

We Are *Associated*

SPRING 2021 | אביב 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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Danilack Middle School
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A message from our Head of School & Board President

Ora Shulman & Shawn Goldberg

We are putting this publication of **We Are Associated** together during an exceptional time in the world, when so many things are uncertain.

And yet some things remain certain throughout: the strength of our community, the importance of our Jewish identity and heritage, and the commitment and dedication of our educators. During these unusual times, as always in processes of learning and changing, discomfort is to be expected – but from that discomfort comes growth, adaptation, and new opportunities. We are continuously adjusting and maximizing on those opportunities.

Learning never stops at AHS. We are letting students voices be heard, helping them to be the authors of their own stories – and our teachers, too, are “authoring stories,” as they took the initiative to contribute many of the articles you will find here, writing about the innovative and exciting learning experiences taking place in their classrooms and beyond.

Throughout this magazine, you will read about how we have been leveraging technology and best practices in order to provide dynamic learning experiences in the classroom, in extracurricular programming, and in our community. We share articles about our cutting-edge curricula in Bet Haya'eled, Math, Ivrit, STEAM, Jewish History, and Literacy, and about some of the clubs, events, and programming that have brought our community together this year. You will also have the chance to learn about some of our inspiring educators, dedicated donors, and high-achieving alumni, all of whom we are very proud of.

Our educators did not choose to work through a screen and from a distance for much of this year, but they have chosen to work tirelessly throughout this time to make the most of our learning opportunities and to reassure, connect, help, and teach the children in their care. While we don't have all the answers, we give children our care and our presence. We took time this year to listen deeply and attentively to our students, families, and teachers. Our teachers showed their students through words and actions that they are loved, and that we are here to face everything that comes their way together. Teachers made their learning social wherever possible, and supported kids in feeling safe and confident.

At AHS, we continuously think about how to make our schooling better, and we are deeply grateful to all those who contribute to our community. The generosity of our AHS community was visibly expressed on the Day of Giving, through the gifts that we received and through the many notes in support and appreciation from parents and grandparents. We appreciate all of our volunteers for everything they do, from parents offering their advice and expertise on the Board and related committees, to PTC members bringing us together with shared events. We are also deeply grateful to the UJA Federation and the Koschitzky Centre for Jewish Education, for their continued support of AHS and Jewish Education in Toronto, through grants, financial support, infrastructure, and more.

**And to everyone reading this, we are grateful to you:
thank you for being a part of our warm and
richly diverse AHS community.**

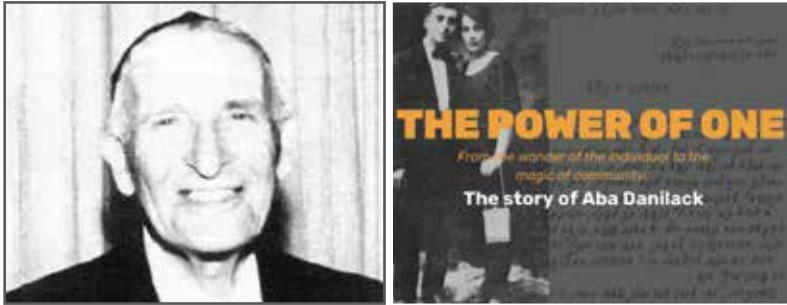
We hope you see yourself reflected in the pages that follow.



Ora Shulman *Shawn Goldberg* אורה שולמן שאן גולדברג

A Celebration of the Life & Legacy of Aba Danilack

By: Becky Friedman



Aba Danilack

AHS's Danilack Middle School is named after an incredible and inspiring man, with an incredible and inspiring story: Aba Danilack, ז"ל.

Spiritual and practical, Aba Danilack was a poet and scholar who painted vivid images with his words. At AHS, we meet curricular goals through rich, inquiry-based learning – and what better way than through researching the life of such an incredible person.

Our students had the opportunity to read, explore, and discuss Aba Danilack's journey from Poland to Canada. They explored Aba's situation as a case study of Canada's anti-Semitic immigration policies in the 1930s; learned about Aba's influence on his family and students; and delved into his impact on AHS.

As a culminating task, students created artwork that represented their own reflections on Aba's story. In the words of Miriam Herlin, AHS Art teacher:

"Students were drawn into his journey. They admired how he spread his passion for Torah, Jewish History, Hebrew, his family values, and his belief in the good of mankind. Responses blossomed through the Arts. Students discovered that Aba loved to sketch and write. They drew and painted, along with written statements, as a response to what they had learned about the name displayed above the school doors that they walk through every morning."

Aba Danilack's story is the story of Jewish history. He was a bridge between the shtetl and the wider world, holding onto his Jewish ideology while opening his mind to new and innovative ideas. His story is one of resilience – and of tradition and innovation.

Aba Danilack was a brilliant scholar, a dedicated educator, and a great innovator, with a powerful moral compass. He believed in Jewish education, and loved what he did. He brought the melodies and texts of Jewish tradition, but pursued new learning wherever he found it.

On November 11, 2020, AHS was proud to host The Power of One, a community learning event about the life and legacy of Aba Danilack. We shared student artwork, and heard from Grade 8 students about their impressions. Aba Danilack's story was presented by AHS's own Jewish History scholar, Dr. Jack Lipinsky. We also had the honour and privilege of hearing a personal view of the man from two of his grandsons, Robert Daniels and Howard Mednick. Dr. Lipinsky shared:

"The wonderful outcome of this evening is that it is only the first stage of affirming Aba's legacy. The historical documents generously supplied by the Daniels family will become part of our Grade 8 Jewish History course. Students will learn the Aba Danilack story to teach them pride in our communal history and the importance of Jewish education and educators in furthering our legacy into the next generation."

The Zoom event included over 175 participants from the Toronto Jewish community and around the world. We are deeply grateful to the Danilack / Daniels family for their support of Associated – both in helping to plan and present this momentous night of learning, and in establishing and sustaining the school going back so many years.



John & Myrna Daniels

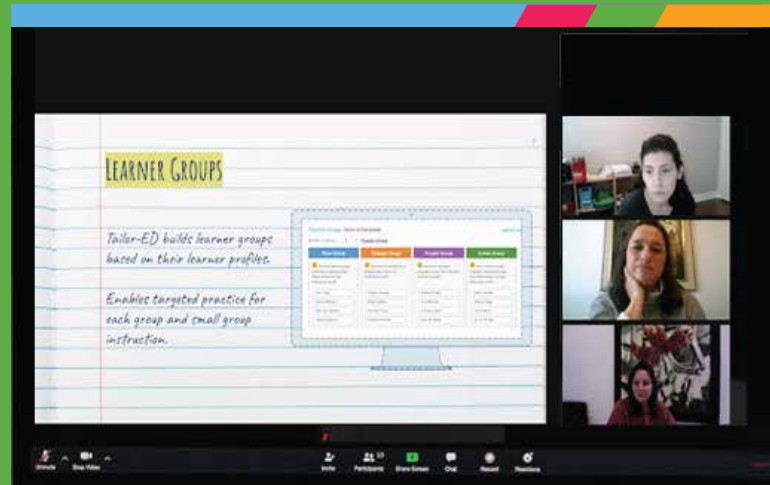
Innovative & Individualized Instruction

By: Brittany Lew

Driven by our philosophy of tradition and innovation, Associated continually looks for ways to innovate our curricular program, while remaining true to our traditional values and beliefs. Rapid developments in technology have transformed the educational landscape and have brought about new modes of teaching and learning. These innovations have enabled teachers to educate, reach, and support their students in unprecedented ways. This year, we have introduced two new innovative educational platforms to individualize instruction and enhance student learning outcomes: BalanceAI and TailorEd.

BalanceAI is a computerized, web-based program created and facilitated by researchers from OISE at the University of Toronto, which leverages Artificial Intelligence to assess students' oral language, literacy, and cognitive development. The program consists of three modules, each targeting different aspects of students' literacy development. The first module assesses students' psychological orientation towards Literacy, which includes their sense of self-efficacy and their ability to self-regulate their learning, respond to challenges with resilience, and set and pursue goals. Research indicates that these non-cognitive attributes play an important role in students' learning. As such, the automated and immediate data gleaned from this assessment helps teachers to better understand their students' unique learning profiles and how to help them develop their growth mindsets. The other modules assess students' reading comprehension and writing skills, and artificial intelligence is used to measure students' oral reading fluency. Upon completion of these modules, specific data on each student was immediately provided to our Grades 3-6 teachers, informing their planning and instruction and enabling them to best support their students' unique needs.

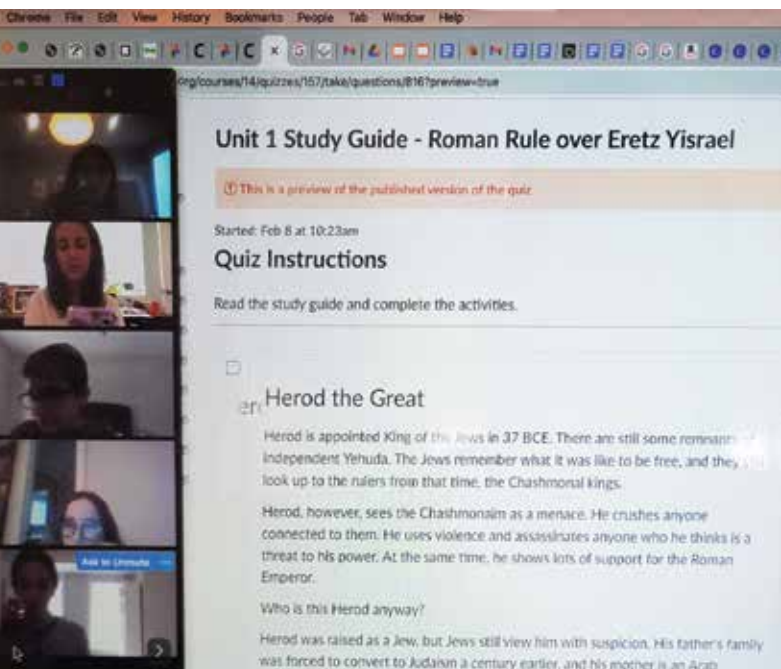
TailorEd, designed in Israel, was also created in the interest of individualizing instruction to support students' diverse learning profiles. TailorEd is a web-based platform that enables teachers to efficiently differentiate their math lessons, and "tailor" the lesson to the varying abilities of students in their class. Teachers are able to use this program to administer



quick, digital assessments which measure students' proficiency, motivations, confidence, focus, and memory, and sort them into groups based on this data. The program then suggests the best resources for students to learn and practice the targeted math skill, based on the group's unique level and learning profile. Postluns teachers in Grades 2-5 are piloting this new program, and receive frequent professional development to learn how to best leverage the platform and interpret its data and trends. Teachers use the evidence they gather from both TailorEd and BalanceAI to drive their instruction, service the unique needs of each student, and promote student growth and success.

Blended Learning

By: Dr. Jack Lipinsky



Can you imagine cooking or baking without first blending the ingredients? Everyone knows that the result would be unspeakably inedible. The same is true of education. Research proves that teaching students in just one modality produces “academically inedible” results. Students learn best when teachers blend together different forms of instruction: short lectures, self-directed learning, project based learning, and so forth.

That’s the concept behind “blended learning”, in which students learn a subject through many approaches. Recently, specially designed courseware has been developed to allow students to learn online at their own pace by offering modules with chunked information delivered through text and graphics, and allowing students to verify their knowledge through computer-graded self-tests, peer-to-peer discussion boards, and assignments that will be assessed by their teachers. Ms. Zieleniec and Dr. Lipinsky are piloting a course of this type for Grade 6 students from the Lookstein Foundation, covering Jewish history from the destruction of the Second Temple to the end of the 12th century.

This course will appeal to students’ familiarity with computers and add to their computer literacy skills. They will learn to navigate the course, and gain independence in reading and analysing the information. Verification of their knowledge through feedback on the short self-test quizzes helps build confidence in their newfound skills. Since each unit has a deadline, students learn, under the careful guidance of their teachers, to plan their work in order to meet deadlines - a crucial lifelong learning skill. For teachers, this course offers online real-time tracking of student progress and grading, and a curriculum that has optional enrichment components and can be tailored for the needs of a particular class or student. And of course, the curriculum is designed by the Lookstein Foundation, a longstanding leader in Jewish educational endeavours.

Blended learning does not mean that students don’t get real “live” instruction from their teachers. That is a key part of the “blend.” We add material to ensure that students know the “bottom line.” We often introduce a key piece of learning with direct instruction, or talk about issues that are challenging to students, based on their feedback. In short, blended courses add more ingredients to our students’ experience, and we hope that this will prove a “tastier blend” for all of them.

Students learn best when teachers blend together different forms of instruction: short lectures, self-directed learning, project-based learning, and so forth.

Celebrating Hebrew Language During Sh'vu'a Ha'Iurit

שבוע העברית

By: Noya Zaltzman

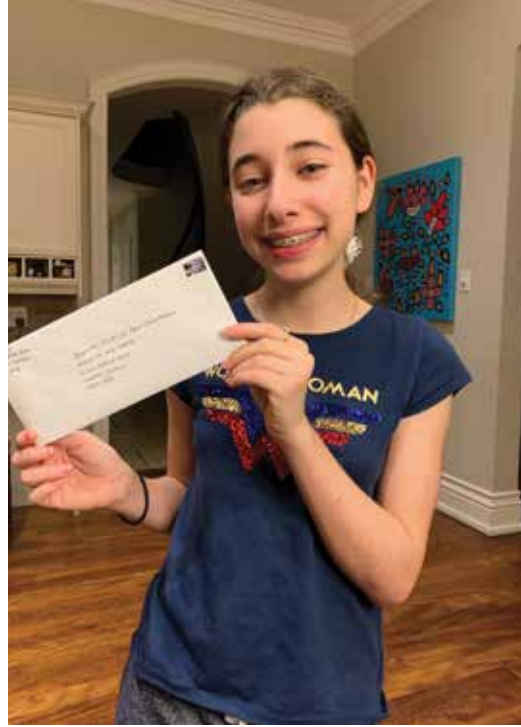


Israel marks Hebrew Language Day (Yom Ha'Iurit) on the birthday of Eliezer Ben Yehuda, the father of modern spoken Hebrew. At AHS, we stretched this day into a week filled with authentic and rich tasks to inspire our students to speak and utilize the language. This year, technology was used to create specially designed events.

Our students explored the most commonly-used Hebrew-slang words and were engaged in designing their own virtual Graffiti Wall ("קיר גרפיטי") about their favourite Hebrew word ("המילה שאני הכי אוהב/ת בעברי "). Various applications that allow students to use different media to post their responses were utilized. As part of this learning, students created class surveys and submitted their choice of words to The Hebrew Language Academy in Israel. This allowed them to make real-world connections to the learning. Our teachers continuously seek ways to spark students' curiosity and empower them with many opportunities to use new vocabulary and language forms.

Students invited virtual guests to share their favourite Hebrew stories. Activities such as this, help students associate learning Hebrew with something useful and engaging. Students also engaged in a storytime (שעת סיפור) and a hands-on activity. They participated in an online program in which classes sent their favourite books to Israeli Prime Minister Benjamin Netanyahu, played games, and embarked on a scavenger hunt ("מרוץ מילים"), and they topped off the week with a virtual escape room - all in Hebrew!

It is our goal to bring Hebrew to life year-round by creating memorable experiences which translate into daily teaching and learning. In turn, students will regard Hebrew as a viable and versatile language. Implementing a practical approach to language acquisition and cultural learning helps to mark the importance of Hebrew as a language, culture, and key to our identity.



Our Leaders of Tomorrow

By: Revi Laufer, Brittany Lew & Rachel Albert

There is nothing more inspiring than seeing children eager to give back. At Associated, we take pride in our Leaders of the future and in "Tikun Olam" – making the world a better place. From our Kamin Grade 5 Student Leaders to our Posluns and Danilack Student Councils, our students are always ready to lend a helping hand.

Kamin

At Kamin, our Student Leaders are always involved in tzedakah projects. This year, Kamin students wanted to raise funds and give back to their own education. On the "Day of Giving," our Grade 5 Student Leaders presented Associated with a cheque, contributing to their school and to the future of Jewish education.

As we transitioned to Distance Learning, the Student Leaders continued to build community with online games and events. Rosh Chodesh assemblies were filled with fun bingo and kahoot games while eco education became online workshops, with interactive activities and videos. Our newest mitzvah project is helping the JNF build a playground in Yaffo, Israel. Through all these fun and educational events, our leaders continued to inspire younger students to become leaders, emphasizing how special it feels to make a difference. Jewish values and a love for Israel are strongly instilled in our leaders and in all of our students.

Posluns

At Posluns, Student Council is one way we ensure that student voices are heard. This year, the Student Council creatively responded to circumstances, beginning with the student elections. Posluns Grade 5 students who ran for Student Council positions, recorded videos of themselves, explaining their unique platforms and visions. These videos were then broadcast to the student body.

When Distance Learning was implemented, the Student Council took initiative to address students' continued need for social activity. They created and facilitated after-school virtual clubs, where students could drop in, socialize, and even learn a new skill. In Chess Club, students learned new strategies and skills and leveraged breakout rooms to play against each other in teams and our talented student council members lead participants in creating beautiful landscape portraits in Art Club. Students also learned how to make garlic bread, cookies, and muffins in Cooking Club. The Student Council continues to represent the student body by planning innovative programs and events.



Danilack

Danilack Middle School's Student Council is made up of representatives from Grades 6, 7, and 8. These students work together to plan and promote events and advocate for their classmates. Each Monday, the students meet with their teacher advisors to discuss opportunities for engagement and spirit.

Students work together to plan activities, create videos, choose charities to donate to, and discuss how to make programs meaningful for the school community. On Spirit Days, classrooms and hallways are filled with students decked out from head to toe in themed clothing. Spirit Days have included Pink Day for Bullying Prevention and Awareness Week, Crazy Hair Day, Rainbow Day in honour of Parashat Noach, Chanukah Day, and more! Through these spirit days, the students have raised over \$1000 for deserving charities like Chai Lifeline and Kids Help Phone.

Since moving to Distance Learning, Student Council has focused on community outreach. During this time, residents of long-term care homes are especially isolated. In response, Student Council has launched the Letters to Seniors Pen Pal Program with a local, Jewish long-term care home. This exciting initiative has inspired many students to sign up.

They also planned an exciting spirit week with a different dress up theme each day, including Groutfit Day, Summer Day, Jersey Day, Decades Day, and Fancy Day! Students who participated each day of the week were entered into a draw to win an amazon gift card.



Our Danilack Student Council cultivates school leaders who are role models for our student body. Their commitment to community and dedication to Tikun Olam are truly inspiring!

Yasher Koach to all! Associated is proud and honoured to help shape our future leaders.

Onwards & Upwards: ALUMNI ZEV BELL ('17)

By: Julie Bergman

When it comes to science, politics, philosophy, and Judaism, Zev Bell ('17) has a lot to say. In fact, the 17-year-old Grade 12 student at TanenbaumCHAT is so passionate about these topics that he shares his insights not only with fellow students and teachers, but with millions of readers at The Times of Israel, as well.

"There's something about being able to express a unique perspective that resonates with me," says Zev, an avid reader who currently pens a blog for The Times of Israel. "I have an affinity for writing, so I might as well make my opinions known to the world." Articulate and well-versed, with a love for Israel and Judaism, Zev has written on such topics as a teen's perspective on Israel, Jewish lessons learned from the Trump era, and a tribute to Rabbi Jonathan Sacks z"l, whom he cites as one of his greatest role models.

Zev's AHS journey began in SK at the Posluns campus. Some of his most cherished memories at Associated include Tefillah with his friends, visiting the Shinshinim-led shuk at Danilack, and producing a country-and-western-style version of Romeo and Juliet. In Grade 10, he was chosen to be a leader for the AHS Grade 7 Shabbaton, an experience he valued for the opportunity to give back and inspire younger students.



Calling his greatest friendships the ones he developed at Associated, he is still connected with many of his Middle School peers and teachers today.

Zev credits Associated for challenging him to work hard and persevere. He said the AHS English curriculum advanced his thinking and communication abilities, while the Judaic Studies sculpted his Jewish identity, along with his analytical and reasoning skills. He praises the Lurit b'Lurit program for strengthening his Hebrew and is hoping to attend an Israeli Yeshiva next year.

"I was able to grow in my personal connection with Judaism while I was a student at Associated, and would likely not be where I am today (in terms of my strong Jewish identity) were it not for my time there," he said.

Committed to student life at CHAT, Zev is a member of Student Council, the head of the debate team, and a student Madrich (instructor). He also co-heads the Tikva (hope) club, which has organized integrated programming with Yachad, in addition to other events, such as talks from the founder of Shalva and other community members. Zev is uncertain what his future path holds, but he may choose to pursue a medical career, like his father and grandfather before him.

Good luck in all your future endeavours, Zev!

To read Zev's blogs, please visit <https://blogs.timesofisrael.com/author/zev-bell>

Diversity & Social Justice:

LEARNING TO BE TOLERANT

By: Lisa Salem

At Associated, community is at the forefront of all of our learning experiences, and we continue to be influenced by the values of justice, truth, and kindness given to us in the Tanach. Sometimes this means putting ourselves in other people's shoes to learn their shared history.

This year, Grade 8 students had the opportunity to explore the Black community by reading a variety of contemporary novels written by award-winning Black authors. Through the in-depth study of these novels, our students developed a better understanding of discrimination and systemic racism.

In the four stories studied, Black youth navigate everyday life while also combating hatred and hardships. *The Hate U Give*, by Angie Thomas, is about Starr Carter, a sixteen-year-old girl who witnesses her best friend being shot and killed by police; *Ghost Boys*, by Jewell Parker Rhodes, focuses on 12 year-old Jerome, who is shot and killed by an officer when he mistakes Jerome's toy gun for a real one; *Dear Martin*, by Nic Stone, centres on Justyce McAllister, a brilliant student who is wrongfully arrested after being racially profiled; and *All American Boys*, by Jason Reynolds and Brendan Kiely, the story of Rashad, a boy who is brutally beaten by a police officer for a crime he did not commit.

In their book clubs, students shared with classmates their interpretations and thoughts on the major themes in these novels, while also making connections to recent events in the news over the last year. Our students really enjoyed reading these novels, as they found the main characters to be relatable; all were teenagers living in the 21st century, dealing with many of the same school, social, and extra-curricular pressures as our students. By connecting deeply with the characters as their peers, students were able to relate to the emotional toll of the discrimination those characters experienced and their difficult journeys of perseverance.

In continuing our education about different communities, Associated students are better informed, better able to stand up against social injustices, and better equipped to be on the right side of history.

חֶסֶד וְאֱמֶת נִפְגְּשׁוּ
צְדָקָה וְשָׁלוֹם נִשְׁקוּ
*Kindness and Truth Meet;
Justice and Peace Kiss*



STEAM: Developing Discerning Citizens of the Future, Today

By: Dr. Lee-Ron Kaye

Although STEAM is an acronym for Science, Technology, Engineering, Arts, and Math, STEAM learning is so much more than the sum of its parts. STEAM education approaches learning with an interdisciplinary mindset that values meaningful learning opportunities fuelled by student inquiry and curiosity. STEAM-based learning is a pillar of AHS's educational philosophy, as we deeply value rich, contextualized, and integrated projects that empower students in developing many academic and 21st-century skills and becoming critical-thinking global citizens. The STEAM curriculum at AHS enables students to engage with traditional Judaic themes in innovative ways, as well as with challenges and issues relevant to our everyday lives.

Although we were unable to bring families physically together for our annual STEAM Night event, we problem-solved, iterated, and leveraged technology in the true spirit of STEAM, to facilitate our program virtually and enable our Posluns community to #StreamSomeSTEAM. During this event, families participated in workshops hosted by our very own Posluns staff STEAM experts. Each workshop forged traditional Hanukkah themes with STEAM learning opportunities and challenges. In one workshop, families collaboratively used the provided specialty materials to complete a circuit and light up a Hannukiyah. In another, participants assembled a small motor to make "Judah the Jitterbug" dance. Families also had the opportunity to apply their Maker Mindsets in building catapults to launch sufganiyot. Families explored coding as they learned how to design Virtual Reality Scapes, and they were taught how to use the Tinkercad application to design a 3D dreidel. Families had the opportunity to work collaboratively, express their creativity, explore new technologies, and engage with the traditions of the holiday in novel and innovative ways.



This integration of STEAM learning and traditional Judaic themes is deeply embedded in the curriculum at AHS. Students in Grade 3 have been using the application Tinkercad to create models of traditional Jewish symbols, such as Magen Davids, which were then 3D-printed in our new Grossman Design Studio. 3D modelling is crucial for developing spatial awareness and artistic vision, and it allows students to bring their ideas and prototypes to life. The Grade 5 classes learned how to program using Javascript in order to code a quotation generator about Hanukkah - developing interdisciplinary skills such as concision, organization, and a heightened attention to detail. In connection with Tu B'Shvat, the Grade 4 students developed a virtual reality scavenger hunt that included puzzles and challenges about mitzvahs and nature for their peers to uncover and solve. They are also learning how to use digital animation platforms to retell the story of Passover.

Powered by Passion: Bet Hayerled Inquiry Learning

By: Shira Lass and Danielle Greenberg



In our everyday lives, we have a natural curiosity about our surroundings. We notice when the clouds change colours, when the season changes from Summer to Autumn, or when airplanes fly above us. We often do not take the time to pause and think about it - or perhaps we already know the answer to our observations - and we continue on our busy day without acknowledging these thoughts. In our Kindergarten Program, we use our natural environment as a third teacher, and encourage our students to take that extra moment to stop and observe. We encourage students to question and wonder about our natural surroundings, and promote this through various activities throughout the program.

One of the most exciting programs for our students is our Outdoor Learning Program called The Magical Forest. Every week, Esmeralda, our Magical Forest Fairy, invites us into her home and encourages students to use their observational and critical thinking skills. Using our outdoor space as a canvas for learning, the students engage in rich dialogue and discoveries, which fosters the students' natural curiosity and brings our natural environment to life. In the Magical Forest, students have the opportunity to extend the rich learning that is happening within the four walls of our classroom, while simultaneously fostering a loving connection with our natural environment. Esmeralda helps our students use their senses to notice changes in our environment, and the teachers help facilitate this learning by listening and observing the students and setting up provocations within the classroom connected to what they experienced outside.

As the weather turned to cold and windy days, the students noticed that we needed to bundle up before heading to our Outdoor space. The students also noticed that animals that we used to see in the Fall, such as squirrels, birds, and insects, were few and far between. The students started asking many "I wonder" questions about the whereabouts of our friendly forest animals. Some questions included "Why did they leave our forest," "When will they come back again," and "How do they stay warm in the cold weather?"

These wonderful questions led to our learning about animals in winter. The students became fascinated with winter animals, so we set up a centre about animals in winter using books, toy animals, and pretend snow. Using books, iPads, and pre-existing knowledge, the students began to research their questions. After learning that some animals hibernate in the winter, the students decided to take our toy animals from the classroom outside, and pretended to hibernate the animals in the snow. We created three different community murals to demonstrate our learning.

Inquiry based student-led learning in a kindergarten classroom allows for high engagement levels and excitement within the classroom. It allows the students and teachers to embark on an organic learning journey together, stemming from the students' own interests.

Math Mindset

By: Anna Wilson
& Dinah Goldstein

The Associated Mathematics Curriculum ensures student success through effective instruction with each student in mind. We offer high expectations and believe that every child can and will learn math, while building toward a higher understanding of concepts. Transferable mathematical skill-sets enhance student success, and Associated empowers students to view their learning as meaningful development. Our 21st-Century Learners are nurtured as diverse thinkers, both 'Locally and Globally'.

Our educators understand the importance of Mathematics, and showcase endless ways in which math pervades daily life. Students are provided with enriched student-centred education that respects and challenges the expectations of the Ontario Mathematics Curriculum.

Students at Associated confidently engage at and above Provincial grade-level expectations, immersed in the boundless ways mathematics impacts us environmentally, socially, culturally, religiously, and economically. General and Judaic Studies teachers work together on cross-curricular learning experiences, such as graphs on how we celebrate a Chag, common Word Walls, and game centres within shared classroom spaces.

Through teaching methods that inspire students to think critically, instruction at Associated fosters a safe environment that promotes innovation and student success. Mistakes and struggles are viewed as valuable learning experiences that lead to self-confidence and innovation with the support and guidance of our teachers. Math at Associated goes well beyond textbook learning!

Honouring our commitment to academic excellence, our Mathematics program emphasizes critical thinking, collaboration, creativity, and communication. Associated's inquiry-based program provides students with a deep understanding of mathematical structures and processes, equipping them to clearly communicate and justify their reasoning.

Our Mathematics curriculum is inclusive of all students. Students begin to investigate basic numeracy in Nursery, through exploratory play with concrete materials. Students use manipulatives, such as counters, dice, or pattern blocks, to explore concepts, and expand their thinking with math journals and technology. These strategies offer perspective, showing that there is more than one way to solve a problem! As students cultivate curiosity, instructors support learning by incorporating prior knowledge and stimulating confidence in mathematical discovery and problem-solving.

Teachers understand the importance of seamless transference of knowledge to a range of mathematical strands. Associated's students' problem-solving skills exceed the Ontario Mathematics Curriculum, because students are encouraged to challenge themselves in a safe learning community that thrives on spiral learning of different mathematical strands and concepts.



The Design Studio has been an outstanding addition to the Coding and Robotics program at Posluns. Students apply their coding skills and see their work literally develop before their eyes! Our students are enthusiastic about Coding and Robotics, because children innately hold a Maker Mindset. Providing students with hands-on opportunities, we have witnessed them grow into confident and curious coders.

Students at Associated apply their mathematical skills vigorously in financial literacy, with Project-Based Learning that incorporates a range of curricula. Project-Based Learning activities are influenced by student choice and topics that pique students' curiosity. It is beautiful to witness students making real-world connections in ways that relate directly to them. At Associated, staff thrive on making math meaningful for all students!

The Feminist Club

By: Dylan Adler

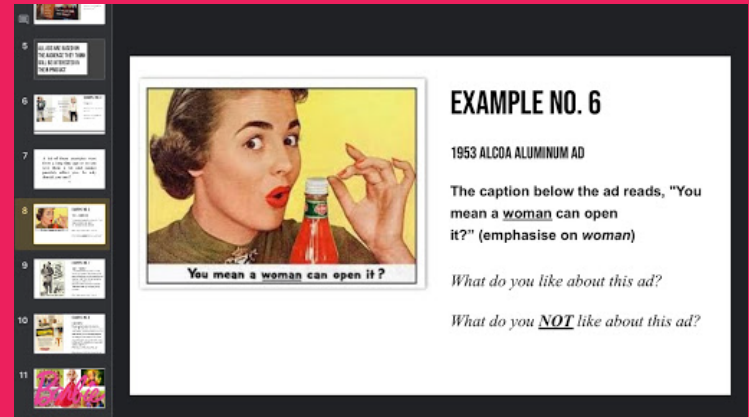
This year, grade 8 student, Dylan Adler, created a club to expand students' knowledge of feminism and sexism. The club launched in November and currently has 10 co-ed members. The club engages in deep discussions and hosts inspiring guest speakers. The Feminist club initiated activities such as comparing old, sexist advertisements from the 1960s and 1970s to advertisements from today, and analyzing articles to point out what within them is and is not considered sexism.

This past semester, three guest speakers joined the club's meetings via Zoom: Shirley Mukerjea, Senior Marketing Director at PepsiCo Foods Canada; Emily Sweet-Kretz, Director of Sales at PepsiCo Canada; and Meghan Martin, Zone Sales Director at PepsiCo Foods Canada. These speakers were invited to share their experiences in dealing with sexism in the workplace, how they have dealt with sexism, and what sexism can look like.

Dylan researches information prior to each club meeting and then presents it, so that she and all of the other students in the club are learning together. The club members collaborate and discuss, debate and comment, and learn from one other along the way. Dylan found that powerful discussions emerged when she wrote and presented an obviously sexist fictional story. As individuals contributed their ideas, arguments and agreements emerged, but in the end, everyone walked away from the meeting with a deeper connection and understanding of feminism.

We are happy to share that the club continued to meet via Zoom during the school-wide distance learning, and looks forward to many more engaging meetings in the future.

For more information on the Feminist club, contact Dylan at Dylan.adler@ahschools.org.





Keeping Our Community Vibrant

By: Noya Zaltzman, Rachel Albert & Tova Segal

Kamin

Kamin came together as a community in December for a Chanukah Extravaganza Event. Without the limitations of distance, families were able to join us virtually to celebrate. The Grade 5 Student Leaders led us in lighting the candles and participants enjoyed fun, hands-on activities for all ages and disciplines.

Additional family oriented events included a Challah-making workshop and a Haudalah service. Events were also designed specifically for Grandparents, including SK Kabbalat Shabbat and a Grade 3 Grandparents' Day. Grandparents from all across the globe joined virtually to share in activities with their grandchildren. We empowered participants to post questions and initiate discussions throughout all of these events.

Posluns

The Posluns' annual STEAM Night took place virtually this year; participants were sent swag bags that included the materials needed for the interactive Chanukah-related STEAM activities. STEAM Night was one of the many virtual Chanukah celebrations Posluns hosted this year, along with their Hanukkah Happenings After Hours series. Each night of Chanukah, Posluns staff hosted activities and gave families the honour of leading in the candle lighting. To further build community and togetherness, each Posluns' class hosted a virtual Chanukah event for Grandparents and Grandpals where students proudly shared their love for their special guests.

The Posluns Grade 3 Haudalah ceremony also took place over Zoom this year. This special event highlighted the students' knowledge and meaningful learning.



Danilack

At the Danilack Middle School, virtual clubs brought students together and welcomed guest speakers, crocheted kippot, and so much more. After hours, homes transformed into meeting rooms to engage in educational and hands-on activities.

Danilack was so pleased to welcome the grandparents of Grade 7 students to our Grandparents and Grandfriends evening. Zoom allowed grandparents to join their grandchildren in this fun and educational evening. Together, families lit Chanukah candles and created special family poems.

Haudalah continues to play an important role in Jewish life and in virtual events. At the Grade 6 "Sushi Under The Stars," students learned about Haudalah and enjoyed a Haudalah ceremony led by Rabbi Stein. The evening concluded with students creating delicious candy sushi.



In Middle School, students and faculty continue to celebrate milestones as a community. The B'nei Mitzvah programs were adapted, with students enjoying a breakfast in the Beit Kneset, and families joining for Cheirutah Learning and discussion via Zoom in the evening. The opportunity to celebrate and bless their children was as meaningful as ever for parents and families.

We look forward to celebrating many more memorable events with our community!

Teachers: We Would Like to Ask You...

We thought it would be fun for Grade 8 students to interview five of their teachers to learn more about them and get their perspective on life as a teacher. Here is just a snippet of some of the great insights that we uncovered.

Ms. Herlin
(Art)



Daya & Miriam: "What was the funniest thing that happened to you as a teacher?"

Ms. Herlin: "My art class was working on an ink project. A student knocked over the jar of ink and it spilled on the floor. I unknowingly stepped in it and was unaware that I left inky footprints all around the school."

Matthew & Miriam: "Have you learned any lessons from your students?"

Ms. Herlin: "Patience is a virtue that is a piece of art in progress."

Mr. Brusilow
(English, Social Science)



Daya & Adin: "What was the funniest thing that happened to you as a teacher?"

"I was teaching a Grade 12 class and assigned a project for students to research and do on a controversial topic. One student picked euthanasia. Come presentation time, she prepares an incredible presentation. She has photos, interviews and a slick slideshow. Only problem is, the presentation is on... youth in Asia. I just sat, stunned, at the back of the class, unsure of what to do for the entire excellent, completely off-topic presentation."

Mr. Abikzir
(Math, Science)



Matthew & Miriam: "Have you learned any lessons from your students?"

Mr. Abikzir: "The importance of seeing people as individuals and seeing the strengths and weaknesses in everyone. I think it's important to always be true to yourself."

Matthew & Miriam: "What would your students be surprised to learn about you?"

Mr. Abikzir: "I enjoy watching soap operas, especially Days of Our Lives and The Young and the Restless."

Mrs. Satou
(Hebrew)



Matthew & Lielle: "What would your students be surprised to learn about you?"

Mrs. Satou: "I love to sing while walking in the rain."

Matthew & Lielle: "What message can you pass on to the Grade 8 grads?"

Mrs. Satou: "You can achieve anything in life if you put your mind to it. Always respect and believe in yourselves."

Mrs. Aharoni
(Hebrew, Torah, Tefillah)



Lielle & Adin: "What was your most embarrassing moment as a kid in school?"

Mrs. Aharoni: "My friend and I got lost on a Grade 9 three-day trip. We were in an Arab village and when we went back to where the buses were parked, the class and the buses were gone. Arab policemen took us home and told us to stay put until our teachers remembered us."

Esther Zeppieri: An Ongoing Tribute To Her Memory



Esther & Enio Zeppieri



Charles & Jennel Korn, Justin, Jaren, Jordan Zeppieri

AHS is pleased to announce the establishment of a new Endowment Fund, The Esther Zeppieri Memorial Fund. Esther (ז"ל) was a passionate advocate of Associated and served the school in many varied capacities, including as PTC President and on the Board of Directors.

Esther took on every role she served with her trademark style and grace, and always did a remarkable job, no matter how tall the task. She possessed a unique flair, bringing her passion, generosity, and warmth to every project she undertook. Her bright smile welcomed all with whom she came in contact.

Following her passing, Esther's close friends established a special project in her memory. Every year, a dedicated team of volunteers, led by the wonderful and talented Stephanie Kepecs, has worked with our Grade 2 students to create beautiful, quilted Challah covers. This initiative is a part of

their unit on Shabbat. Many of Esther's close friends, including Sally Zigler and Joanne Perlmutter, have assisted with the project.

Esther worked tirelessly in all that she did. She juggled family - her beloved husband and her children, Justin ('96), Jared ('98), Jordan ('00), and Jennel ('02) - along with work and community, and managed them all with aplomb and with a smile on her face. Associated is forever grateful for Esther's devotion to our school, our students, and our mission. This Fund, established by her daughter Jennel ('02) and son-in-law Charles Korn ('02), is a fitting tribute to her memory.

Associated is forever grateful for Esther's devotion to our school, our students, and our mission. This Fund, established by her daughter Jennel and son-in-law Charles ('02) in honour of the birth of their son, Ethan Henry Korn, is a fitting tribute to her memory.

The Year in Review:

Grade 8 2020/21

Our grade 8 students reflect on the challenging and memorable year that was.

"This past year has been very different, but one thing that I will always remember is the smiles on my teachers' faces every time I opened up the Zoom or their smiling eyes above their masks every time I walked into my classroom."

Miriam Weinstein



Danilack, pandemic or not, always functions as a family. We support each other, we help each other, we fight for each other, and we stick together. Even online, we have programs run by students or teachers, reaching out to everybody, checking up on them, and creating fun activities to keep our spirits high in these trying times."

Daya Lenga



Some of my best memories were from the months that we were in school together from September until January, such as when we built a Chanukiah with toothpicks and candy for Chanukah! One other amazing memory that I have was when everyone from my class and another class built a massive snowman in the park during lunch. But by far the best thing was just being able and hang out with my friends in person again, because that was the thing that I missed the most about not being in school."

Jacob Kreindler



"At the start of the pandemic, the thought that my school year would dissolve into months of nothing was very overwhelming and difficult to wrap my head around. Those feelings completely changed as soon as I found myself in a dependable routine, learning online with all of my friends every day. It was so great and reassuring to see how quickly the school and my teachers adapted to the new situation, and overcame all of the challenges at hand."

Eliana Hauser-Krupat



A few tips for high school for our 2020/21 graduating class from AHS alumni:

Even though high school may seem scary at first, try your best to introduce yourself to new people - whether it's your classmates or your new locker buddies! New friends are just a conversation away!

Emma J. Litner, '17

Be true to yourself and find people that really care about you. Acting differently to be popular or get friends is not worth it. Real friends will like you for who you are without you having to act a certain way. Good luck!

Nessa F. Moussadji, '17

"Associated made the transition to online school manageable and simple by maintaining our schedules that we were accustomed to and adding additional breaks. Through these times, I've learned how to keep myself happy and occupied by devoting time for myself or socializing with friends."
 Ella Epstein

"A great memory I have from AHS is when we first transitioned to online school and I couldn't eat lunch with friends. My friends and I would Facetime during lunch so we could still eat "together" and it was almost like being back in the lunchroom."
 Samantha Adam

"Even though this past year has been rough, I still have many positive memories from 2020/21. I have become closer with some of my friends, thanks to online school. One of my best friends now was merely a friendly classmate a year ago, but we were able to get closer and connect during virtual school. Although we are not able to physically see one another, with the help of the school, I have been able to participate in virtual programs where I can talk to my peers."
 Matthew Taitz

"AHS has not only prepared me academically, but it has taught me to enjoy my day with friends, spend time outdoors, and play basketball at open gym time. I am very happy I am an AHS student because I kept and created long-lasting friendships and unforgettable memories."
 Etai Bergman

"School was a bright spot in a dark time. Every day I would look forward to it. School has encouraged me to make so many new friends. An example of this is the mentee/mentor program. I love my mentees, and we email one another."
 Jonah Bernstein

"Last year, I read a book that I hadn't read yet, Harry Potter and the Prisoner of Azkaban, with my class. I loved it. This year, I ended up finishing the Harry Potter series and started reading other books. Reading has now become a habit for me and I have AHS to thank for it. Overall, 2020 was a dark time for most people, but AHS helped spread light during the darkness."
 Jadyn Moussadji



A few tips for high school for our 2020/21 graduating class from AHS alumni:

AHS Grad of 2021, you are fully prepared for whatever comes your way. Your resiliency in the last year is a testament to the fact that you can and will succeed, no matter the circumstances.

Kyle S. Zaldin, '17

Join as many extra curricular activities as possible! When it comes to clubs and sports teams, you can always choose to leave and only stay in your favourites but joining in grade 9 gives you the chance to truly become involved and maybe be team captain or president in later grades. They are also fantastic opportunities to meet new people with similar interests.

Isabel Zimmerman, '17

Day of Giving

Mazel Tou on surpassing our goal!

On December 8th, Associated joined 13 other Jewish Day Schools for the Day of Giving, coming together in a powerful way to raise the profile of Jewish Day School education in Toronto while raising funds from thousands of grassroots supporters.

AHS reached out to parents, staff, alumni, and the community at large. Contributions were matched on a 3:1 basis by gifts specially secured from our many generous donors. These matching donors are:

Louis ז"ל and Gabi Weisfeld	Naomi Rifkind Mansell and David Mansell
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Associated successfully generated \$667,342 from 668 donors in one day. This feat was the result of an army of volunteers at our virtual telethon, led by AHS Day of Giving Chair Daniella Samuel, with Telethon Shift Leads Naomi Rifkind Mansell, Jennifer Singer, and Shawna Samuel. A huge thank you to all!

With COVID-19, funds raised on the Day of Giving have more impact than ever. Our School is faced with unprecedented costs for ensuring safe environments for students and staff. PPE, plexiglass dividers, additional desks, increased maintenance costs, and upgraded technology have all been necessary, in addition to our planned operating budget.

Spearheading the Day of Giving effort was an amazing group of community leaders, who agreed to serve as Day of Giving Honorary Chairs: Esty Edell & The Frankel Family, Wendy & Elliott Eisen, Toddy & Irving Granovsky, Debbie & Warren Kimel, Marsha & Michael Lax, Sarah & Morris Perlis, Hinda & Allan Silber, and Fran & Ed Sonshine.

Presenting Sponsors for this year's Day of Giving were: The Agrieli Foundation, Fabricland, Toddy & Irving Granovsky and family, and Marsha and Michael Lax.

You can still make a gift to support the AHS Annual Campaign at <https://associatedhebrewschools.com/donate/>.

DAY of GIVING

BY THE NUMBERS



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TOTAL DONATED
INCLUDING MATCH

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OF THE ORIGINAL
\$400,000 GOAL

668
GIFTS MADE
IN 25 HOURS

84%
OF BONUS ROUND
GOAL ACHIEVED

S'machot V'chadashot

MAZEL TOV!

מזל טוב!



Ethan Henry Korn

son to Jennel Zeppieri '02 and Charles Korn '02



Annie Esther Lass

Daughter to Jordan '02 and Sara Lass



Jonah Asher Mandelbaum

Son to Chanie '04 and Daniel Mandelbaum



Engagement

Danielle Arje '05 engaged to Daniel Rosenfeld '02



Ari Micah

Son to Jillian Rodak and Emanuel Flatt '01



Aaron Jack Esterkin

Son to Marti Stein Esterkin '02 and David Esterkin

Thank you! תודה רבה

Thank you very much to the Board PTC, our supportive parent body, and our fantastic team of educators for a year of working together and doing our all for the AHS community!



MEMORIES 2020/21

Danilack



Kamin



Postluns





Our Generous Community

We are so grateful to our community for their support this past year. Through the generous philanthropy of our donors, the gifts supplement tuition revenue allowing us to fund a range of innovative programs and initiatives. For more information about giving to Associated, visit: associatedhebrewschools.com/donate.

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*Those who plan for the days ahead - plant wheat.
 Those who plan for the years ahead - plant trees.
 Those who plan for the generations ahead -
 educate children.*

Janusz Korczak, 1878-1942

AHS is proud to announce that we are partnering with the Harold Grinspoon Life & Legacy program, in collaboration with the Jewish Foundation of Greater Toronto, to work together to build endowments that will help us sustain and strengthen our school in the years to come.

Please join us in making your legacy gift.

Be remembered forever by AHS with a gift in your will, trust, or life insurance policy.

To start the conversation, contact Rella Margolis, Development Manager, at 416-494-7666 x 261 or rmargolis@ahschools.com

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