

We Are Associated

AHS - a place to... אסוסיאייטיד - מקום ל...

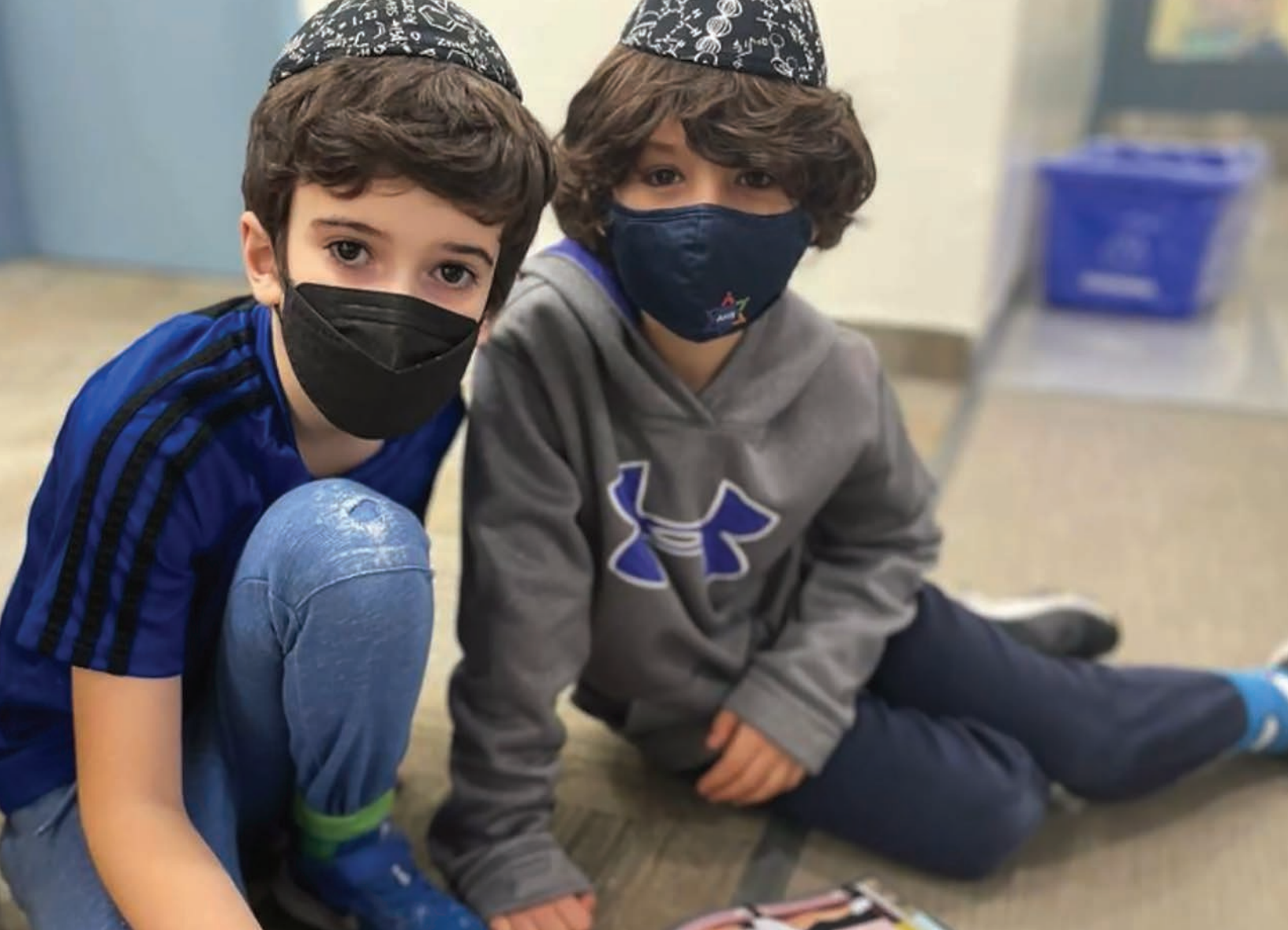


SPRING 2022 אביב תשפ"ב



ASSOCIATED
HEBREW SCHOOLS
בית ספר קהילתי

Chagigat Hatanach p 7
Tefillah Art Program p 8-9
Class of '79 Reunion p 12



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
Kamin Elementary School
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Toronto, ON M2R 1M9

Posluns Education Centre
18 Neptune Drive
Toronto ON M6A 1X1

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PHOTOGRAPHY: AHS staff members



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ASSOCIATED
HEBREW SCHOOLS
בית ספר קהילתי



PRIZMAH

Center for Jewish Day Schools

A message from our Head of School & Board President Ora Shulman & Shawn Goldberg

With our Spring 2022 issue of **We Are Associated**, we are excited to “spring forward” with you into this season of regrowth and renewal. With Passover, also known as “Chag ha-Aviv,” the Holiday of Spring, around the corner, this time of year gives us a feeling of liberation and awakening. It is an opportunity to reevaluate our aspirations.

Over the past two years, we have learned a lot about ourselves and our values, and we are still continuing in that process. We made the decision to prioritize the well-being of our students and families, in continuous pursuit of community.

Now, as we reflect on what we have learned, we are able to look forward, envisioning the future that we want to create as a community - as the AHS family. In this issue, you will have the opportunity to read about the many ways in which we build community here at Associated, rooted in our twin pillars of tradition and innovation.

The articles and images in this volume speak to the strength and warmth of our AHS family. They include students’ reflections on favourite Passover traditions, an account of the festive community milestone in which our Grade 6 students were presented with their very own Tanach, our Grade 8 students’ beautiful works of art inspired by tefillot, the story of a very special virtual alumni reunion, and profiles of many dedicated teachers, students, Board members, alumni, donors, and new families - all of whom give the AHS community its special character of cherishing and reflecting on our traditions while looking to the future innovatively.



We are grateful to all the pillars of our community who make this ongoing undertaking possible and we look forward to continuing to reflect and grow together.

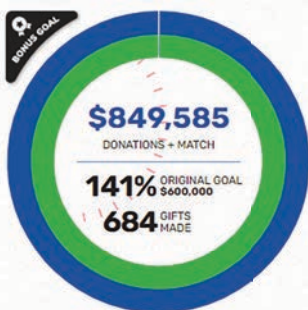
אורה שולמן

שון גולדברג

Day of Giving

Together, we surpassed our goal and raised:

\$849,585



On March 9th, Associated joined 12 other Jewish Day Schools for the **6th annual Day of Giving**, coming together in a powerful way to raise the profile of Jewish Day School education in the GTA while raising funds from thousands of grassroots supporters. AHS reached out to parents, grandparents, staff, alumni, parents of alumni, grandparents of alumni, family and friends of AHS and the community at large. Contributions were matched 4X by gifts secured from our generous Matching Donors listed here:

Louis & Gabi Weisfeld ז"ל
Garry Hurvitz Foundation
Jean Matlow ז"ל
Mark & Sally Zigler
Shawn & Helene Goldberg
Mayeer Pearl '88 & Stacey Shein
Lee-Ann (née Shulman) & Idan '90 Cohen
Daniella Samuel '92 & Ari Bergel '90
Morris & Rose Kaufman ז"ל
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Sharon Chodirker & Chaim Bell
Paul & Rachel Scherzer
Steve & Kathy Samuel
Jeremy & Mindy Alter
Sean '90 & Karen Werger & Family
Anonymous Parent (2)

Associated successfully generated \$849,585 from 684 donors in one day, which is 141% of the original \$600,000 goal. This feat was the result of an army of volunteers at our second virtual telethon, led by AHS Development Committee Co-Chairs **Daniella Samuel Bergel '92** and **Elaine Osher**, with Telethon co-chairs and shift leads **Naomi Rifkind Mansell '89**, **Shawna Samuel** and **Jennifer Singer**. A huge thank you to all our parent, grandparent and alumni Telethon volunteers. We couldn't have done this without you! It takes a village...

We are especially grateful for an amazing group of community leaders, who agreed to serve as Day of Giving Honorary Chairs: **Friends of Paul Penna DJDS; Frankel Family/Esty Edell & Family; Wendy and Elliott Eisen; Toddy and Irving Granousky; Debbie & Warren Kimel; Marsha & Michael Lax; Micki & Sam Mizrahi; Hinda & Alan Silber; Bonny Silver & Family; Fran and Ed Sonshine; Zagdanski & Posluns Families**. Day of Giving Sponsors were **Azrieli Foundation; Fabricland; Toddy & Irving Granousky; Marsha & Michael Lax; Zagdanski & Posluns Families**.

You can still make a gift to support Associated this year at <https://associatedhebrewschools.com/support-ahs>.

We look forward to hosting the Day of Giving Telethon in person next year!



Portal Developments Inc.

Board Member Highlight: Elliot Marer '92

Elliot Marer '92 has been a valued Associated Board Member since 2015, and is an instrumental part of our community. He shared with us why AHS is so important to him.

AHS: Why did you choose to become a member of the AHS Board of Directors?

Elliot Marer: I became involved with the Finance Committee about 10 years ago, when our oldest child was entering SK. Joining the Finance Committee gave me an appreciation of how challenging it is to be a Jewish Day School in Toronto. Being a graduate of AHS, I wanted to support the school so that my kids could have the same experiences as we did.

AHS: How does serving on the Board align with the other aspects of your life?

Elliot Marer: As graduates of Associated, my wife Stephanie ('92) and I love the community aspect of the school. The legacy that we are trying to create for our children includes instilling their appreciation for the importance of Jewish continuity, and the required sacrifice it takes to attend a Jewish Day School. The fact that our kids have the opportunity to learn traditional Jewish values while interacting with other students that have varying degrees of Judaism in their daily lives - this is extremely meaningful for us. At the core are the friendships that they've built, and hopefully these will last as AHS graduates for many years. As a parent at pick-up, I regularly see so many former classmates. This gives me a deep sense of nostalgia and connection to so many amazing memories. It is always nice to catch up and reconnect with old classmates.

AHS: What aspect of your Board work to date are you the most proud of / do you enjoy the most?

Elliot Marer: Over my 10 years of involvement with AHS, the Board and administration has made some of the toughest



decisions any educational institution has to make. Through those difficult (sometimes unpopular) times, we were able to attract an amazing Head of School that thrives on building our future Jewish leaders through innovation, engagement and inclusiveness. This continuous improvement and ever-evolving mindset, to develop the best version of the next generation, is a privilege to be part of.

AHS: Please tell us about your commitment to AHS: what motivates your connection, and how do you feel about your being in a leadership role?

Elliot Marer: The real leaders of the school are the Head of School, Principals, and Teachers that have the responsibility to deliver a quality Jewish education to our children for the future of Jewish Toronto. My motivation is to provide whatever support I can to help the success of those leaders.

AHS: Why do you (and your family) love Associated?

Elliot Marer: We love the inclusive, diverse, passionate and loving educational culture that the Head of School and Principals bring to the school every day and how infectious that culture becomes for the students, parents and community. There is a warmth about Associated that makes the school feel like home.



WE ARE MAGNETIC: The Pull to Move

By: Tova Sabeti '99

Switching to Jewish Day School in 2022 has never felt more important, and it is made very apparent in the increase of applicants over the past three years. Compared to the same time last February, the number of students that applied to Associated this year has risen by over 15%.

After virtually meeting one of our many new families that reached out about their interest in moving from a local public school to Associated, I first asked, "Why now? Your child is going into Grade 5. He has spent his school-aged years at public school. If you wait until Grade 6, he can enter our Maalot program, specifically designed for children coming from the public school system. What is the pull to move now?"

With glee in their voice, they replied, "We have had countless people tell us to look into AHS. We have looked around at other schools. We have done our homework. We're choosing to send our child to Associated because it is the whole package. We no longer care about the convenience of school being down the street. We feel that our child is no longer being exposed to the social, emotional or curricular goals we had in mind for him and the needs of our child are no longer being considered. That and the desire for our child and frankly, for our whole family, to connect to a stronger community is a pull we can no longer ignore."

At Associated, we value the importance of community and aim to create a sense of belonging for the whole family. The pandemic has made it difficult for us all to connect in our

larger and smaller communities, but something we strive for is to feel belonging, even when we are not able to be together in person. Families who have moved from public school as well as from other day schools have praised our ability to offer the community they were always looking for. They mention aspects of the school that they didn't even realize their children were missing, such as more differentiated instruction, critical thinking, engaged use of technology, and the care that is given to every child to excel as their own individual selves.

Another boost in enrolment has come from families starting their children in Nursery or Junior Kindergarten. Although many private and home daycares around the city have now extended their programming to Grade 1, there is a vast difference between that and the preschool programming offered in our environment. Instead of being solely play-based, our preschool programs also incorporate centre-, inquiry-, interest- and skill-based learning. These methods instill love, curiosity, confidence and competence in our little learners. The top-quality preschool teachers work together to provide continuity to the pivotal elementary years. Our preschool also has the opportunity to be embedded into all of the programming offered to the rest of the school, including specialties such as coding, robotics, music, library, physical education and so much more!

If you are interested in learning more about our programs from Nursery to Grade 8, please contact our admissions team at admissions@ahschools.com.

Chagigat HaTanach

By: Galit Moyal

The Tanach, an initialism given to the Torah (Chumash), Nevi'im and Ketuvim, contains the story of the Jewish people and is rich with lessons and traditions, providing us with the guidelines we need to lead a life full of Torah values and meaning. In its entirety, the Tanach consists of 929 chapters depicting the journey of the Jewish people from the creation of the world until the return of the Jewish people from exile to build the second Temple.

As our Grade 6 students embarked on their own journey commencing in Middle School, it was befitting to gift each student with their very own Tanach to use as inspiration and guidance. To mark the occasion, Kitah Vau took part in Chagigat HaTanach celebrations. Parents and grandparents were invited to virtually join this momentous occasion and shared in their children's learning experience.

To open the celebrations, our Head of School, Ora Shulman, addressed the students by sharing an important message from the books of Neviim. Mrs. Shulman shared the promise Hashem made to Joshua:

“לאִיְמוּשׁ סֵפֶר הַתּוֹרָה הַזֶּה מִפִּיךָ וְהָגִיתָ בוֹ יוֹמָם וְלַיְלָה...
וְאַזְתַּצְלַיִחַ אֶת־דַּרְכְּךָ וְאַזְתַּשְׁכִּיל”

“Let not this Book of the Teaching cease from your lips... then will you prosper in your undertakings and only then will you be successful.” Mrs. Shulman's message of the Tanach bringing “meaning, knowledge and every success” was clearly related to all of the students.

The students then had a rare opportunity to take a closer look at the Torah, Nevi'im and Ketuvim, by studying a Megillah written on klaf (parchment) and exploring the intricacies of a Sefer Torah. They learned about the special process undertaken when writing these holy objects and examined the layout and formation of the letters. Students also had the opportunity to enjoy a real hands-on experience, as they all learned to write their Hebrew names using a quill and ink. They were surprised by the amount of patience and precision required. The students gained a real appreciation for the expertise of a Sofer.

The Chagiga ended as each student was called up to receive their very own Tanach, which was personally inscribed. We hope that they will cherish it for many years to come. מְדַל טוֹב!



Tefillah Art Project

By: Miriam Herlin

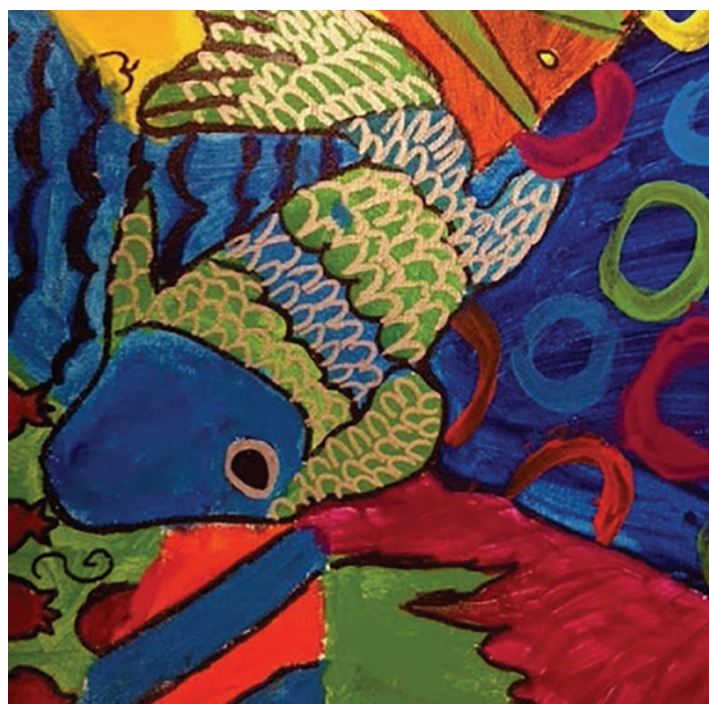
Associated's Danilack Middle School embraces art as a tool for students to make deep personal, spiritual and global connections to their Judaic studies. Students have the opportunity to study Torah portions and express their own interpretations through art using multiple media.

Our Tefillah Art class began the year by exploring the meanings behind prayers and Jewish symbolic foods (simanim) for Rosh Hashanah. These foods are meant to help ensure a good new year, and blend both Ashkenazic (Eastern European) and Sephardic (Mediterranean) traditions. For example, Gezer, the Hebrew word for carrot, sounds very much like g'zar, the Hebrew word for decree. Eating them on Rosh Hashanah is meant to express our desire that God will nullify any negative decrees against us. A fish head is representative of our hope that we will be likened to a head, and not a tail. In other words, that we should move forward and make progress in the coming year.

The Grade 8 Tefillah class used the idea of "Shiviti" to personally connect with a prayer which they transformed into an image and glued into their Siddurim. A Shiviti is a meditative representation of an image used in some Jewish communities for contemplation of God's name, usually placed over the Amud (the podium in Shul). Students used these images to help focus on a visualization when saying their morning prayers.



Kai Rafael



Kai Rafael



Talia Mammon



Yael Danjoux



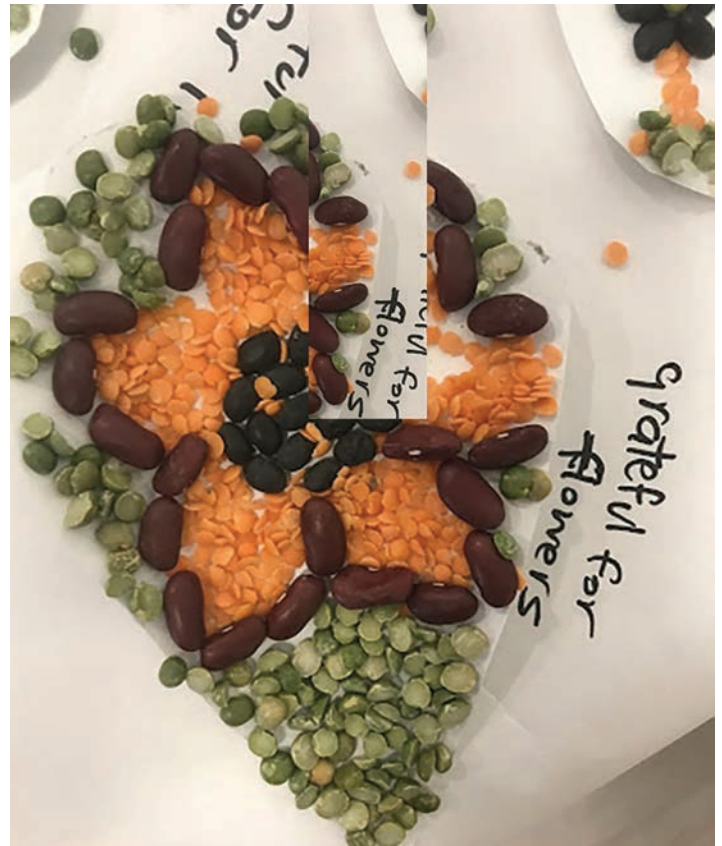
Tanya Richulsky

Barukh She'amar is a beautiful part of the daily morning prayer and acts as a key anchor. The prayer celebrates the fact that God created the world by means of a verbal command, and that God created everything "out of nothing." It speaks of God's power in Creation.

Students were encouraged to find images in the text that spoke to the Divine power behind what we see in the world today. Their artistry was evidence of their ability to interpret this assignment's goals, and their sensitivity and appreciation of the wonderful world and Jewish values around them.



Daniel Rotenberg



Ella David

Tu B'Shevat, the "new year for trees," is a celebration of the renewal of vision and awareness, a celebration of connections and connectedness. The Hebrew term for gratitude is hakarat hatov, which literally means "recognizing the good." Practicing gratitude means recognizing the good that is already yours.

In honour of Tu B'Shevat, each Grade 8 student was asked to design an image of something for which they are grateful, using a variety of seeds.



Tikkun Olam: A Bar Mitzvah Project

By: Faye Rewald



When a child celebrates a bar or bat mitzvah, it is said that the child becomes an adult. With this advancement comes responsibility for one's behaviour and accountability for one's actions. This evolves to a greater care about the world and often leads to young adults becoming involved with Tikkun Olam and tzedakah projects. Associated is proud of the many students who have shown this initiative.

One such student is Seth Kates, a Grade 7 Danilack student. Seeing the homelessness around Toronto, Seth felt the need to help these individuals, wanting to make a difference in

their lives, especially in the wintertime. "When I am in the car and I see homeless people, freezing, not having anything for winter, I want to help them out," says Seth. "No matter what life decisions people make, everyone should be able to be warm in the freezing Toronto winter."

Seth developed the concept of **Car Care Packages**. These packages contained food, accessories and other essentials. Seth envisioned the packages being stored by Danilack parents in their cars and handed out to homeless people on the streets. He brought his idea to his parents, who immediately jumped on board. His father then took the idea to his lodge, who also backed it, and soon **Car Care Packages** was a go.

Next, Seth met with Faye Rewald, the Administrator of Student Affairs and Academic Life at AHS, and decided to collaborate with the Grade 7 students on this project. Seth created a flyer to put up in Grade 7 classes and encouraged students to share the project with their parents. Items collected included toothpaste, toothbrushes and dental floss from a number of dental practices, as well as student donations of hats, socks, gloves, scarves, granola bars, toiletries, hand sanitizer and band-aids. Seth was then ready to start packaging the items. He did this over the course of a week and handed the packages out to the students and teachers just before the winter break.

Winter break was bitterly cold and the perfect time to initiate this undertaking. The smiles on the faces of the recipients when they received their packages said it all. With the help of the AHS community, Seth's **Car Care Packages** brought much-needed warmth and comfort to many individuals. He plans to continue with this project next winter, hoping his undertaking will grow bigger while reaching even more disadvantaged people.

Thank you, Seth, for making a real difference in the lives of those less fortunate.

Teacher Profile: Dara Dishy '03

By: Julie Bergman

It takes a special person to teach our youngest Bet Hayered students, and Dara (Koplowitz) Dishy '03 is just that person. Through commitment and hard work, Dara's Nursery class is infused with fun, and the needs of her students are always top priority.

Dara, who has a long history with Associated Hebrew Schools, credits her interest in teaching at the school, as well as her strong connection to the Jewish community, to the inspiration she gained from her former teachers. Dara's father, Mark '73, a son of Holocaust survivors as well as her mother Joy '73 attended AHS. Her husband Adir '03, is an alumnus and now her two children – daughter Ellie (SK) and son Izzy (Nursery) – are also AHS students.

A firm believer in the power of community, Dara appreciates working at a school that values not only education, but Torah and mitzvot as well. As a Nursery school teacher, her goal is to demonstrate these values while establishing a welcoming environment and positive experiences for her students. Dara describes Posluns as "A safe and loving place that allows students to grow at their own pace."

When the global pandemic forced her class online, Dara first and foremost ensured that her students had a secure remote space to share their thoughts and emotions. She created small breakout rooms, which provided them with a safe, intimate environment to share what they were feeling and how they were coping.

To promote a fluid learning environment and keep the kids engaged, "We brought everything and everyone they loved into the Zoom calls," Dara explains. "We even had virtual field trips where students could share their home spaces, such as their kitchens and bedrooms." In spite of the circumstances, the children thrived.

Now back in the classroom, Dara engages her students through creative circle time activities, music and gym class, SMARTBoard technology, and getting the kids up and moving. "We encourage the students to explore our space," she says. "Space is one of the teachers because it's so inviting and engaging – I love creating that independent love of learning."



Dara guides her students to learn math, science, and technology through hands-on, play-based learning, using different toys and manipulatives – as well as robotics and coding in the Design Studio. She encourages them to explore outdoor play on Posluns' new outdoor structure, the playground bicycles, and the many interactive opportunities she creates.

When not teaching, Dara loves to plan – birthday parties, milestone celebrations, meals, special outings, or any kind of fun activities. Given her track record at AHS, we have no doubt that she will succeed at whatever she takes on!

Thank you, Dara, for all of your hard work and dedication!

Class of '79 Reunion: Picking Up Right Where We Left Off

By: Rebecca Ansel '79

What happens when your winter vacation ski trip gets cancelled because of a pandemic? You plan a virtual Associated Hebrew Schools reunion, of course!

That is exactly what happened when Ronit Biger ('79) decided it was time to reconnect with her childhood friends and classmates. Having returned to Israel at the age of 18, she had lost regular contact with the childhood friends she used to see at school on a daily basis. The COVID-19 pandemic made Ronit realize the importance of social connections, and she felt the urge to reconnect with that idyllic childhood time in which she recalls sharing so many wonderful, happy moments. Seizing the day, Ronit reached out to the "Class of '79" Facebook group and quickly drew five classmates on board to help with the planning.

Setting an initial goal of 30-50 attendees, Ronit and her co-hosts - Barb Wiseberg, Jonah Pressman, Moshe (Mike) Zeldman, Avi (Abe) Borenstein, and Rebecca Miskin (Ansel) - were astonished by the overwhelming 72-person turnout. The virtual event, which took place on January 2, 2022, included a slide show, a Grade 8 home movie, a Kahoot trivia game, an in memoriam segment, and opportunities for participants to chat and get reacquainted.

Many participants spoke about the lifelong connections they made at Associated, the Jewish values instilled in them, and the resulting desire to educate their own children at Associated. Similar themes emerged in the introduction segment: the tremendous impact of Associated, and the way that being a student at Associated shaped them into the adults they are today, were mentioned often. The value of the Jewish education they received at Associated and the love of Israel instilled in them there were also emphasized. Coincidentally, five out of the six reunion organizers have made aliyah, as have many of the other participants.

Despite not having kept in touch in the years between, reconnections were instantaneous, and an onslaught of memories were triggered by the Kahoot trivia game. At the two-hour mark, after the scheduled program had come to an end, the Zoom call stayed open for people to continue with their reminiscences.

Many participants added their email addresses to the Zoom chat to stay in touch with their childhood friends. Plans for post-COVID / in-person reunions, both in Israel and in Toronto, are already underway.



Ronit Biger

Alumni Profile: Sabrina Craig '10

By: Julie Bergman

When COVID-19 brought the world lemons, Sabrina Craig '10 made lemonade. Spurred by a desire to help her friends and family (many of whom were immunocompromised) and drawing on her passion to give back to the community, Sabrina – an analyst at BMO Capital Markets – set out early on to find sources that could administer COVID-19 vaccines to those in need.

Her search ultimately led her to Vaccine Hunters Canada, a non-profit organization that does just that, where she now has the volunteer position of Director, providing answers, information and support to eligible Canadians regarding COVID-19 inoculations.

When the vaccine rolled out across Canada in March 2021, Sabrina called pharmacies to source vaccines for her inner circle. Initially, she forwarded this information to the Vaccine Hunters, but soon afterward she joined the team, bringing her strong analytical skills to the fold.

At its peak, Vaccine Hunters enlisted 100 volunteers, using digital tools to source information on available vaccine appointments from public health providers, pharmacists and clinics. This information was then posted on social media platforms including Twitter, Facebook, Instagram, SnapChat, Tik Tok, Discord and Nextdoor.

This past year, under Sabrina's leadership, Vaccine Hunters ranked as Toronto's top influencer as selected by Toronto Life Magazine, beating out the likes of Drake and Premier Doug Ford.

"It's been really exciting," Sabrina says. "Our whole goal is not to be needed by the public and that everyone gets the vaccines that they need. Basically, we're trying to work ourselves out of a job."

Sabrina's impressive work has garnered her *Chatelaine's* 2021 Doris Anderson "Woman of the Year" Award and afforded her



the opportunity to meet with Prime Minister Justin Trudeau.

Downplaying her newfound celebrity status, Sabrina instead focuses on her ongoing pursuit to help others. "The pandemic ends when we have vaccine equity across the board. I hope the tools we provide can cut across and be helpful," she says.

Sabrina credits her Jewish education for teaching her the importance of supporting the community and the need to care for one another. "Associated always emphasized the need for community service and Tzedakah. I learned the importance of serving the community and taking action."

In her quiet and soft-spoken manner, Sabrina credits the middle school public speaking contest for building her confidence and providing her with the essential skills needed to speak with the media. The "family history" project was also a highlight of her AHS memories. The activity afforded her the opportunity to sit one-on-one with her grandparents and listen to their stories, gaining a perspective of their own lives at her age. In doing so, she attained a greater sense of empathy and a stronger connection to her family and community.

Where does Sabrina see herself in 10 years' time? "I would love to continue working within the community. Vaccine Hunters is rewarding because you can see the difference you make in people's lives. I want to continue to provide meaningful service work to make the world a better place."

Congratulations, Sabrina, on all of your successes! You are an inspiration to us all.

Alumni Q&A

Jonathan Thon '95



What was your favourite part of your AHS experience?

My favourite part of my AHS experience was the overlap in social, historical, and practical Jewish education that is taught at AHS and

has since shaped my perspective and given me a profound appreciation for our culture.

Can you tell us what you are doing now?

I am currently the Founder and Chief Executive Officer of a preclinical-stage biotech company in the Boston/Cambridge area (USA). I ended up here after a lot of work, a lot more school (McMaster University, University of British Columbia), and a faculty position at Harvard University.

What did you gain at AHS that has proved most useful/relevant to you today?

At AHS, I received a very high quality education that made it possible to accomplish whatever I have since set out to do.

Do you have a message you would like to share with this year's AHS graduates?

My family was immigrants to Canada and we wouldn't have been able to afford mine or my brother's schooling at AHS without the support of the community and AHS' willingness to subsidize our tuition so that we could get a Jewish education. We remain a community and I would like this year's AHS graduates to remember that a lot of people sacrificed a lot so that they could go and graduate from AHS, and to pay it forward to help each other and the next generation when they have the chance.

Edward Prutschi '88



What was your favourite part of your AHS experience?

As anyone who was ever taught by Mrs. Wyne in Grade 5 would inevitably respond: Wrong is wrong even if everybody is doing it.

Right is right even if nobody is doing it. But if you're looking more for a memorable experience rather than a lesson learned, I will never forget electrocuting myself during an on-stage mishap for the AHS production of *Macbeth* where I ran the lighting board!

Can you tell us what you are doing now?

I currently serve as criminal court judge for the Ontario Court of Justice in Newmarket. Judging cases is basically just an extension of my Talmud days going all the way back to AHS!

What did you gain at AHS that has proved most useful/relevant to you today?

AHS served as the foundation of my ability to temper justice with compassion. The Jewish concept of *tzedek* is highly complex, encompassing an adherence to law, a commitment to fairness and the exercise of empathy. These skills, which I started to develop in the dual curriculum environment at AHS, are ones that I use each and every day in both my personal and professional life.

Do you have a message you would like to share with this year's AHS graduates?

Mazal Tov to all the graduates of AHS's Class of 2022! AHS has taught you that you are part of a vibrant and dynamic people with a rich and ancient history. Graduating is not the end; it is instead a waypoint on your journey to write (as Lord Rabbi Jonathan Sacks z"l would say) your own letter in the scroll that is the Jewish people.

Michael Mostyn '88

What was your favourite part of your AHS experience?

I made a lot of great friends and greatly appreciated the Jewish education that has stuck with me for a lifetime.



Can you tell us what you are doing now?

I'm the CEO of B'nai Brith Canada, overseeing our core community mandate of combatting antisemitism and hate while supporting the community's most vulnerable through essential housing, food and clothing programs. After becoming a lawyer, I became progressively involved in the struggle for human rights and I'm fortunate to be able to serve my community.

What did you gain at AHS that has proved most useful/relevant to you today?

A love for Judaism and the ability to lead a minyan in a pinch.

Do you have a message you would like to share with this year's AHS graduates?

Be proud of being Jewish and never hide from it. Believe in yourself and follow your dreams.

Michal Freedhoff '83

What was a memorable part of your AHS experience?

I went to Associated in the late 1970s and I remember at the time, as crazy as this seems today, the boys were required to take shop and the girls were required to take home ec. My late mother, Helen Freedhoff (also a graduate of Associated), was outraged and protested until they changed the policy to require everyone to take BOTH classes. I still have the terribly constructed wooden letter opener I made on my desk at work as a small but symbolic reminder of the opportunities many of us have only because an earlier generation paved the way.



Can you tell us what you are doing now?

I am the Assistant Administrator for the Office of Chemical Safety and Pollution Prevention (OCSPP) in the United States. I have more than 20 years of government experience, most recently as the Minority Director of Oversight for the Senate Environment and Public Works Committee.

Do you have a message you would like to share with this year's AHS graduates?

My journey took me from Associated to a high school for the performing arts to a Ph.D. in chemistry to writing laws in the U.S. Congress and now to a Senate-confirmed role leading an office of more than 1,100 people. Embrace the twists and turns, enjoy the adrenaline, and don't be afraid to follow your own personal paths with joy.

THE JEWISH FUTURE BEGINS WITH YOU



HOW WILL YOU ASSURE JEWISH TOMORROWS?



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CENTRE FOR JEWISH EDUCATION



TO CREATE YOUR OWN JEWISH LEGACY, CONTACT:

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Thank You - תודה רבה to the Treasured Community Members of the AHS Giving Society

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Naomi Rifkind Mansell '89 and David Mansell

Associated has had a profound impact on our lives. Our 3 children, Noah '06, Jonah '07 and Sarah '12, all benefited from an incredible education at AHS - in a community of supportive, nurturing and trusting teachers, friends and families. As parents of alumni we are forever grateful to AHS and we honour that by dedicating so much of ourselves to support the mission & vision of the School. We believe that legacy gifts are part of that commitment and are integral to the continuity of Jewish Education in Toronto.

We want to do our part to ensure that generations of families can have the same positive experience at AHS, and benefit from the same outstanding education as our own children.

Embracing Life & Legacy was easy for us because we believe that our collective efforts today will have a lasting impact ensuring that AHS, and Jewish education in Toronto, remains available and accessible for generations to come.



Elaine & Benny Osher

Posluns: Full STEAM Ahead

By: Dr. Lee-Ron Kaye



When Posluns opened its doors to welcome our students for the 2021-2022 school year, we knew what a momentous task lay ahead. Our students were coming back to us after several rounds of online learning spread over many months. We recognized the need to simultaneously support their well-being, foster social-emotional skills, and assess and address a wide array of academic needs. We were also aware of the profound impact the pandemic has had on the already dynamic and unpredictable workforce that we are preparing our students to join one day. With all this in mind, we went “full STEAM ahead.”

STEAM learning is an approach to education that integrates Science, Technology, Engineering, the Arts, and Mathematics to forge meaningful and contextualized opportunities to provoke student inquiry, dialogue, and critical thinking. Although STEAM learning has been an integral part of our innovative curriculum program for several years already, we knew that a strong emphasis on STEAM learning opportunities would play a special role in facing the challenges that lay ahead. Specifically, it would help us cater to the diverse needs of our students and empower them to thrive and excel. Rich STEAM projects allow students to work collaboratively to research, imagine, plan, design, build, evaluate, reflect, and iterate. Students develop interpersonal, executive functioning, communication, and omni-literacy skills. These are timeless and transferable skills that will serve our students well and enable them to succeed in any environment.

STEAM learning shifts the focus from telling students what to learn, to instead teaching them how to learn by giving them the “toolkits” and skillsets to be self-directed and critically-thinking problem solvers. One exciting aspect of STEAM learning projects for us is that they are inherently differentiated and are adaptable to students’ myriad interests, passions, and ability levels. Students become engaged and motivated to learn when they can forge connections between what is taking place in their classroom and authentic real-world applications.

From Nursery to Grade 5, STEAM learning is a foundational principle of our curricular program. We have also made STEAM learning a springboard and access point for Judaic concepts. We like to think of this as the twin process of innovating tradition and traditionalizing innovation. For example, in our Nursery classroom, students explored their interests about outer space by researching astronauts through stories and videos. They then worked together to design a space station and brought their vision to life by building it with loose parts and other recycled materials. They connected this to the Jewish value of tikkun olam and doing our part to keep the planet healthy.



Other highlights include a project in Grade 1 in which students were challenged to design and build a playground. They applied their knowledge of shapes to map out a blueprint and then worked collaboratively to create scale models. As part of an integrated General Studies and Judaic Studies project, Grade 4 students learned about Yetziat Mitzrayim (the story of the Exodus from Egypt), and used

augmented reality to recreate scenes from the Torah. Grade 5 students worked together to invent, plan, and create their own board games based on relevant math skills. In addition to developing the concept for their games, they had to write rule books and design the pieces and packaging.

STEAM learning opportunities have allowed us to reach our goals of addressing learning gaps, responding to diverse learning needs, preparing our students for future success, bringing Jewish learning to life, and, most importantly - promoting an innate curiosity and a love for learning in every student.

Kamin Happenings

By: Kevin Knopman

Kamin continues to be a hive of activity.

In January, our students celebrated Shavua Ha'Ivrit inside and outside of the classroom. Each grade enjoyed a different storytime (שעת סיפור) that led to age-appropriate follow-up activities. The students learned about Eliezer Ben-Yehuda and his role



in the rebirth of the modern Hebrew language by creating a variety of displays on their classroom doors and online. Students also participated in an online venture called "The Favorite Hebrew Word" with the Hebrew Language Academy in Israel and posted their class's choice to the website. One of the students' favourite activities was the virtual escape room, through which students participated in interactive games about Hebrew. They had to escape a building in order to discover the Hebrew word for waffle wafer (אפיפית). During Art classes, students viewed the works of a number of Israeli artists, such as Yasha Knecht and Esther Guenassia, who infuse their artwork with Hebrew letters and words. Students then explored the many possibilities of including elements of Hebrew into their own work, creating shadows and shades with densely formed letters, and the interesting effects of colour and shape that can be presented with "Alphabet Art" (מילים באומנות).

Literacy came alive during Literacy Week as students watched wordless videos, created interesting comic strips, coded stories in the Learning Commons, and celebrated with a "Read My Shirt" spirit day. Students from Grades 1 to 5 enjoyed Zoom author visits from Ruth Ohi, Cary Fagan, Erin Silver, and Richard Scrimger. The students listened, laughed, and learned about what it takes to create stories and publish books. Our Bet Hageled capped off this week by coming to class dressed in their PJs so that they could Snuggle Up and Read! The students were immersed in activities related to



the book *The Boy Who Loved Everyone* by Jane Porter. They especially enjoyed the dramatic reading of the book with their parents via Zoom.

For Tu B'Shevat, the students learned about the Shiu'at HaMinim that represent Israel. They celebrated the holiday with their own interactive class Seders with delicious fruits, olives, and juice. Later, the students collaborated to design and build a terrarium/greenhouse as part of our school STEAM challenge, as during wintertime in Canada we can only plant indoors. They used recycled materials and will continue to track the sprouting and re-growth of vegetable scraps. Our Judaic Studies classes explored the topic of citrus trees and finished their learning with a pop-up Mitbach activity. In connection to the Sabbatical year (Shnat Shmitah) in Israel and the concepts of preserving the environment, sustainability, and caring for the world, Kamin students took a virtual tour in Ariel Sharon Park in Israel with JNF Canada. This park is one of the biggest environmental rehabilitation projects in the world. It was built on a waste dump that was turned into a flourishing metropolitan park and the largest urban green space in the country. They also engaged in eco-education, learning about what we can do to help maintain a safe and clean environment, how we can preserve energy, and innovations from Israel for Shnat Shmitah. The students explored the carob tree (עץ החרוב) and the almond tree (השקדיה) in the park and learned about healthy food choices.



Danilack Student Leadership

By: Rachel Albert



Student leadership at Danilack Middle School takes many forms. Student leaders focus on building relationships in their classes and grades, identifying and exploring areas of need, and achieving tasks effectively. Being active student leaders provides students the opportunity to learn and practice effective communication and interpersonal skills.

Danilack Middle School's Student Council is composed of representatives from Grade 6, Grade 7, and Grade 8. These students work together to plan and promote events and to advocate for the needs and wants of their classmates. Each Monday, whether online or in person, the students meet with their teacher advisors to discuss opportunities for engagement and spirit within the school.

Some of the spirit days organized by the Student Council this year include Rainbow Day in honour of Parashat Noach, Orange Shirt Day in honour of Truth and Reconciliation Day, Pink Day in honour of Bullying Prevention and Awareness Week, Chanukah Spirit Day, and Pyjama Day. The Student Council planned exciting activities for their peers, created videos to promote the lunchtime activities, came up with relevant charities for donating proceeds to, and discussed how to make these programs meaningful for the greater school community. One of the most powerful initiatives was when the Student Council wrote individual Pink-O-Grams with messages of encouragement and kindness for each student in the school during Bullying Prevention and Awareness Week.

On spirit days, classrooms and hallways are filled with students decked out in themed clothing. Student Council members move from classroom to classroom to sell snacks

and raffle tickets. The spirit has been palpable, and is demonstrated by the over \$1500 raised for Kids Help Phone Canada, The Downie Wenjack Foundation, Chai Lifeline, and the For the Love of Reading Foundation.

In addition to Student Council, our student leaders truly stepped up this year, in a variety of ways. The Student Announcements Committee is made up of students from all grades who come to the office before lunch on a rotating daily basis, to read the morning announcements over the PA system. Even when online, student leaders recorded morning announcement videos that were shared with students daily.

During Chanukah, a motivated group of Grade 8 volunteers donned hairnets and aprons and spent the entire day working in the kitchen, preparing and cooking over 300 latkes for every student in the school.

As well, we have a dedicated team of more than forty Grade 8 mentors who have been matched with Grade 6 mentees this year. Mentors got to know their mentees in September, and since then, they have met several times each month to work together on cleaning their lockers, working on assignments, and getting to know each other better. The Grade 6 students greatly benefit from having an older peer to look up to.

Danilack Middle School cultivates school leaders who are role models for our student body. Their commitment to connecting our community both in school and beyond, and their dedication to gemilut chasadim (bestowing kindness), is truly inspiring!

Homeroom Sweet Homeroom

By: Kevin Knopman

Research tells us that students achieve greater overall success when they build positive relationships with their teachers. Positive connections promote a greater desire to learn and increase overall engagement.

This year, Danilack Middle School introduced Homeroom as a support for all students in Grades 6, 7, and 8. Homeroom is a place where students engage in organizational, self-care and positive mental health practices; learn how to improve their school experience through self-advocacy, study strategies, and problem-solving; and pursue passion projects. This proactive, rather than reactive, approach to supporting students provides students with an opportunity to form closer connections with individual teachers. There is a lot of flexibility during Homeroom, and the structure is always determined by the needs of individual students within each class at a given time.

As the year has progressed, Homeroom has evolved into a shared responsibility for both students and teachers, thus improving learning skills and work habits. The emotional and social challenges of the pandemic have made it more challenging for teachers to attend to student needs - especially in a school environment where students have many subjects and teachers. The Homeroom teacher becomes a support person that students know they can go to, for academic, emotional, and social support.

Homeroom teachers check in with students twice weekly to model and practice strategies to improve students' independence and decrease school-related emotional and academic stress. They oversee and assist with students' organization, including lockers and binders, and guide "passion projects" for students interested. They also cover study skills and exam preparation. These teachers are another caring connection and help to build and foster a warm sense of community within the classroom and at Danilack Middle School.

Let's Do Lunch at Danilack

By: Faye Rewald



Danilack Middle School is well known for its wide variety of clubs and exciting lunchtime programs. This year, lunch programs with student cohorting meant that things needed to look a little different. Despite the restrictions, we made sure that students still had the opportunity to have fun, be active and socialize during lunch. Open, cohorted sessions were planned to ensure that groups of students could participate in these programs each day. The programs include 9-square, open gym, open library and Fishbowl. 9-square takes place in the Beit Knesset and allows students to share some friendly competition while getting them moving. During open library, students assemble in the library to read, play board games, colour, play cards, shmooze and do homework. Open gym remains a highlight for our students and brings basketball back for those who greatly miss this sport. The popular and well-attended Fishbowl comes outdoors to us twice a week, thanks to NCSY. Students enjoy Jewish learning in a fun environment and get to have some tasty treats too!

We eagerly await the hustle and bustle of our clubs and programs in the halls at lunchtime, but until then, we are definitely enjoying the programs available!



Passover Fun

By: Julie Bergman

With Passover upon us, we took to the Danilack hallways to ask students about their favourite Passover traditions and customs. Here are a few of the responses that we received:

Every year at our seder, during one specific song, my Dad takes the seder plate and goes around the table, tapping everyone's heads with it. After he goes around the table once, someone else takes the plate and gets to tap everyone's head. It's always very funny, even though things fall off of the plate sometimes.

Emilee Adler, Grade 8

I love going to my Saba and Safta's house with my family for the Seder and how we throw candy around for the ten plagues.

Ellie Brock, Grade 7

I go to my Grandma's apartment and she makes a wonderful meal for us, and all the kids take turns reading from the Haggadah, and of course I sing the song that goes like הלילה הזה because I'm the youngest and I even play it on the piano while I sing.

Abigail Carr, Grade 8

I have both Ashkenazi and Sephardi family, so I enjoy making two different types of charoset every year.

Lily Cohen, Grade 8

Passover is one of my favourite holidays because I love eating my Nana's matzah crunch. It is so crunchy and the caramel is so gooey and delicious.

Harrison Budd, Grade 6

My favourite thing is going to New York to visit my other side of the family and finding the afikomen with all of my cousins.

Dina Wise, Grade 7

During Passover, I love to spend time with my extended family, eat matzah, and have a seder. It is also very special to me because it's not every day that you get to eat special foods and spend time with your grandparents, cousins, and other family.

Matthew Anisman, Grade 6

I enjoy making charoset with my family, telling the story of Passover and asking questions, and seeing everybody in my family.

Noah Clayman, Grade 8

I enjoy having a seder with my family and singing all the Passover songs.

Emily Melnick, Grade 7

My favourite tradition for Passover is eating matzah because it tastes good, especially the salted ones.

Ivan Alexander Valkov, Grade 6

Every other Passover, my family goes to my grandparents' house in Israel for the break. I love helping my grandmother set the table and clean the house for the seder, where I get to see my extended family from Israel. At the seders spent in Toronto, my cousin and I always find the afikomen together.

Phoebe Cohen, Grade 8

AHS is looking

Future

Forward



Support AHS as we Look Future Forward

We are excited to have launched the **FUTURE FORWARD** appeal. It mirrors the 3 pillars of our Major Gifts campaign: Educational Programs, Enhancement Funds, and Growing Spaces. Like the Kadima campaign in past years, **FUTURE FORWARD** aligns the direction of gifts according to the priorities of the School:

These funds enhance the quality of student life and provide opportunities for innovation and excellence

**ENHANCEMENT
FUNDS**

**GROWING
SPACES**

Upgrading our facilities to serve our ever-growing community. Please consider upgrading to support our ongoing upgrades.

**EDUCATIONAL
PROGRAMS**

Your gift supports excellence in Jewish day school education

Future Forward upholds these three pillars in tandem with the ongoing need to fund Tuition Assistance, and reflects the same priorities that our current Major Gift donors support.

S'machot V'chadashot

**MAZEL
TOV!**

**מזל
טוב!**



Simon Caleb Roth
son to Bailey (Koplowitz) '00
and Yoni Roth



Lyle Robert Kideckel
son to Elyssa Seidman '05
and Mitchell Kideckel



Ozzy Maddy Goldenthal
son to Ilana (Arje)
and Evan Goldenthal '98



Ezri Goldhar
son to Susie
and Hart '04 Goldhar



Samuel Micah
son to Danielle (Levine) '02
and Matt Greenberg

Rabbinical Ordinations

Congratulations to Rabbi Adam Ariel Friedmann '04,
Rabbi Jonathan Green '06 and Rabbi Alex Maged '08
on receiving their rabbinical ordination from Yeshiva University.



Engagements
Krystal Barkhordarian '11
engaged to Nissim Nacson



Engagements
Gabriella Fischer '08
engaged to Adam Kruger



Achievements
Mark Goodman '72
awarded MA in World War Studies
from Arizona State University



Engagements
Jonah Osher '07
engaged to Yuval Shriki



Engagements
Estee Goldberg '09
engaged to Max Perelgut '09



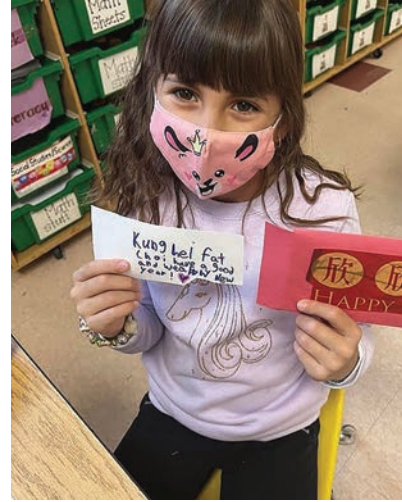
Achievements
Seth Kertzner '11 graduated with
honours from Reichman University
in Herzliya, Israel with a Master of
Business Administration (MBA)

MEMORIES

Danilack

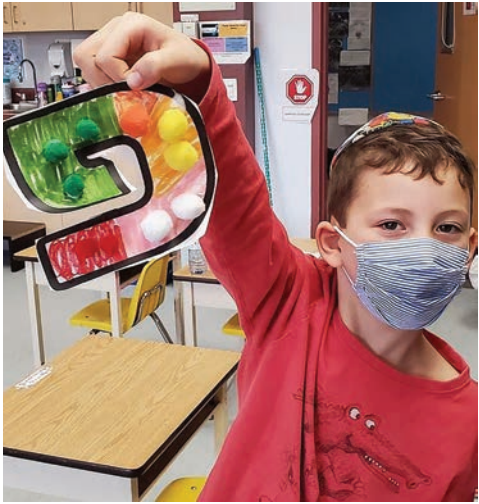


Kamin



Posluns





INSPIRING STUDENTS
WITH THE **STRENGTH OF**
TRADITION AND THE
POWER OF INNOVATION
התחדשות מתמדת בעידן
של מציאות משתנה



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