

We Are *Associated*



FALL 2020 | סתו תשפ"א



ASSOCIATED
HEBREW SCHOOLS
בית ספר קהילתי

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WE ARE ASSOCIATED is distributed to members of the AHS community, including parents, grandparents, alumni and friends of the school.

ASSOCIATED HEBREW SCHOOLS

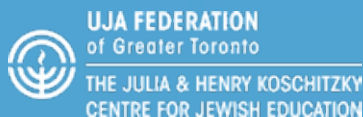
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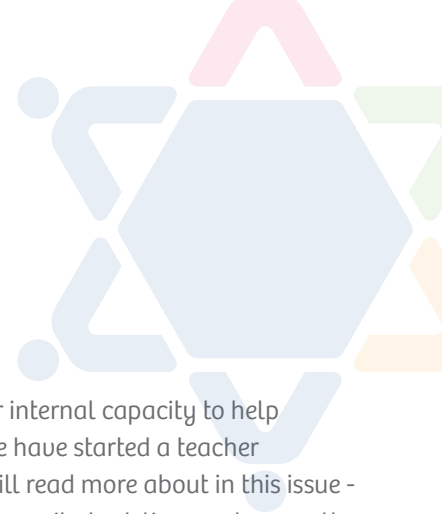
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A message from our **HEAD OF SCHOOL** **ORA SHULMAN**



The past six months have turned our world upside down. But We Are Associated and we are resilient. We have seen the incredible impact that can be had by working together. Our collaborative efforts have been integral in the ongoing success of remote learning, virtual celebrations, and socially-distanced community building.

AHS has led the way in seeking new opportunities amidst these changing circumstances. During months of distance learning, our teachers and classes explored new technologies, learning strategies, and community-building resources that continued to see us in good stead as we returned to in-person learning.

We have found ways to make learning more inquiry-based, to include more members of the community in our celebrations, and to deepen our appreciation of a wide range of topics through broader study. We have made changes to and improvements on our learning spaces, both to accommodate for the new safety guidelines, and to offer innovative and diverse learning opportunities, like in our new Posluns Design Studio.

This year will continue to test our ability to adapt to new situations. And while these are still uncertain times, we have the certainty of our beliefs, values and commitment to the AHS community.

We continue to build on the work started last year in developing our strategic plan, and have started to put this plan into action, focusing on providing a high-quality, student-centred learning environment. One of the outcomes of our strategic planning process was recognizing the value in being even more precise and intentional in our work. Consequently, we are exploring tools to help us monitor and measure our ability to provide the learning environment we know is best for student success. We are looking to both internal and external stakeholders, connecting with institutions such as the University of Toronto that are leading the way in developing tools for using technology in support of critical thinking skills.



We also continue to build on our internal capacity to help students develop these skills. We have started a teacher leadership group - which you will read more about in this issue - that focuses on expanding our capacity to deliver and assess the skills that students will need, now and in the future. We are committed to the important work of providing students with a high-quality education that will set them up for future success.

A great deal of thought and effort went into preparing our school and community for a successful re-opening and a successful year. When it comes to the safety of our students, staff, and families, we do not compromise. This year at AHS looks different than most, but the changes to our policies, physical spaces, and modes of learning all contribute both to continued student success and to safeguarding the health and safety of our community.

We were fortunate in that the citywide Day of Giving for 2019-20, at which AHS raised over \$500,000, took place just before the shift to online learning was necessitated. We are working together to make Day of Giving 2020-21 even more successful. Our graduating Grade 8 class allocated their Grade 8 Legacy 2020/5780 gift to AHS's Health and Safety Fund, paying it forward. The support that we receive from our community of parents, grandparents, staff, alumni past parents and past grandparents as well as many members of the broader community is very much appreciated. Every one of you has made a difference in enabling us to open our doors safely for this year's cohorts of students. Together, we continue to build a strong day school experience for today's students and for generations to come, standing strong despite whatever challenges we face.

We are deeply grateful for all of our stakeholders. From the tireless leadership team to dedicated teachers and administrators, from the Board to our entire AHS community. We are grateful for your partnership with the school and your support of our mission of continued learning and Jewish spirit.

We Are Associated, the AHS community has been hard at work "traditionalizing innovation and innovating tradition." We can't wait to see what's next!

אורה שולמן

Meet Our New BOARD PRESIDENT: SHAWN GOLDBERG

As a graduate of the Jewish day school system in Ottawa, and a strong family history of involvement with Jewish education, Shawn Goldberg's desire to get involved and give back to the community is deeply rooted. Following in his father's footsteps and his family's legacy, Shawn attended the Ottawa Jewish Community School (formerly Hillel Academy) which was co-founded by his grandparents in 1949. It was there that Shawn learned the importance and value of a Jewish education.

While raising a family of his own in Toronto, there was not a doubt in Shawn's mind that Associated Hebrew Schools would reinforce the strength of Jewish values that were so important to his grandparents almost 60 years earlier. Shawn and his wife, Helene, are the proud parents of two children, Chaim '16 and Aaron '18, who both graduated from AHS and continued their Jewish education at Tanenbaum Community Hebrew Academy of Toronto.

Shawn's involvement with the Board of Directors stemmed from a strong desire to give back to the community. While his children were in elementary school, Shawn joined the Finance Committee bringing a wealth of knowledge and experience. Over the years, he continued to serve on the majority of Board Committees, ultimately becoming a member of the Board of Directors and the Executive Committee. Recognized as a true leader within the community, Shawn was asked to take on the role of Board President, an opportunity that would allow him to continue leading by example and demonstrate the Jewish values he hopes to further instill in his children. As the new Board President, Shawn takes on this role during a challenging but exciting time.

"We have run balanced budgets over the past number of years and increased enrollment for the first time in many years" recounts Shawn. "We have a new mission statement firmly in place and are working to complete an updated strategic plan that will help guide us forward." When looking to the future, Shawn celebrates that, "AHS has shown immense unity, strength and resiliency during this challenging time, and I am confident that with the help of our tremendous professional staff, led by Ora Shulman, and our committed team of volunteers, Associated will remain the leader among Jewish day schools."





PROFESSIONAL LEARNING

Written By: Ora Shulman
Head of School

When school was disrupted by the onset of the pandemic, our leadership honed in on the opportunity within a crisis to think (and rethink) about how education happens. We extended our commitment to building foundational skills, moving away from conformity, and giving kids more opportunities for independence, critical thinking, and more personalized learning.

As a first step, we piloted AHS Summer Learning Camp. We received proposals from a group of enthusiastic teachers, several of whom ran inquiry-based online learning modules over the last two weeks of July. Each module was one week long, and welcomed students entering a range of grades between Grade 2 and Grade 8. These teachers, being thoughtful and reflective educators, were very keen to share about their experiences with their colleagues during our August PD Day.

All teachers are leaders in their own right, but we have taken this opportunity to cultivate a group of teacher-leaders within the school. These teachers, many of whom were involved in the Summer Learning modules, will work with each other and with an educational consultant to hone their own leadership skills and provide valuable input to their colleagues.

The Teaching and Learning Leadership Program represents staff from all branches and across all grades, who have already demonstrated best practices in inquiry learning and have expressed interest in taking on increased leadership roles in the school. Over the course of the year, they will each lead a series of PD sessions for their AHS colleagues on topics that support the school's strategic goals of student-centred learning and effective use of technology in instruction. We are excited for this cohort of teachers to help take AHS's educational program to even greater heights of excellence.



HARRY POTTER CURRICULUM

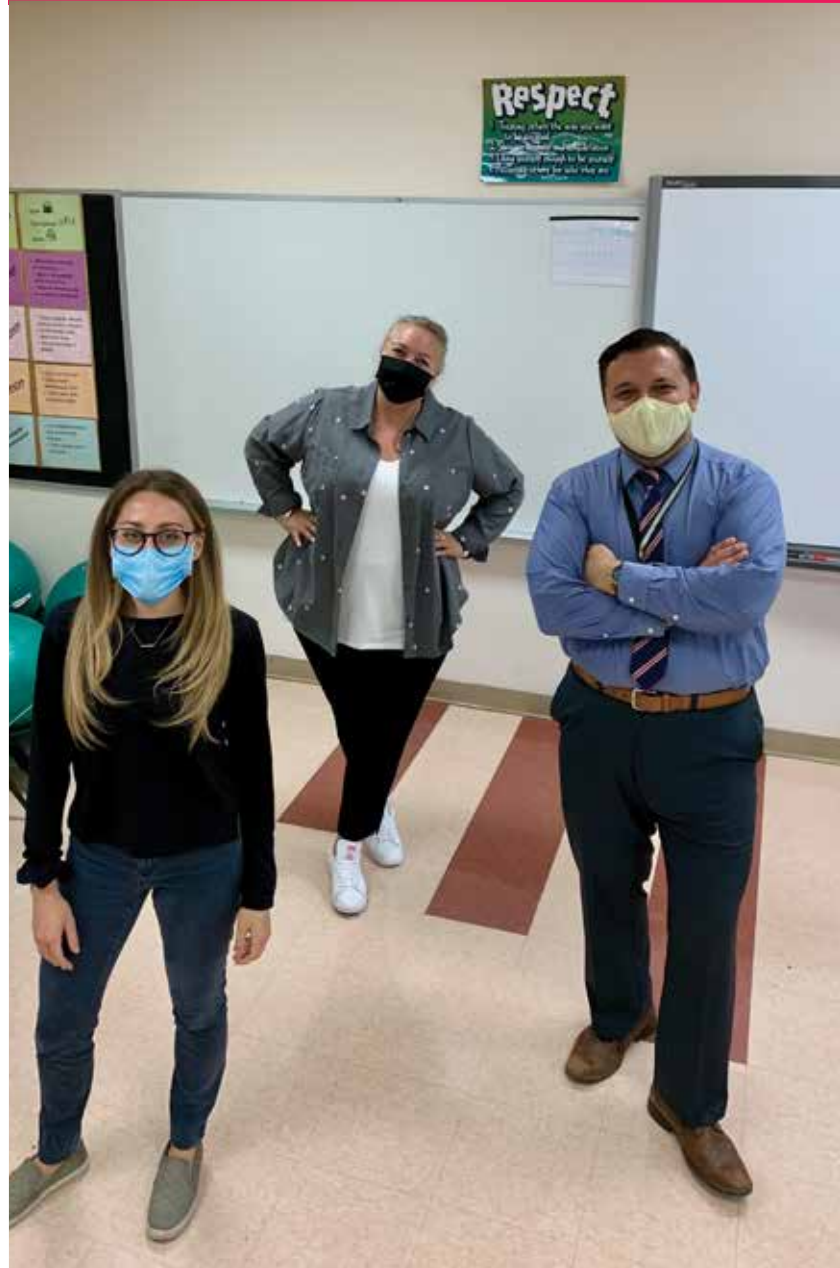
When invited to attend a workshop offered by Dr. Mark Sinyor of Sunnybrook Health Sciences Centre, Associated's Danilack Middle School Literacy teachers had no idea that a novel about a young wizard would change the way Grade 7 students responded to and coped with an unforeseen global pandemic.

When reading Harry Potter and the Prisoner of Azkaban to his seven-year-old son, Dr. Sinyor discovered that there was something deeper to Harry's challenges at Hogwarts. Included in his characteristics were elements of anxiety and depression, and in fact, Dr. Sinyor identified a guide to Cognitive Behavioural Therapy embedded in the plot.

Dr. Sinyor, also a professor at the University of Toronto, teamed up with Dr. Donaleen Hawes, psychologist and superintendent

for the Catholic District School Board of Eastern Ontario, to create a novel study that uses this book to improve students' mental health literacy. Needless to say, Danilack teachers were thrilled to learn that this imaginative novel, oozing with literary devices and gripping adventure, could also equip students with the tools to identify and appropriately respond to their thoughts and feelings.

"Little did we know that including this new unit in our curriculum would be beshert," says Mrs. Lisa Salem, teacher and Literacy Department Head. "Just as we were ready to crack open the first page and get the unit going, COVID-19 hit and forced the world to go into an unprecedented lockdown. Suddenly, the mental health aspect of this unit became vital. As teachers, we realized that our students needed a way to express their



feelings and learn strategies to overcome distress. It was easier for students to objectively analyze the stressors in Harry's life, and then, through class discussions and reflection tasks, take the time to look inward to recognize their own feelings in their own lives."

"We wanted to provide students with the opportunity to unleash their creativity using media that was familiar and fun," says Ms. Jillian Zuckerman, teacher and librarian. "Tik Tok and stop motion animation were a few of the platforms used to present their boggart - their greatest fear - and their riddikulus - the countering spell that is successful only when said fear is turned into its humorous and ridiculous form. This was an outlet for students to examine a fear in their own lives and practice the use of positive self talk to turn it into something light and silly, just like Harry did."

"Just the simple introduction of these techniques proved to have a positive impact on the resiliency of our students," says Mr. Rafael Brusilow, teacher and Social Studies department head. "Students found this unit highly applicable to their own lives and stayed engaged at every step of the way. More than anything, they seemed to build confidence in not just their reading skills, but themselves."

The study of Harry Potter and the Prisoner of Azkaban will continue this academic year. We look forward to delving into this cutting edge curriculum and making a positive impact on this year's Grade 7 students.



POSLUNS DESIGN STUDIO



Alex Grossman ז"ל

*When he had a vision, he made it happen.
Alex backed his words up with
tremendous dream and generosity.*

Anyone who knew him would tell you that Alex Grossman ז"ל was a man of his word. When he had a vision, he made it happen. Alex backed his words up with tremendous dream and generosity. His granddaughter Elissa Grossman, an AHS educator, has always tried to do the same by following in his footsteps and continuing his goal of strengthening Jewish education.

With Alex's legacy in mind, Elissa started the Blue and White Day event at the Posluns campus five years ago, as an opportunity to fundraise for the school and to treat students to a festive celebration of their Jewish heritage. In 2019-20, for the last year of the event, Elissa had an additional goal in mind: enhancing the Posluns Design Studio, as a unique space for students to engage with their innate creativity.

The Posluns Makerspace and later Design Studio were piloted by current Posluns Principal, Dr. Lee-Ron Kaye. Dr. Kaye, who received her Doctorate in Education this past summer, wrote her thesis on exploring ways to integrate STEAM (Science, Technology, Engineering, Arts, and Mathematics) into every facet of the school's education, including through the use of these innovative spaces.

Dr. Kaye successfully piloted the Makerspace six years ago, and it has continued to grow, with classes – both General Studies and Judaic Studies – making regular formal visits. By its fourth year, the Makerspace was too small to house everything it had come to represent, so the Design Studio, Dr. Kaye's brainchild, was added to the school's STEAM offerings. The Makerspace continued to house stations such as the kitchen lab, tinkering, sewing, and woodworking, and it was complemented by the Design Studio, to serve as a space where students could innovate and explore the principles of coding, robotics, and design.

With Dr. Kaye's plans for enhancing the nascent Design Studio in mind, Elissa approached an architect to help turn her vision into a reality. They pulled images from schools across North America, designing a space unlike any other in Toronto, with unique seating arrangements and different levels at which students would be able to sit and innovate. Dr. Kaye added an "AHS touch" to the blueprints put together by Elissa and the architect, adjusting the colour scheme to match the AHS logo and adding words along the floor to spark kids' imaginative impulses. Elissa spearheaded the fundraising for this space, personally approaching donors and explaining her own intrinsic connection to the school and her deep caring for the students.

With Elissa's vision, the generosity of her 16 donors, the support of the AHS Board and Administration, and the expertise of the architect she engaged, the Alex Grossman ז"ל Design Studio was polished and ready for the start of the new school year in September.

Following AHS's educational philosophy of blending innovation, creation, and tradition, the Posluns Design Studio is a child-focused space that is conducive to both collaborative and independent work. Anna Wilson, who manages the space as Posluns' Coding and Robotics teacher, encourages students to spread out and make use of the multitude of workspaces available. From sunken seating designed for presentations and group work, to independent comfy pods for students to work on research and planning, the Design Studio is built for differentiated instruction.

The environment in the Design Studio encourages self-regulated learning strategies, as it ignites independent problem solving and critical thinking, employs math skills, and provides students with meaningful, transferable skill-sets.

The Design Studio is a space for students to explore age-appropriate technology, collaborate with group members, and showcase their process. They will investigate, through inquiry-based learning, ways to build and model viable coding programs, and will learn hands-on how to utilize block coding to control various robotics. Students will become efficient coders, with refined critical-thinking skills. In the Design Studio, students will build and develop transferable skills directly related to successful coding practices. They will build their understandings of how technology is useful, both locally and globally.

The Posluns Design Studio is equipped with a wide range of technology tools to support student innovation and learning, including a variety of tablets and laptops, AR (augmented reality) and VR (virtual reality) equipment and software, a large catalogue of robotics, SMART technology, and a 3D printer.

Together, the Posluns Makerspace and Design Studio allow for integration of STEAM into students' learning in a more organic way, and provide the resources – both material and environmental – to foster a growth mindset and a Maker Mindset in students by integrating these concepts fully with the various other disciplines taught. These spaces are designed to afford opportunities for developing 21st-century competencies such as critical thinking and collaboration, and to empower both teachers and students by giving students hands-on ownership of their learning.



MAKING THE MOVE: THE GOLDFARB FAMILY



Debi '98 and Hanan Goldfarb pictured with their daughters, Jessica (Grade 2), and Katie (Grade 4).

Debi '98 and Hanan Goldfarb always valued a Jewish education but with hectic day-to-day lives, enrolling Jessica and Katie in the neighbourhood public school was the more practical choice. However, as life slowed with the onset of the COVID-19 pandemic, Debi and Hanan took the opportunity to re-evaluate their family goals and the type of education they wanted to offer their daughters. "Initially we thought that it was too late because of the lack of their Hebrew skills, but after speaking with Ora Shulman, we felt confident that they would get the support needed to catch up." This was just the reassurance that Debi and Hanan needed to transition the girls from public school to AHS, and they could not be happier with their decision.

From the start of the school year, Jessica and Katie have received additional support from an AHS resource teacher to accelerate their language skill development and build their overall confidence. Debi and Hanan are so impressed with the school's response to this need and how quickly their daughters have picked up Hebrew. With just a few months into the school year, the girls are thriving in the classroom and are even practicing their Hebrew at home. "Our girls are looking forward

to our next trip to Israel where they can put their new language skills to work. They are also very excited about learning Hebrew so that the family can't speak secretly in front of them anymore!"

To further ease the transition, Jessica and Katie have been warmly welcomed by their classmates and are already experiencing the sense of community and inclusiveness that AHS proudly boasts and that Debi remembers from her days at AHS. "Though the experience today is different because of COVID, we still get a sense of the ruach and the community feel while the kids are in school via teacher communication, weekly emails, Instagram and of course hearing from the kids themselves."

Since joining the AHS community, their family's sense of Jewish identity has been reinvigorated. "The girls come home very excited to tell us what they are learning in school about Jewish traditions and what they want to incorporate into our household. The biggest tradition that we just started was building a sukkah for the first time! It brings the family together in a special way and we look forward to seeing the girls continue to grow and thrive at AHS."

DYEING FOR A CAUSE



What started as a fun art activity during lockdown, turned into a charitable business for Danilack Middle School student Trudy Allen, and her cousin, Mya.

“My aunt brought us a tie dye mask kit one day and we had so much fun making our own masks, that we thought others would enjoy making their own as well,” recalls Trudy. This was the impetus for Trudy and Mya’s company, Tie D.I.Y. Masks. The girls have been making and selling tie dye masks and kits with a charitable component as well.

For every four masks or kits sold, one is donated to local charities. “Masks became something that we all needed to be safe,” remembers Trudy. “We thought, why not create something others would want to wear or make themselves, while at the same time, provide masks or a fun activity for those in need.” To date, the pair has donated 50 kits to SickKids and over 100 tie dyed masks to a women’s shelter and other local charities.

As part of this year’s Grade 6 Welcome Wagon, Associated’s PTC supported Trudy’s initiative by purchasing the kits for all Grade 6 students for a grade-wide tie dye Zoom activity. Not only was this a fun community-building event, it was also an opportunity to give back.

“It feels good to give back to those in need,” says Trudy. Trudy is taking the values, instilled through her AHS education and is applying her chessed learning to the real world. “Throughout my years at AHS, we learned about mitzvot, helping the community and tzedakah. I am proud of what I have learned and that I am able to share these values with the larger community.”



To learn more about Tie D.I.Y Masks, or to purchase a kit of your own, visit www.tiediy.masks.com.

THE VALUE OF AN AHS EDUCATION

Written By: Ora Shulman
Head of School



The events of the past year have brought into relief a greater understanding and appreciation of the role that a Jewish education plays in our contemporary lives and in the development of resilience. As students were thrown into unprecedented circumstances of self-isolation, AHS continued a full program of classes remotely, providing each child with a sense of belonging and purpose.

We provided the opportunity to engage and connect with peers, access to role models, a solid value system, and our warm, supportive community even amidst the disruption. While businesses around the city and around the world shut down, our students were given continued routines, providing stability and productivity, to anchor them amidst the chaos.

The Jewish education that is at the core of AHS is uniquely suited to maintaining those routines and patterns regardless of the other changes taking place in our lives and in our world. The rhythm of Jewish life adds familiarity and structure to each day, reassuring our children that some things will always be predictable and true. Even our littlest children recognize how Shabbat sets Friday apart from the rest of the school week; they can identify special customs and traditions that have stayed with the Jewish people throughout history. Our special programming and assemblies maximize on the structure embedded in Judaism and in the Jewish calendar.

With so much in turmoil over the last several months, community, belonging, and faith have been more critical than



ever in providing much-needed comfort and emotional support to children. The strong sense of Jewish identity which we cultivate in our students helps to keep them rooted and secure.

Learning in a school which is wholly guided by Jewish values is a powerful vehicle for students to form and connect with their Jewish identity. This identity connects our students with the Jewish community as a whole, providing them with a sense of belonging and a safe community to lean on for support.

At AHS, we are passionate about teaching not only a curriculum that builds knowledge, but also a curriculum that builds children. It builds them into people who are confident about their purpose in this world, who live with joy and meaning, compassion and kindness, who can forge and maintain healthy relationships with themselves, with others, and with their community.



Our dual curriculum – Judaic Studies and General studies – engages the whole child. Our students are critical thinkers, innovators, designers, researchers, collaborators, communicators and problem solvers. They are empowered to explore, make connections, find meaning, and to reflect upon their own learning. They are given true ownership over their learning, and this learning process helps our students to grow, develop, and mature, as learners and as people.

Our children are immersed in Jewish life – in their own culture – and are given opportunities to explore their heritage through their learning. They are embraced by community, emboldened through practice and through achieving excellence, and truly enriched by their Jewish education.



MEMORIES 2020

Danilack



Art class is a chance for our students to express their creativity in unique ways.



Madrich Ruchani, Rabbi Stein, danced a Sefer Torah around the school and outside to celebrate Simchat Torah.



Students came to school with their most creative crazy hairstyles for the first Spirit Day of the school year.

Kamin



The Grade 1 students celebrated their Tekes Aliyah and were welcomed by the Grade 5's with such enthusiasm.



SK Immersion students went on a nature walk to see all of Hashem's beautiful creations and investigate the signs of Fall.

Posluns



Students in Grade 5 celebrated Sukkot in a special evening program where they were able to strengthen their community bond, partake in meaningful learning activities to deepen their understanding of the holiday, and make lasting memories.



Students in Grades 3 participated in a Maker Mindset STEAM challenge to collaboratively design and build a miniature sukkah using recycled resources.



Middle School students celebrate Sukkot and learn the meaning of the holiday's symbols.



Grade 8 mentors met with their Grade 6 mentees to talk about adjusting to Middle School.



Grade 5 students presented speeches in order to take on leadership roles within the school.



Students participated in a Sukkot themed STEAM challenge and constructed an edible kosher Sukkah.



The Kamin community participated in the Chasdei Kaduri Drive as part of their Tishrei Tzedakah initiatives to spread light to others in the community.



Students in SK spent time outdoors observing their surroundings and sketching the signs of Fall.



Bet Hayed students engaged in art activities to explore artistic expression and develop their fine motor skills.



Grade 1 students enjoyed challenging each other with writing and reading Hebrew letters and vowels.

CHARACTER POWERS

When we think of superheroes, images of caped vigilantes leaping over buildings often come to mind. For Michael Kronick, a Grade 3 Posluns teacher, the images of superheroes look very different. Mr. Kronick has been teaching at AHS for over 11 years and he sees a superhero in every one of his students. “We all have traits within us that make us who we are. I see these traits as Character Powers that are at the heart of the individual and what makes them unique and successful,” says Kronick.

Throughout his teaching career, Mr. Kronick has focused on the social-emotional development of his students and character education to teach them to appreciate who they are as individuals. “It’s not just about teaching reading, writing, and math,” says Kronick. “We need to teach kids to be proud of themselves and accept others.” It is through this philosophy that Mr. Kronick’s brainchild, Character Powers, was born.

A cross between a graphic novel, baseball cards, and Good Night Stories for Rebel Girls, Character Powers reading cards are a rich literacy tool that inspires students to appreciate themselves and others, boosts self-esteem, and enhances literacy skills. The cards are based on modern and historical figures featuring a diverse and inspiring group of Canadians such as Terry Fox, David Suzuki, and Viola Desmond, as well as examples of important figures from around the world like Michelle Obama, Anne Frank, and Malala Yousafzai. “Students read the cards and see how a particular character strength made a difference in a person’s life,” reiterates Kronick. The back of each card contains questions to prompt the reader to consider how they can make a difference of their own.

Mr. Kronick’s teaching philosophy centres on “joyful” education. He feels passionately that, “Students need to be happy, confident

and kind to be successful inside and outside the classroom. They need grit, determination, perseverance, and empathy, to name a few Character Powers,” he says. He developed a teaching tool to do just that. It helps inspire students to think about their own Character Powers, in turn building self-esteem and confidence. Students are also encouraged to appreciate the Character Powers of others through the stories on the cards and through the follow-up activities of creating their own card as well as one for a peer. “The reading cards are a fun and engaging way to achieve these goals,” adds Kronick.



“Associated has given me the freedom to try different things in my classroom to engage my students in meaningful ways. I’ve been fortunate to be able to test Character Powers and develop it alongside the students in my class,” says Kronick. “The whole idea is embedded into my daily instruction and should be embedded into everyone’s daily instruction. As educators, we must constantly be asking ourselves how can we help build up our students,” suggests Kronick. “At the end of the day, it’s very emotional to see students become confident in themselves and to recognize their own Character Powers. When I see that, I know I’ve made an impact.”

The idea for Character Powers was a few years in the making and launched a year ago. Inspired by his students, colleagues, and his own children, Mr. Kronick hopes that this tool will be used by other educators to enhance their character education and literacy programs. “Kids love superheroes. This tool shows them that there are real life superheroes and that they too can look within themselves to find their own super power, their Character Power.”

To learn more about Character Powers, visit www.characterpowers.com/.

THE FABRIC OF OUR HISTORY

Associated Hebrew Schools has a storied history beginning in 1907. Toronto's Jewish community, led by the vision and passion of Rabbi Jacob Gordon z"l, founded the Toronto Hebrew Religious School. The city's first Talmud Torah held its classes in a small eight-room house on Simcoe Street and later on Brunswick Avenue. From these humble beginnings began a tradition in which the community's children learned about their Jewish heritage together.

From Rabbi Gordon z"l to today, our history is rich and our community is woven together by the values and traditions that Associated instills in generations of students. These are some of the many people that have helped weave the fabric of our history; They are alumni, teachers, past parents, grandparents and lay leaders.

**Stephen
Freedhoff '44**
Alumnus,
Parent of Alumni,
Past Board Member,
Governor



"I remember being in the halls of the Brunswick Talmud Torah..."

**Susan
Pearl '63**
Alumna,
Parent of Alumni,
AHS Grandparent



"It was a small school that grew to the wonderful school it is today. That feeling that we all belong creates a very strong sense of community"

**Michelle
Wenner-Jacobs, '84**
Alumna,
Parent of Alumni,
Danilack Middle
School Teacher



"I think Associated has done a tremendous job of balancing tradition and innovation. Associated has maintained its high standards and moved with the times"

**Mordechai
Ben-Dat**
Parent of Alumni,
AHS Grandparent,
Past Board Member,
Governor



"The real heroes in Jewish history are not warriors, they are teachers. We owe a great debt to the school, and I mean that with all my heart and soul."

If you have an Associated memory to share, we would love to hear from you. Please email communications@ahschools.com.

S'MACHOT V'CHADASHOT



Wedding
Ariella Pratzer '00 married
David Rosenberg



Wedding
Erin Lieberman married
Joshua Shaprio '08



Theo Desyatnik
Son to Daphne Hornstein '01
and Brandon Desyatnik



Yehuda Zecharya Bloom
Son to Robert Bloom '96
and Rachel Bloom

**MAZEL
TOV!**

**מזל
טוב!**



Engagement
Seth Frieberg '04
engaged to
Sara Shiff '07



Yasher Koach
Sandi Seigel '76 on her recent
installation as President
of Na'amat Canada



Sedona Esme
Daughter to
Madison Rochweg Cait
and Jonah Cait '03



Wedding
Orli Bogler '08 married
Justin Hertzog Cuperfain '06



Wedding
Melissa Factor '05 married
Brian Fruchter



Dax Samson Krakowsky
Son to Yonah Krakowsky '99
and Jana Danziger



Nina Goldhar
Daughter to Hart Goldhar '06
and Susie Goldhar

Share Your Good News With Us!
Please let us know about your special milestones and achievements.
Email us at alumni@ahschools.com.

Give your child a S.M.A.R.T. Start @ AHS!



The AHS Bet Hayered program inspires children to be curious, capable, and competent learners. We nurture your children's curiosity, independence, sense of community, and Jewish identity, so that each child will be prepared for the next stage of their personal and academic journey. We seek to ignite a love for Judaism so that each child can lay claim to their Jewish heritage.

HEART-CENTRED EDUCATION, INSPIRED BY KIDS

NOW ACCEPTING APPLICATIONS



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www.associatedhebrewschools.com

GIVING @AHS

As we continue our mission to provide the very best in Jewish and General education, and ensure that Associated remains accessible to every child, we need your help.

WHY GIVE?

Tuition and funding from the UJA only cover 85% of Associated's annual operating costs.

Donors give to offset these fees and provide the extra margin of excellence.

Most importantly, they give because they believe in our students, faculty and staff.

WAYS TO GIVE

**DAY of
GIVING**

Join us on the

DAY OF GIVING

December 8, 2020



TRIBUTE CARDS

Mark your lifecycle events with Associated



ECHOAGE

Host an Echoage party in support of our school



LIFE & LEGACY

Invest in our future

YOU CAN HELP US REACH OUR GOAL!

www.associatedhebrewschools.com/donate