identifying Parts of a Word	Student can identify if
שורשי		Student can identify three
שורשים		Student understands that a
שורשים		Student can identify the three le
5 Nouns – תחילות		Student can identify the letters of
7 Nouns – תחילות		Student can identify the תחילות that
8 Nouns – סמיכות		Student can translate תחילות that co
9 Verbs – תחילות		Student understands how סמיכות is u
10 Verbs – תחיליות – אותיות איתן		Student can identify the תחיליות that
Verbs – תחיליות – אותיות איתן		Student can correctly translate a "א
Verbs – תחיליות – אותיות איתן		Student can correctly translate a "
Verbs – תחיליות – אותיות איתן		Student can correctly translate a
Verbs – תחיליות – אותיות איתן		Student can correctly translate
ה' השאלה – תחיליות		Student shows understandi
ה' ההיפוך – תח		Student can identify a
ל		Student shows un

I'm approached by multiple organizations every year – but not yours.

Why haven't I heard of CoJDS until now?

Here's What's Happened Until Now

The organization's work has been nearly fully funded by a private philanthropist and the revenue from resources, until now. CoJDS exists to stay in the background as a support for the schools your children and grandchildren attend. We've never needed the publicity; our nachas is the schools' and their students' successes.

Expansion is Good... and Expensive

As the organization works towards schools' needs in 2025, for the first time, it is time to broaden our donor base. More schools are asking. And they're asking for more – nuanced coaching, informative visits and outside resources. Their students' needs are growing – and each school's vision to keep innovating is at a high point. This dramatic budget leap is exciting but can no longer be only privately funded.

This year presents **a great opportunity**
to be a part of the Jewish educational system
throughout North America
and beyond.

Services at CoJDS

We're here for the climb.

Curricula + Assessment

/// Our goal? High-level student learning

Chumash Curriculum

Designed to help students become independent learners of Torah, with a gradual skill-building approach, this engaging curriculum has set the standard for excellence in Torah education. The online resources at lhavin.com and Quizalize assessments enhance this model product, ensuring that it properly services elementary school students in grades 1-6.

300+
schools worldwide

55,000+
student books in classrooms this year

Navi Curriculum

The Navi program offers opportunities to drive home the fundamentals of our faith while reinforcing comprehension, critical, and creative thinking skills.

107
schools

3,787
books

NEW! Tefilah Curriculum

A love of Tefilah is hard to come by, but necessary for life. These dynamic guides bring Tefilah to life as students begin to learn the meaning and the message of the Tefilos, through reflective learning, thought-provoking questions, and inspiring stories.

30
schools

750
books

Hashkafa Curriculum

This interactive girls' high school curriculum, called Foundations, guides young women in developing their own personal identity rooted in the Torah and helps them realize their unique potential as Jews.

45
schools

1,650
students

JSAT Judaic Studies Assessment Test

JSAT is a series of standardized assessments unique in their ability to provide objective data to Jewish school leaders on the effectiveness of their Judaic Studies learning programs. Assessments in four core areas are available for grades 3,5,7, and 8. Hebrew Language JSAT is an eagerly welcomed addition.

5,131
exams completed this year

Professional Development

⌘ Our goal? Well-trained educators

Principal Training

High-quality programs cover the gestalt of what it takes to lead a school. The obvious are the consultations and workshops. Unique to CoJDS is the school leader's daily memo, annual Shabbaton, and edtech training.

Judaic Studies Teacher Training

'Born to teach' is nice, but our professional development turns innate talent into effective teaching. In-school observations, whole-school trainings, and workshops all build today's teachers.

Personalized Programs

A supportive environment for educators to engage with peers, collaborate and grow in their individual practice. CoJDS brings together educators from all types of school communities to converge and develop and implement best practice.

PROGRAM	TARGET AUDIENCE
	school leaders
	classroom rebbeim
	women school leaders
	middle school moros
	general studies principals
	school-based mental health professionals



Annual Regional Conferences

Regional conferences are the place for educators to invest in a one-day out and leave with cutting-edge educational tools to put to work in school tomorrow.

800
number of attendees



The Journal of Jewish Day School Leadership

What's black and white and read by day school educators everywhere? The journal. But it's full color and fully alive with dialogue and articles contributed by educators who put pen to paper to address that issue's theme. *ADHD? Anxiety? Project-based learning?* It's all covered from multiple perspectives.

300
annual readership

School Support

/// Our Goal? Cutting-edge schools

Educators in the Pipeline

A career in education isn't top of the list for too many. CoJDS finds the few passionate candidates and supports them with a workshop series and guidance as they prepare to teach.

Placement

With hundreds of partner schools across North America and beyond, the right educator may be a few states away. CoJDS matches student population and community demographic to their right-fit school leader or teacher.

Strategic School Planning

CoJDS works closely with school boards, administration, teachers, and school stakeholders to support schools undergoing a transition of leadership or looking to reevaluate their strategic plan.

JEDIT

JEDIT's hard to pronounce -- and a hard job to do. This program supports the IT and EdTech needs of schools by providing consulting, targeted professional development, and recommendations based on each school's unique culture, current infrastructure and desire to expand their informational and educational technologies.

Enrollment

There's no denying that the affordability factor is a hard-to-tackle obstacle in Jewish education. This program offers scholarships to eligible students in their transfer from public schools to Jewish day schools.



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