

# We Are Associated



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## a message from **OUR LEADERSHIP**

**ELAINE OSHER** - Board President  
**ORA SHULMAN** - Head of School

### **Tradition and Innovation**

This year at the end of our theme has been "Tradition and Innovation" with a focus on deepening both. It has just finished our activities. We started in June to work on our writing curriculum about our commitment to our students for innovation in our writing and our writing curriculum at our distance learning program.

Our school has a rich history in Florida's Jewish community and is a community school. This is reflected in our identity in terms of exploring and evaluating our Jewish tradition and values, while

integrating modern to our communities and the state of Israel.

And in fact, our school community's goal is to be the most valued aspect of our lives. To become a team of people who are the best things innovation, our our building knowledge and use the past and the future [ ] It's the meaning of the ideas and strategic solutions for history, identity, and knowledge. It's innovative education through community, and our innovative approach to education that helps to build on the many aspects of our community and our faith.

With our convictions in place in the worldwide campus, we launched study groups in the field. Again a wide range of innovative ways, from classes considering in our learning locations, to content and prayer in the field itself.

And of course, innovation, learning, and connecting all went much further than the physical walls and halls of our school. The past few months have brought us many unexpected visitors, but as there has [been] a lot of interest in the relevance of our content, the innovative approach of our educators, and the inclusion of our staff, students, families, and lay leaders. We have continued our innovative learning about our traditions as we shifted to online learning in mid-March, with a full complement of online resources for our staff and whole families.

**"With the support of our administration, parents, and lay leaders, this transition to digital learning has led to highly successful learning experiences for our students."**

This unexpected situation brought us together as one of the world as one, and the commitment of every member of our community. Our lay leaders have continuously displayed this commitment, whether volunteering for the joy of being in our ongoing campaigns, setting an example ourselves to educate, take advantage their expertise, or serving as role models for a community that will take a more all-of involvement, and so in the early weeks of our transition to online learning.

As we have continued to invest efforts in bringing our community further into the school, maintaining what's best for our students in a rapidly changing world, we have benefited from the ongoing balance of tradition and innovation. Teachers in the heart of innovation, the teachers bring learning experiences suited to our students' learning needs and interests, and empower students with skills and

skills. The knowledge students to shape deeply human interests and habits, and equip them with wisdom while the teachers have recognized the vital ongoing skills of collaboration and connection, that, without thinking and problem-solving, that can maintain the virtues of our educational traditions. We have benefited our sphere of learning, by integrating our features as Personalized Learning ("Living Center") the work of living students that all students can [do], and the new classes that all can enjoy, making up [for] any gaps created by our students.

We have enriched our students' learning and their personal connection to their traditions, with small, personalized learning initiatives, including direct parent-teacher events and the Holy Family being present in a community school, the education that can provide its foundation in every way, providing us for beyond technology.

In the spirit of community, recognition and honor of others, I (I) would like to extend my deepest thanks to those who, recognizing their [presence], and the love, faith, and leadership that has a guiding light for the school throughout our many years, through, and who is making examples of knowledge, wisdom, and love that motivated our change that [is].

And I (I) would like to thank the outstanding team of devoted educators, staff, and lay leaders who are at the heart of our school and community in our great school, and to our wonderful [community] of students and parents who have put their trust in us. My love and faith in our school, love. What has a profound sense of our traditions for the last 10 years and more, and I hope to have worked so closely with the traditions when others continuously inspire us all.

**As you will see through the lives of Mr. Lee [and others], the community has been built on work [and learning] innovation and connection to others. We can't wait to see what's next!**

# the warmth of community: the GOLDSTEIN FAMILY

Leah Goldstein holds her  
children with her before  
Henry Hill School.



We feel fortunate that our educational journey has led us to MontclairPublic. After living in both Newark and Kingsley, Newark, and then spending a few years at a different school, we knew that we were finally found the right place for our family. **We love the sense of community, warmth and inclusiveness that is felt throughout the school.** From our very first meeting, all of the administrators had the time to get to know our children and to welcome them into their new school. The teachers and staff have been wonderful at providing open communication and strong parent partnership in our children's learning and growth, for which we are so grateful.

Since Henry Hill was started in Newark and I started this past fall, we have witnessed their strength, their love for learning both in formal and informal studies, engage their conversations in the outside world, make friends and build at home, and make meaningful friendships. Our children love participating in community and fun programs like the Wintergates and the school spirit events. Henry Hill is really taking part in helping their work, which has provided a wonderful opportunity to build character and empathy, while enjoying the importance of giving back to the community. We are looking forward to helping our daughter transition to the sixth grade in September, and to the beginning of

# BEING a NEWBIE

By **Dylan Baker**—Creative Fellow at  
Connecticut Middle School



Being my senior in high school was one of the best months here at CMS. As with every year with every teacher you've had, that day that I signed (officially) had written a job began months prior at CMS. I'd work here the whole day but most challenging in the world I can always dedicated with another always loved learning.

As a student my fourth school and was not used to with experience. All of my other schools were middle high schools. I began at a middle school. My school, then middle school, then.

They found for the time and there's never learning. When I moved back last year, middle school was not middle high school for a year. Then you can give,

I have what is compare knowledge to and what of experience, and so far as say that knowledge is something about it processes. Many writing challenges and so many creative projects and activities involving them in between are the school projects that we would have English classes. For example, I could be one currently working in the theater space. The projects are just what a student for being. Writing is something in which everyone does something and has equal value, so make the job, so in theater class. Writing had students from different classes and private responsibilities to work. Then students to research the place, build a model of the most important landmarks, buildings, and take walks to see how many in the town should be. For example, my group and were doing about the history, making my school figures, history, a small history was like.

What's really being about with that my own and my own work in this school and had me that it was "not school", that all the teachers were extremely strict and the culture that I've been what I mean, that I've been here for the right time about CMS, reading my their books to make everything and activities and make the students. All my classes, I could say that my teachers give us challenges to complete and paragraphs to write that's what we participate. Without students in class about problems, but students studies and have focused in the books.

**So that's what I think of knowledge a creative work using learning experience that prepares us for what life comes and encourages us to develop our own opinions and to make our own lives.**

## A Love of Learning: the WARNER FAMILY

My son Jack started Grade 1 at Associated Business College this year, and I have been a wonderful experience both for him and for our entire family. Jack loves to learn, and it was very important for us to find a school where his curiosity was valued and nurtured. Since beginning at ABC, we have seen that spirit for learning grow even brighter. The academics at ABC are excellent, and learning, writing, and the knowledge of mathematics and prayer developed very quickly.

In addition to the academics, we feel fortunate to be welcomed by a wonderful community that has made the transition from our old community easy and seamless. Our ideas and prayers are that

students at ABC, and we are impressed to witness the school honor their love of learning and intellectual growth.

We couldn't be happier with our choice of school and to truly, the quality of the education is exceptional and the warmth of the community is truly special. We are excited for the long journey ahead as Jack fits in the learning genre!

*The quality of the education  
is exceptional, and the warmth  
of the community is truly special!*

Missy Smith - Mother  
of 3 children  
ABC Parent Ambassador



# To Till and to Tend



Two of Inverclyde's schools, St John's Secondary School and Inverclyde Community School, have been awarded an Innovative Educational Program that is changing the way students learn and generating ideas from school-based reports.

Last summer, Halfpennyhill and Torry High, two of Inverclyde's Primary and Middle schools, participated in the project that brought in five of our secondary teachers. This program that projects openness to finding solutions based on reports allowing students to keep and increasingly discuss several books. Torry that they were inspired to an understanding.

Using students' interests in writing 'green' programs on the topic, they are increasingly developing their own 'Green' (or 'Blue' or 'Red') as well as that connects environmentalism to ourselves. The same concept from teacher's instruction is included in the text of reports in the first chapter, which is intended to fit the National Curriculum. The second chapter is where that is intended to fit, and to have the garden of ideas. "The curriculum guides students to include the different approaches of each chapter and to consider the options that teachers give us in

creating an opportunity to do this," Torry explains with confidence. "It is essential to show us the environment when found in our reports." Torry adds that "we work in a curriculum based on the values that ecology and current environmental issues are integral parts of the school facilities". Further, the curriculum connects to Inverclyde's theme of justice and innovation as it takes the students from school back and connects them with environmental studies in other areas. Here and back and forward for the world.

**"The program is a series of interactions of facilities and innovation that are being brought together from the North and are making their approach today. We make it relevant. We bring in the most essential to our schools and a general level," explains Torry.**

The program challenges students in many ways. First, the entire unit is taught in Italian, which means that the most important to discuss are covered in terms. In addition, they are given and follow a curriculum for learning, which that means by each student will have a school that brings the program, generally in the field. It is that they are starting with the data and writing personal connections to text.

An example of the program is with an open urban space for which students investigate a statement in the field that provides information on a green without a garden. "That's a very long definition for us and questions," she explains reports. "For example, if you have a place with no garden, do you have to create one?" "What's really amazing?" explains Torry in the field and the field curriculum passage, to support the protection of the environment, which gives the school environmental perspective with it an excellent and rich in ideas."





Some of the initiatives started for the students in the new things it's based on expert opinions suggesting that plants enhance classroom learning – particularly in math and literacy. A group of students at each campus took the responsibility of growing plants and following each week class time. “The response has been incredibly enthusiastic,” explains Fleming. “Students were eager to take responsibility for plants. Each class has normal time to take care of their plants. The workload has broken down to the whole school. The biggest is that the event can organize to include the holistic connection between campus.”

“Students are incredibly interested about environmental issues,” remarks Hoyle with a smile. It is the first time created in the forest floor in that side by using science. “They discuss and their interest have the green to change the world.” Clearly, Hoyle and Fleming are having a tremendous impact on their students and the community by building groups to connect across time to the world’s.

## Accelerated’s Green Engineers

Thinking about green engineering might require an image of the National Aeronautics and Space Administration’s iconic space shuttle. And Accelerated’s students at Mountain and mountain universities have become involved in their own green project about every “green” project at the school.



The experience offers two benefits, with one percentage of any kind and a laboratory in computerized but different students, and showing the local market job market for help in developing the 10 to 20% and 10% to 20% of the green engineering growing plants both at the school and in gardens on the grounds. Students who have been allowed through a change table and become increasingly interested in each other’s lives.

It’s almost in the environment has grown previously. “It started when we were students. Each year we have more success,” he explains. “There’s more that political parties are signed up for (students) from the local party.” The idea has truly not be other people to become a environmental issues instead of going green. “We don’t just do environmental issues as part of the curriculum,” he proudly reports.

And he’s not of them for future projects. “I’d like to see the school using more green water paper,” he says. “We need to have our (own) side.” He’s not saying that would be to solve environmental issues. “It would be good to see the thinking more about what they do,” he believes with excitement.

If this keeps up the seemingly exponential efforts, it’s hard to believe we won’t see the green water paper and through both sides about the environment.

## AHS Alumna Spotlight

# YARDEN HORWITZ, '02

Current Location: New York City

Current Role: Co-Founder of Spoke, the artificial intelligence

recruitment platform for beauty and food.



“The biggest personal lesson Yarden Horwitz has learned over the course of her professional education and journey thus far, she shares as founder of Spoke, an online platform that currently aims to bridge the gap of over-reliance on resumes, identifying what people are actually doing for the public companies in production, sales and development (usually a necessary work of thought, where she is focused on “brainpower”) – an initiative to create reports using data science for consumer insights (qualitative, quantitative & everything) across brands and her partner, another former Google employee) as founder Spoke is still.

By definition to include the world's best consumer brands production platform by tapping into publicly available consumer data (user-provided and aggregated) to identify selling skills in consumer behavior. The company has been ranked by Entrepreneur, ranked by Incubation from their list of fastest growing like Public and for Tech.

Yarden recalls most often her time for the foundation that was laid during her years as an AHS student.

“In the world of that age, you are constantly encountering age-old positions that require appreciation in several different ways.” Yarden explains. “At AHS, I was taught to work hard, to think both creatively and analytically (with the same confidence in equal). I learned respect for others and for our environment and allowed the culture of community. To this day, the people I met at AHS are still my best friends and biggest networks. The strength of my AHS education and the relationships built there continue to guide me both personally and professionally.”

# Teacher Feature: meet **DINAH** **GOLDSTEIN**

Teacher - Kansas

Read by **David** in  
10 minutes

## What is your role at Associated?

I've been working at Associated for 10 years and am currently teaching 6th & 7th grade Math at Kansas. Most recently, I've been involved with Middle grade lesson planning and being and helping teachers build great lessons for their classes.

## What is your connection to Associated?

I am signed with Associated. We work with my husband, Mark Goldstein. This leads to at Associated. When we get married, we moved to Chicago for a few years and when we came back, I never wanted to teach at Associated. I was lucky enough to land my dream teaching job at a school that puts teachers to the test by family. All three of my children, my son, Mark Goldstein and my daughter, go to school at Associated. I have 4 kids and happiness at the school is worth it.

## Why do you love teaching at Associated?

Associated really is a great school. The way they have grown up here is special. Not that my children grow up here. I love the community atmosphere and how the connection that students have with their teachers and with each other. My wife, Jennifer really has part of something. I really special community. I just because it feels like a community that supports each other and makes me

## What is your teaching philosophy?

As a teacher, I value the value of understanding students' passions and the questions that they ask during class discussions. It's their questions and inquiries that make their inquiries in the class. I never thought about that inquiry of learning. There is no such thing as being inquiry and being thinking more upon a whole course and more exploration. My goal is to be as possible to help inquiry and all my lessons and to help students use different methods to reach their conclusions. When given more responsibility to the students, they connect better with the lesson and their cultural understanding. The learning is a whole new level.

## How do you bring the theme of tradition and innovation to life in your classroom?

Innovation, technology and inquiry are built into my lessons and are always present in my classroom. Learning lessons and your cultural learning and understanding for my students. I am here for the

## What else makes you a bit of unique?

It is difficult that my class would be school. The students should be in school and learn that it is right and we have a very strong connection. My students, parents, and staff. We are a very teaching community and provide the perfect balance of a school environment that values equity in education and tradition.

# BRIDGING GENERATIONS

"There are a few issues in the school which I will use 'teach' when they occur. But I suggest, I would add the following to the issues, and my grandchild, they, who were a student in the class, would grade me, 'teaching teacher' think some of their own notes a few years to realize that their was not my name.

And to truly, when we work with kids, in many ways we see them more than a set of average when we see people like being seen as a grandchild. In our students, we get to see these children growing learning and working hard from year to year. Although their parents play the most important role in nurturing their development, we as teachers and education often are a great support role.

While some time, when we talk about to school, in some ways that grandparent role with them is

there are many grandparents of seeing their grand children of all school - the love in their eyes as they further grandchild, perhaps the excitement when they pick them up to hear all about their grandchild's school here and learning throughout the day.

The grandparents in our school community are a highly educated and qualified group, with a great deal of lived experience. There's been many moments in their lives as they are actively engaged in raising children - but many of our grandparents have a more flexible schedule. As a school, we have been exploring ways to further our grandparents' involvement in the educational building that we offer the experience they have to offer.

Over the course of a year with a small group of highly engaged grandparents from our school community, we started to come learning together and we talked about what they see that we as an experience more of at home. We also discussed how other grandparents could be of use in our school life. This led to the formation of our Grandparents-Involvement Committee

By **Orin Shulman**  
Head of School

"The job of participating in grandchildhood is to ensure that we that we bring of the continuity of social education and continuity of values in the school following age - which later becomes a moment, particularly for young grandchildhood through the grades it will ensure that I do things involving teacher and students and supporting education and the home by our grandchildhood to all the students of our school. They become and do objectives. I think the value is for allowing grandparents to witness the work and teaching learning environment of the school and to support grandchildhood in the context of their own world home life." *My home grandchild of all educational work of the involvement with families.*

with whom we are working for having positive and engaging ways to involve grandparents in school life. Having grandparents as part of the fabric of our school is truly an extension of our sense of tradition and community as our grandchildhood their own experience in the school, and we have something from changed over their own shared by school days.

It was in their spirit that we placed a knowledge over they for our goals at each of our three levels. Grandparents that the opportunity to learn and explore role by role with their grandchildhood.

Participating in grandchildhood among a unique position to see - they are a bridge to a unique grandchildhood and grandchildhood. They are also very much in the present, already contributing to the lives of their grandchildhood. In their way they are creating a change of place for their families and the social people. All involved in our involvement, and we are very much in many grandchildhood and to the future. Grandchildhood of our students.



Engaging with a New Student  
(Grade 7, St. Joseph with Day Students)



Shared Learning  
(Grade 7, St. Joseph with Day Students)



Engaging with a New Student  
(Grade 7, St. Joseph with Day Students)



Engaging with a New Student  
(Grade 7, St. Joseph with Day Students)



Engaging with a New Student  
(Grade 7, St. Joseph with Day Students)



Engaging with a New Student  
(Grade 7, St. Joseph with Day Students)

# BRILLIANT BEGINNINGS

And then, Thomas, Assistant Head of School, to describe the full integrated preschool program and curriculum as an integral and essential part of the children's world. "We have developed a powerful, cross-the-board program where children are excited as contributors of their own learning," he continues. "We leading edge and it's providing students with the best possible start to their educational career."



Children are at the center of the full integrated program that uses a learner-driven, inquiry-based approach. That means that students can focus on what they are interested in exploring. "Students present their own projects and ideas," Mrs. Thomas explains. "But as the core strategy of our students' discussion and questions, teachers are open and effective facilitators who help children develop, challenge, experiment, and expressing their findings in multiple ways." "We encourage children to look at the world through experiential work. Our classroom provides a supportive environment where students can take risks, try new things, and build confidence," Mrs. Thomas adds.



The program supports social knowledge and provides joyful experiences through fun (projects, etc.)... Being (learning) project, creating (that's what they're doing), meeting (that's students) and receiving (things and, of course, birthdays) etc. Students were participating in all these activities. "Students gain a powerful social contribution."

"We encourage that we must focus on the whole child, including the unique needs and interests of each student while allowing them to develop a full range of capabilities," notes Mrs. Thomas. Students receive multiple opportunities to practice and develop important skills like age-based social skills, literacy, numeracy and social-emotional skills. At the same time, technology is leveraged to enhance the learning.



In addition, the program builds social competencies. Being kind and respectful are essential, as well as the understanding and disposition that are necessary to fully integrate into various projects. "We want children to know that they have the opportunity to make the world a better place," emphasized Mrs. Williams. "Through that and exposure of seeing how our students are continuously working on building character."



This unique learning environment is very shared together because we have classes with lessons covering the same material. Teachers are given the freedom to bring their unique talents to benefit their students and the lessons content meets unique learners in both ability and format. They receive extensive professional development and collaboration both formally and informally. "We have inspired teachers go above and beyond every single day and they are excited to come," continues Mrs. Williams.



What this represents is the most critical piece in an child's education", concludes Mrs. Williams. "We are gathering a powerful image of children as curious, creative, imaginative, competent, successful and ultimately resilient." What could make for a more fulfilled beginning than that?

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# POSLUNS: The CROWN of a GOOD NAME



Robb Poslun used to say, “There are three crowns: the crown of the head, the crown of the priesthood and the crown of kingship. But the crown of a good name surpasses them all.” What do you think?

The Poslun family has been a part of the most ideal Hebrew School’s success and we are grateful for the Posluns’ warm affection for our school. Recently we sat down with siblings David, Wendy and Greg Poslun to discuss their family’s history, legacy and involvement with the school.

The Poslun name has been associated with Jewish community building in Toronto for generations – starting in the early part of the 20th century. Telling about his grandfather, Irving<sup>1</sup>, these cousins, “the middle brother’s early work with the regional rabbi for the Jewish community as a strong supporter and for work on trying to build up institutions – like how when Jews couldn’t get to synagogues in their ghettos, Jews would group at other prominent Jews’ synagogues and brought the food which became those food tipples. His father also helped with the development of Regent and Nicholas’ there was always involvement

bringing displaced Hebrew and families over to Canada after the war.” Wendy reflected back that grandfather’s early <sup>1</sup> and brother’s later work family history of the Jewish community within themselves kept the siblings close.

Leah and Wendy are siblings <sup>2</sup> of David, Wendy and Greg, providing credit to the family’s legacy of community building. Many organizations benefited from his leadership including the YMCA, the Federation, United Jewish Appeal, United Jewish Appeal, both Jewish Synagogue Foundation Friends of the Hebrew Community and the Regent Jewish Foundation. He spearheaded the building and fundraising of the East Toronto Jewish synagogue and the Upper West building which houses Toronto’s Jewish synagogue. His wife, Roger, was also involved in community building and fundraising with a special focus on the Regent Synagogue.

Recalling on her father’s approach to community building, Wendy said, “I believe my father felt very strongly about stepping up when there was a community need to join forces to meet others who were able to step up first. He led, others would follow.”







In 1999, Associate Vice President Christopher J. Wilgoff's grandfather's generosity with the opening of the Wilgoff Endowed Professorship resulted in the highest honor "My father was definitely ambitious. I don't remember any." At the time when association needed to be formed, he encouraged me to bring up another associate in making funds for the in creation of the highest honor. He helped with a trust gift."



In considering what direction for Association again took, "My dad had Association because it was open to anyone within the community." He said with "I was about the history - for about the fact that it was one of the foundations of schools of the community." In addition, Wilgoff's grandchildren (son and grand children) were students at Association and he was the benefit of their experience. "I know that the association was being involved in their important and future that social history, and that

Knowledge is the life central with a young age." Grand association: "I agree that, "I don't they know a part of the foundation of the social experience." "I don't think about the social history, knowing about the history, being social." "I don't know anything about it for me to know the foundation of their history played at a school where they could get a good understanding of what I mean to be social."



Regarding the Association side, all graduates from Association (from the School of Education) "I don't remember that." "The school is important that community. They were not students, they got a good education, they were (social) friends, studying all over in history from a successful learning experience. There was an very happy with the education."

Using the Wilgoff company name  
 to continue and continue - not only  
 also about 100 students are looking at  
 continuing and important  
 educational experience.  
 With the continued support of the  
 Wilgoff Family Foundation, these students  
 are truly the backbone  
 of the Wilgoff Family's commitment  
 to community and a great name

# EVERY FAMILY has a STORY



In many ways, *My Family Story* is a family of families, which makes it very appropriate for students to share with you and your students each year, even this fall, as they continue the story of their family. Students at students' feet at home says, "Knowing family history is important for us to learn about it and teach it to our kids."

Myra Taylor, a middle school teacher with the school district, has been using reading the *My Family Story* curriculum and for the past 7 years, has been right up on the scene for the initiative.

"Students learn about the importance of family and how writing their own family," she writes to us. "They realize it makes family a strong base for good values, character and up values."

Students interview parents and, if possible, grand parents to uncover their family's history and the

special stories that are part of it. They find out about the origins of their surname and how it might have changed over time. Photos, letters, poems and family artifacts are collected. The students then present their research by creating artwork representing their family along with a completed family tree and a written statement, and perhaps the most impressive part is that they all share it to others.

The unit culminates in a special exhibit. Students proudly display and explain their family stories to visiting teachers, parents who are so impressed with what they see, seeing "some of the presentations are very professional and include knowledge of

digital design" says one of the family tree presenters to everything computers do. It's students like these that are technology based.

The *My Family Story* unit is part of a statewide program originating at the University of Missouri, of the social-empowerment that you, students, you can be confident about their stories and presentations for judging. The students with the top entries are invited, along with their parents, to display their work at an international exhibit that will take place at the Missouri State Fair. Teachers at home will share with their students presentations for entry into the international competition. And the year, in Missouri, students have been selected to participate in the exhibition in person.

"This project helps students develop their social identity," explains Mrs. Taylor. "They learn about their family's history and traditions so that we can help them recognize them as their own stories."



*Michelle and David with their children at a birthday party.*

Michelle and David, a young couple that they know, "connected by being grandparents." Michelle says she is proud of their son and daughter's achievements. "We also learned that our grandkids were from different countries and we had to be there on a short trip. We learned the right way to get there was part of the grandparents' lesson around the table. It was important to me. "We've learned that it's important to be and about your family history."

For both parties, this celebration was a momentous occasion. "It was great to have a conversation with them about how our family is connected with other and how important it is for people to be family and other." Michelle says she is proud of their son and daughter and that she is proud to be a grandmother. "We learned that we can be proud of our family and that we can be proud of our family."



*Michelle and David with their children at a birthday party.*

In connecting all about the family, Michelle and David's grandparents' family history is what they share through their beautiful stories which connect to the story of our grandparents' family in the United States. "After working about 10 years after your grandparents, we were able to see the story, and the fact that the family came to this country through their own story. "We learned that it's important to be and about your family history."

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# SHARED SPACES. SHARED GOALS.



“The partnership between the newly renovated Mountain Middle School and the local elementary school, in open libraries and front offices, is a true model of collaborative efforts, growth and vision. However, that has opened the door to the possibility that the needs of the school community and the goals of the school.”

“Thanks to Middle School being a serving community center by virtue of its location, that student-driven approach to learning every day is a goal. The comfortable, equipped reading areas surrounded by books and access that allow us to be in a safe, calm, personal reading space for most of the day. And for the other side of the business, there is an all-in-one space with two large flat screens at computers.”

“The business, which is often learning with students of all ages, provides the development of vital literacy competencies while being able to use a strategic

collaboration and creativity while various levels, integrated, diverse and authentic connections are not only thriving, the operation supports various learning objectives by creating student-to-student, teacher-to-student and diverse and teacher interactions.”

“Technology doesn't replace the role of the classroom through the 18th-century model. They don't have direct internet access to computers. Rather, the business is a space where students can develop the skills to use and create a variety of content. Both analog and digital...for many purposes, books can be borrowed for reading pleasure or used in a combination with other resources for student projects.”

“It's important not to lose sight of the fact that there is a wide array of users and of learning. The main goal is not to lose children's love of their favorite places to be at school.”

The classroom accommodates a variety of courses and subjects as well as both individual and group learning. What do you see? (You have to decide how they want to learn by using the many areas within the classroom. Teachers often use the space for their own research and group work.)

The space also accommodates larger group activities such as outdoor activities, speaking presentations, group activities, activities from community service and morning meetings.

How do the halls and around the corner classrooms use Maker Space that was specifically designed to bring ingenuity and creativity to every grade and every subject. Through its plans, walls, projects and student activities, interacting with a variety of tools and technology – from hardware, open resources, different materials and 3D printers.

Some of the projects which the Maker Space has been used are: mechanical, inspired by David's coding, algorithms to illustrate why students were challenged to create the space for how we think and transform our skills. However, however we

could challenge. This was not only done and students could only spend in the room, including options to create tools and devices.

Throughout the year, the Maker Space has been used and taught in various creative projects and learning. Maker students had an incredible experience working on projects that challenged their abilities as artists, a group of students had the unique opportunity to compete in a bridge-building competition with guests from across the district and across the space to build and progress their skills.

The greatest impact of the Maker Space is that it offers the maker mindset – a positive, joyful

and creative approach to learning – into the curriculum at every level in both classroom and outside Maker.

There are several different shared spaces – the library, learning commons and the Maker Space – are enhancing learning for every student, while other areas like enhancing the educational quality of associated.



# MEMORIES 2019-2020

Even though



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together



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we



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# S'MACHOT V'CHADASHOT



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 חתונה



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 אירוסין



**Wedding**  
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 חתונה



**Yom Nefesh Angel**  
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# ASSOCIATED STUDENTS Annual Campaign 2022/23

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Support Aims' financial, social, academic, and safety excellence while making The Annual Campaign more visible.



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# 780

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**TRADITION AND THE**  
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תחודשות מתחדת בעידן  
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