The Transformative Effect of Project-Based Learning pg. 10

Campaign for A Cause: A Case Study pg. 28

What We’re Reading pg. 40
The miracle of humanity is that there are over six billion people living on earth, and no two of them are exactly alike. Each of us is a sacred soul, created in God’s likeness. What does that mean at Hillel? It means that we celebrate each child’s uniqueness, and we encourage our students to embrace who they are and to discover their talents and strengths.

Our mission, “To inspire a passion for learning, responsibility to self and community, and devotion to Jewish living in a warm, innovative, and engaging environment,” guides all that we do to help our children to realize their full potential. Sir Ken Robinson likens education to gardening: we toil the soil to create the right conditions so that flowers can grow and blossom each in its own way.

In this issue of Divrei Hillel, you will glimpse our “garden,” and learn more about our journey to meet the individual needs of each child, to celebrate their sacred selves, and to provide opportunities for comprehensive growth in all areas. Through the variety of stories you will read, note how we encourage our children to look inward to learn about themselves through writing Divrei Torah, through a variety of classes such as Diyyun, and through reflective writing inspired by the heroes they encounter in history and Tanakh. We also have our children focus outward, beyond themselves, through class trips, connections with Detroit-area programs and organizations, by sending a Sefer Torah to Colombia, and other experiential learning opportunities and events.

What you will discover in the “soil of our garden” is our special blending of mind and soul, general and Jewish education, and the American and Jewish experience, for they are all better together in helping to develop the whole child at Hillel Day School.

Enjoy!

Steve Freedman, Head of School

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**SAVE THE DATE**

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<tr>
<th>Event</th>
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<tr>
<td>Welcome Back Family Shabbat Dinner</td>
<td>Friday, September 8, 2017 at 5:00 p.m.</td>
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<tr>
<td>Hanging and Hayride</td>
<td>Sunday, October 22, 2017 at 9:30 a.m.</td>
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<td>Daytime Open House</td>
<td>Wednesday, November 15, 2017 at 9:30 a.m.</td>
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<tr>
<td>60th Anniversary Alumni Reunion Breakfast</td>
<td>Friday, November 24, 2017 at 10:00 a.m.</td>
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<tr>
<td>Hanukkah Shopping Shuk</td>
<td>Friday, December 1, 2017 from 8:00 a.m.-3:00 p.m.</td>
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<tr>
<td>Movies and Munchies</td>
<td>Sunday, December 3, 2017 at 10:00 a.m.</td>
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<tr>
<td>Family Open House</td>
<td>Wednesday, January 24, 2018 at 5:30 p.m.</td>
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<tr>
<td>Israel Independence Day Carnival and Kosher Rib Burn-Off</td>
<td>Thursday, April 19, 2018 at 3:30 p.m.</td>
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<tr>
<td>60th Anniversary Gala</td>
<td>Sunday, May 6, 2018 at 5:30 p.m.</td>
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EDUCATORS ENDORSE HILLEL’S MODERN LEARNING JOURNEY

More than 150 educators worldwide have visited Hillel Day School in the last two years to view how our modern learning approach to education radically enhances motivation and meaning. Rather than teaching students to memorize material for a test, student-driven inquiry drives the curriculum, which comes to life through project-based learning and multimedia tools that engage students, and inspire in them a passion to learn. Here’s what some leading educators have said after seeing our school first-hand:

“Hillel Day School is a community of learners, adults and young people, bound together by strong beliefs about learning and faith. These beliefs are visible in everything one sees in the school—the connections among adults and students inside and outside the classroom, the language of responsibility and respect that pervades the school, the full range of activities that students and adults pursue, and the beautifully designed physical setting in which the community grows and develops. Students and adults are, most importantly, bound together by a common sense of purpose and community.”

– Professor Richard Elmore, Harvard University

“I have never found a team of educators more willing to embrace the challenges of change than Hillel Day School. The difference seems to be that leaders and teachers alike view themselves as learners first and foremost. The power of this stance, which is evident in the DNA of Hillel’s professional culture, is in how adults model the behaviors of ‘master learners.’

– Chris Hazleton, Senior Education Designer, Fielding Nair International

“I have had the privilege and honor to work with Hillel Day School as the faculty embraces Project Based Learning as the optimum pedagogy to reach all learners and prepare them for the world beyond school. I began working with 3rd through 8th grade teachers in the summer of 2016. I have returned twice; I am inspired by their reflections about how PBL has transformed their teaching practice and their relationships with students. Hillel Day School’s Leadership Team has empowered teachers, providing them with ongoing support, while building a school culture in support of PBL.”

– Micki Evans, National Faculty, Buck Institute for Education

“My recent visit to Hillel Day School was inspiring. Their investment in transforming the school, and creating a dynamic physical space that supports individualized, creative student learning is impressive and shows thoughtfulness and foresight. I was achingly jealous of Hillel’s magnificent facilities (unrealistic in today’s Brooklyn real estate market), but incredibly excited for the lucky children of Detroit! At Sefaria, my team has found Hillel’s faculty to be enthusiastic, open-minded and eager to try new things – and we’re looking forward to exploring the frontiers of Jewish educational technology together.”

– Daniel Septimus, Executive Director, Sepharia.org

“I had the privilege of visiting Hillel Day School recently, and Steve Freedman gave our team a personal tour. After 30 seconds I had to bring out my phone to film as I was quite simply entranced, excited and inspired, and felt the need to share this amazing place with others. We often hear theory of change for 21st-century learning, but Steve and his team have actually achieved the most wonderful, innovative, nurturing and creative environment that is wholly focused on bringing out the best in our children. I have shared the film I took to many other schools as inspiration and feel Hillel is a true leader and innovator in this space. I will be back!”

– Chana Kanzen, CEO, Jewish Interactive
**Hillel Students Prepared for High School, Academically and Socially**

Good news emerged from this past fall’s High School Preparedness Panel: Hillel graduates are academically and emotionally ready for high school, and 21st-century educators across the board are striving to supplant “learning to the test” with “purposeful, meaningful” projects and assignments. Administrators understand that developing kids to be “thinkers,” and not test takers, are the keys to one’s future success.

Educators from Berkley, Bloomfield Hills, Cranbrook, Frankel Jewish Academy, and Groves participated in the panel; each saying that Hillel graduates arrive prepared to advocate for themselves, take on challenges, assume leadership roles, seek out teachers, and even start new activities and clubs.

“They bring in those abilities, and then bring others along with them in a positive way,” said Cathy Hurley, the principal of Groves High School.

Hillel alumni representing four of the high schools said the initial transition from Hillel, with its warm, intimate environment, to a larger school was, naturally, an adjustment, but that over time they all acclimated very well. All appreciate the diversity that high school can offer, while also “solidifying my own Jewish identity,” said Jonathan Cher (class of 2013), who graduated from Berkley High School. As a side note, Jonathan was a National Merit Scholarship Finalist.

Maddie Fink (class of 2013), a recent graduate of Cranbrook, said the toughest part of the transition can be learning to manage one’s time, given the increased amount of homework, “but you can’t prepare for something like that until you have to do it, and then you figure it out. And the upside of high school is that there are so many great people to meet.”
Hillel is continually proud of all its students and graduates, many of whom receive recognition throughout the community. This year we are excited to share some of our students’ achievements.

Joseph Katz and Adina Robbins received the Herbert W. Kaufman z”l Memorial Scholar/Athlete Awards for their outstanding leadership, citizenship, performance and academics through Hillel Sports. Ilana Diskin and Asa Weinstein were each awarded a $1,000 scholarship to FJA through the Bradley z”l and Saul z”l Bluestone Memorial Scholarship Awards, and Emma Cherrin was this year’s recipient of the William Schumer Award for Excellence in Hebrew Language and Judaic Studies.

Two of our eighth graders were winners in the Kappy Family Anne Frank Art/Writing Competition, open to eighth through twelfth graders in Oakland County. Hannah Wise won first place in the short story category and Liana Tarnopol won third place in the painting category; each prize included a cash gift.

Eighth grader Asa Weinstein also received the David Hermelin Scholarship award, which provides a scholarship to one or two students per year who attend a Jewish day school affiliated with the Jewish Federation of Metropolitan Detroit.

Sixth grader Cameron Klein’s submission, “The Hills of My Life,” has advanced to the semi-final round of Poetry Nation’s National Amateur Poetry Competition.

My life is very hilly
I can’t control how I go up and down
I try to steer, but the hill takes over

My life is very hilly
My life is full of ups and downs
My emotions run away on the hill
I feel like a remote control car, trying to overcome the hills

My life is very hilly
My friends can shrink the hill, but sometimes they make it grow tall
When I get so close to the bottom of the hill, my emotions put me back on top
Sometimes on the hill I give up and start to cry
But, then I realize I have to get back up again

My life is very hilly
I sometimes grasp the ground, and hope it holds me down, but never once has it worked
Finally, I see the bottom of the hill
I run down, but the wind doesn’t feel for me, I blink once and I’m right back on top

My life is very hilly
Once in awhile the people who I trust push me down on the hill, and I taste the hard grass
Sometimes I feel like the only person in the world left breathing

My life is very hilly
I can’t control how I go up and down
I try to steer, but the hill takes over
My life is very hilly
WHAT’S ALL THE HYPE ABOUT PBL?

As our spaces have changed to inspire learning, so, too, has our curriculum evolved from instructional to investigative and exploratory. Project-based learning (PBL) encourages students to dive deep and connect to their learning in ways that draw out their creativity and critical thinking skills.

Everyone did projects when they were in school, so what’s the big deal with Project-Based Learning? The difference is that those projects were a demonstration of what we already learned. By contrast, in PBL the project itself is the vehicle for the learning. Students work together through a mindful process where the learning occurs throughout the duration of the project. For example, our eighth graders studying ancient civilizations and world religions created their own ideal civilization, implementing a thought process revolving around what traits are imperative for successful civilizations. Our second graders learned about goods and services by creating a shuk where they sold products they had designed in our MakerSpace, together with constructing advertisements that drew upon their knowledge of persuasive writing.

In PBL, projects may take days, weeks or months, and there is an intentional connection to grade-specific skill development. These units are based on real-world problems so students experience relevance and authenticity. Mini-lessons are given throughout the project time-frame, furthering development of essential skills. As you will see on the next page, there are many benefits of PBL, most notably the increase of student engagement and the “authenticity” of the learning experience.
Hillel teachers have implemented project-based learning with great enthusiasm. In fifth grade, the Torah curriculum includes a study of heroic figures in Sefer Shemot, the Book of Exodus. This learning inspired the students to write about their own heroes. As a culmination of the unit, we invited their real-life heroes to hear what students had to say.

Fifth grader Ayelet Kaplan said, “This PBL was a fantastic experience where students got to dig deep to find the true qualities of a hero, and learn about what kind of heroes they are themselves.” This new Torah PBL deepened student understanding of biblical character analysis, intergenerational personal relationships, and the students’ recognition of their own attributes as heroes.

The sixth grade Torah curriculum introduces a study of Sefer Bamidbar, the Book of Numbers, and the census taken in the desert. The students understood the connection between the census taken thousands of years ago and the census taken in many countries today to better the life of the community.

Students worked in groups to brainstorm ways to improve their own lives in school, and presented proposals to school leadership. It was an inspiring experience for both students and teachers. Fifth grader Ethan Grey noted, “This project taught us that everyone has to contribute to make the project the best it could be.”

PBL is changing the way that Hillel students are learning and growing. These projects encourage students to have a voice and a choice in their education. PBL is a refreshing process that allows students to connect to traditional texts and Ivrit in a meaningful way.

Our class recently returned from our trip to Washington D.C. One of the most memorable experiences was a visit to the US National Holocaust Memorial Museum. As the grandchild of a living Holocaust survivor, I was less sensitive to the images and exhibits at the museum because I have been to many different Holocaust museums, and I have also been to the concentration camp from which my grandpa was liberated.

There were many different types of people at the museum – people from Catholic schools, public schools, other private schools, religious Jews, and random pedestrians. Some of the reactions I saw were appropriate for the time and place, but I also saw people joking around and laughing at the exhibits and pictures. I know that response can be from being uncomfortable, but it made me feel terrible for my grandpa, terrible for the survivors working at the museum, terrible for the victims of the wrath of the Nazis, and most importantly, terrible for my country.

This type of behavior in our nation’s capital and our government made me question a bit of my patriotism. What made me feel better about this whole experience though was the opportunity to say Kaddish inside the museum for all of the victims of the Holocaust. Saying the Kaddish with our entire group honored the Torah commandment to remember our loved ones, even if none of us had a direct relation that would obligate any of us to say Kaddish. Instead, we chose to honor the memory of those who have no one left to say Kaddish for them, and in doing so, we also showed the other visitors at the museum how to pay proper respect to the victims.

On Shavuot, we recall and celebrate receiving the Torah from God at Mt. Sinai. It is a joyous holiday, and one we celebrate as a community. The Rabbis teach us that at Mt. Sinai, we were so united that all three million Jews were “ke-ish ehad bilaiv ehad” – “like one person with one heart!” It’s important as a community that we continue to stand up for one another. If you see anti-Semitism, stand up and defend yourself as well as the Jewish community in Michigan, in America, and in Israel. This is what we learn here at Hillel – to not just be bystanders in the face of injustice.

By: Clara Gaba, Judaic Studies Teacher

By: Adina Alterman, Seventh Grade Student
Hillel is excited to announce that Robin Pappas, Director of the Early Childhood Center, will expand her role in the fall to include overseeing kindergarten.

“This change is being made to ensure that there is a seamless transition from our early childhood years to the primary grades,” Steve Freedman, Head of the School, said. “As a school accredited by the National Association of the Education of Young Children, it fully aligns us with their philosophy for this age group; it is an educational philosophy that we embrace.”

“I am planning to continue the wonderful learning that occurs in kindergarten, and to enhance the everyday activities that enrich all aspects of a child’s development – including social, emotional and physical growth,” Ms. Pappas said.

“I also look forward to developing meaningful relationships with the students, parents and staff, to continue to foster a love of learning in kindergarten that includes best practices and creativity,” she said.

“On a personal note, I am excited for the challenge, and what it has to offer!”
LEARNING COMMUNITY LEADERS GET THE JOB DONE

Each new community at Hillel Day School has been designed with the developmental needs of each age group in mind. All contain classroom and common spaces, furniture that can be flexibly arranged, lots of natural light, and areas for quiet contemplation. A teacher-leader from each community was tasked at the start of the school year with maximizing his/her space for the benefit of student and faculty collaboration, and each had questions to answer—how would spaces be allocated, and how would communal materials be shared? Here, the community leaders reflect on their experience this past year:

ASHLEY EINHORN, ECC COMMUNITY

Having a Community Leader in the ECC has helped us to develop as a community. We met every few months to touch base on important curriculum requirements, upcoming events, and to discuss concerns or questions. It has been a privilege being in this position. I have been able to assist fellow teachers with questions that may arise during each school week. Sometimes an administrator is not available to answer these questions immediately; I am available to help and/or find the appropriate person to ask. Finally, I enjoyed the opportunity to be an advocate for the ECC when it came to being a part of our larger K-8 community.

ADINA LEVIN, KINDERGARTEN

My goal has been to build a cohesive team that is creative, collaborative, productive, and responsible for the development and well-being of our students. In order to promote a positive attitude and a growth mindset, we problem solved at our meetings, addressing situations that had arisen and establishing norms for our community. Our new learning community is a bright and inviting space, full of happy children who are busy playing, coloring, working on iPads, enjoying snack or lunch together, or working with a teacher. Our play structure has been enjoyed by students during our long, cold winter. The spacious common area allows all classes to celebrate Shabbat together and to rehearse for programs.
RANDI COOPERMAN, 1-2 COMMUNITY
Our 1-2 community is filled with smiling children who bubble over with the excitement of new learning and projects. Behind the scenes, many aspects of teaching come into play such as how the spaces and materials are shared and norms to ensure the space runs smoothly. I feel very fortunate to have stepped into this role with thirteen years of teaching experience.

I am a coordinator of space, a problem-solver, a meeting leader, an open door, and a front-line communicator. As the 1-2 learning community leader, I love that I get to teach and help children throughout the day, and that I get to help my colleagues as well. It is a role I could not wait to take on, and one I am excited to grow into.

LAUREN PARTOVICH, 3-4 COMMUNITY
The transformation of our learning community was much more than taking down walls and adding new modern furniture. Our new space allowed us to change the way we plan and carry out lessons. The various space permutations foster all manners of lessons from whole group to small group to individualized learning. In addition, our Kikar invites all classes to work together. Cross-class activities are a natural outcome of our new spaces. Students and teachers incorporate many of our Hillel “C’s” – communication, collaboration, critical thinking, creativity and community – in project-based lessons that invite real-world application to traditional lessons.

LAURA LEBOVIC, 5-6 COMMUNITY
This was our first year in our new Gesher Community, where our space now matches our philosophy. Having different learning spaces based on the needs of our students and sharing an office with fellow educators has helped us work more collaboratively, among other things.

As the Gesher learning community leader, I have partnered with my colleagues, as well as school leadership, to ensure our community space, programs, and overall team are cohesive. Having this partnership has allowed our community to grow in connection with one another, as well as build solid communication among Gesher teachers. This has been essential for our team to work together, grow together, and ultimately be better together.

JONATHAN BERGER, 7-8 COMMUNITY
We were the first of Hillel’s learning communities to be renovated, and so we had to answer many new questions a year ahead of everyone else. How would we decide which classes would meet in which rooms, and how would the students know where to go? How would we keep the rooms clean, and make sure that they were decorated and full of life? And most important of all, how would we make sure that we were working as a team to transform the ways our students learn?

We experimented, reflected, and tried again until we found what worked. As our team has grown, I’ve tried to grow as a leader; I have loved the opportunity to help the team work together, and to bring out the best in our students. May we keep going from strength to strength!
This year, Hillel teachers were among the first to be trained using a new app for Judaic Studies called JITAP, an interactive platform that enables educators and students to create their own digital story books, quizzes, and games to reinforce their reading, writing and Tanakh skills—all in Hebrew. The app also allows children to play developmentally-appropriate games that have been created by others and that are made public for other users. Educators from Jewish day schools in the area joined Hillel faculty for training several times during the year.

The benefits are tremendous. Children who record voiceovers must learn vocabulary, and they work on reading fluently so that recordings are clear; a child who may be a slower reader finds himself reading faster to fit into limited recording space. Third graders created e-books depicting Parashat Lech Lekha that enabled teachers to assess their comprehension without resorting to a test. Children who finish a task in class quickly can use JITAP for enrichment, and create a new game; they think they are playing, but they are learning independently! The teachers are grateful for this new resource, but it is the kids who are the most excited.

“There are not too many Hebrew apps, and this one gives us the chance to do so much,” said Charlotte Sobel, first grader. Wyatt Weber, a fellow first grader, agreed. “When I come home, I take my shoes off, and I go straight to the computer!”
They saw a statue of fleeing slaves on the Riverfront. They toured the Isaac Agree Downtown Synagogue, and learned about the resurgent Jewish presence downtown. They saw B. Seigel’s home and learned that in the 1920’s Jews were allowed to live in only limited areas in downtown Detroit. The reasons behind Jewish immigration and the contributions Jews made to Michigan all became clear in this fascinating program.

The Travel Trunks program integrated perfectly with our fourth grade social studies curriculum, and expanded upon many of the ideas to which students were introduced throughout the year. Immigration is one focus of the fourth grade, and the Travel Trunks program detailed the topic of specifically Jewish immigration and why Jews and specifically European Jews, deemed America “the golden land.” Throughout her presentations, Mrs. Lasday reinforced the important role Jews have played and the contributions Jews have made not only to other Jews, but to society in general.

A special facet of Travel Trunks is the way it incorporated Hillel’s core Jewish values. Children saw how Klal Yisrael is timeless, and that the way Jews took care of one another in the past mimics the way they take care of their fellow Jews today. Learning about Jewish efforts for abolition and social justice solidified the idea of Tikkun Olam, being involved in bettering the world. Learning how Jews in the 19th and 20th centuries were involved in major issues enabled fourth graders to see that working to improve the world is a value that transcends time and place.

JEWISH HISTORICAL SOCIETY TRAVELS TO HILLEL

Hillel’s fourth grade invited the Jewish Historical Society to Hillel to present its “Travel Trunks” program. In a series of four lessons, educator Lori Lasday introduced students to Michigan’s first Jewish settler, Ezekiel Solomon, and then to Detroit’s first Jewish settler, Chapman Abraham. Students role-played, acting as abolitionists helping slaves escape to freedom and establishing the first synagogue. Students learned about Michigan’s important social organizations and met Michigan Jews who impacted the social, political, and educational fabric of our state. An important point of the Travel Trunks was that Jews came to America for economic opportunity and religious freedom. The Travel Trunks program culminated in a bus tour of Jewish Detroit. Students visited the Albert Kahn-built Aquarium on Belle Isle.

BY: SARAH RADNER, 3-4 GENERAL STUDIES TEACHER
Can you identify some of the invasive species that are destroying the Great Lakes? If you cannot, locate a Hillel fourth grader because each student is a fountain of information about these creatures that are taking over the Great Lakes. The names of sea creatures such as bloody red shrimp, zebra mussels, sea lamprey, quagga mussels, round goby, Asian carp, ruffe, and more roll over the tongues of our students. Children researched the origins of these species and identified their paths to Michigan. Author Mark Newman visited and shared his illustrated books about these invasive species. Fourth graders also Skyped with Andrea Miehls, an invasive species expert from the Great Lakes Fishery Commission, about the impact these species have on our Great Lakes.

Exploration of invasive species in science class expands the fourth grade Michigan unit in an authentic way as children learn about a current problem that is being dealt with today. Students integrated science with their study of Michigan, using research skills and Internet tools to search for information. As they shared with one another, they compiled a list of the most important and interesting facts.

Students were challenged to create a public service announcement to incorporate all the facts they had learned about their invasive species. Children wrote storyboards after deciding whether to inspire, inform or motivate the audience.

This unit far exceeded my expectations by inspiring our Hillel children to take leadership roles in a crucial area that will affect the quality of their lives. They are each making a difference by increasing awareness about invasive species in the Great Lakes.

When you’re already certain that you are rearing a mensch who opens doors for others and says thank you, how do you raise the bar? In the eyes of new Hillel parents Lindsay and Marty Maddin, you send him to a school that will accentuate his good traits by immersing him in a values-based education.

“We could have sent Brody to an excellent public school, but learning for the sake of learning isn’t enough,” Marty, a leadership and performance coach, said. “It has to be about learning to be a good person, too.”

That’s what the couple found when they discovered Hillel, or in the case of Marty (class of 1991), rediscovered Hillel, at an informal coffee in their Huntington Woods neighborhood. “I had a good education at Hillel,” Marty recalled. “And it’s even more impressive now, with the change in philosophy towards project-based learning and personalization. It really exceeded my expectations.”

Lindsay, who works as a solutions consultant for Hello World, agreed that bringing Brody to Hillel for first grade would be a “gift” that reaped benefits for the whole family. “He exhibits passion for what he’s learning, and he shares it with his little sister, Lainey,” she said. The teachers have also demonstrated that they “really know Brody,” Marty said, “tailoring feedback and allowing him to grow at his own pace.”

The leadership team, too, has been approachable and responsive, especially around tuition. “The school did a great job of walking us through the resources available to us,” Marty said. “The administration wants families to join the Hillel community and they do everything in their power to make it possible.”

As their son gets ready for second grade, the Maddins feel confident they’ve made the best choice for their children. As Marty said, “I can see that just as Hillel was a good experience for me, it will be for Brody, too, and I love to walk in and show him my graduation photo.”
D.C. TRIP DEVELOPS GREATER APPRECIATION FOR FREEDOM

BY JOSH CUTLER, SOCIAL STUDIES TEACHER

During this year’s seventh grade trip to Washington, D.C., student learning was brought to life at such iconic institutions as the Smithsonian Museums, the Senate Gallery, and at the many memorials that tell the story of our nation’s history. Senator Debbie Stabenow greeted the class just outside of the visitor center at the Capitol; once inside, students were amazed to stand where important decisions are made daily.

The whole trip was special, but a few places stood out. Many students were impressed by the size of the Lincoln Memorial, and marveled at how busy it was. Arlington National Cemetery was another standout. Students observed the changing of the guard at the Tomb of the Unknown Soldiers, and laid a wreath at the Jewish Chaplain’s Memorial. Seeing these sights brought great meaning to a year’s worth of study. At Gettysburg, students toured the battlefield, and stood on the hallowed ground that was the turning point of the U.S. Civil War.

Before the trip, I knew our students understood the sacrifices that have been made for liberty. But seeing D.C. first hand, they really internalize that freedom is precious and must be protected.

DEBUT OF DIYYUN

BY SAUL A. RUBE, DEAN OF JUDAIC STUDIES

We continue to re-imagine Judaic Studies at Hillel Day School so that they are as engaging and meaningful as possible for our children. The recently concluded school year saw the debut of Diyyun (“deliberation”), a new seventh grade course that took the place of the prior traditional Jewish History and Rabbinics classes. Diyyun facilitates our students’ encounters with themes that have impacted Jewish communities around the world throughout the centuries. Among these are:

Who, or what, is a Jew?
How can we survive as a distinct people in a welcoming, attractive culture?
What does it mean to be/feel at home?
How have we survived our encounters with hostility?

“Diyyun is the Hebrew word for discussion/deliberation,” said student Benny Lerner. “The class has us share personal, topic-related thoughts and questions. We learn about many disagreements/rabbinical arguments that have happened throughout Jewish history. Activities help us learn important ideas in a more relatable manner. These activities highly promote creativity. When learning, we as students often split up into small groups and read about a situation. Afterwards, we gather as a class, clarify the situation, and share our opinions.”

“Diyyun is a fun learning experience,” said student Becky Bernard. “I like that we are constantly doing projects that engage us and that relate to the topics we are learning. One of my favorite projects has been the cooking project where we made a recipe that symbolized the Jews and how we interacted with our host culture, in either the Golden Age of Spain, the Hellenist/Chanukah era, during the Emancipation in France, or the modern Jewish community in America.”
CAMPAIGN FOR A CAUSE: A CASE STUDY IN CONNECTION, CHANGE, AND IMPACT

Kindness, respect, and creativity are the terms that perfectly capture the inaugural Campaign for a Cause unit our eighth graders experienced this year. Working in committees, students advocated for an organization of their choosing. They mainly focused on organizations in Detroit; however, the winning choice was Gift of Life, a national program, with personal meaning to the grade. This project captured the students’ interests, and helped them to develop some important skills.

JUDAIC FOUNDATIONS

The project involved making decisions about where to direct tzedakah—and our Jewish tradition has rich insights and perspectives on how to make those decisions. In Beit Midrash, students studied a source from Rambam’s code of Jewish law that they used to help them choose the cause.

RESEARCH

The campaign brought students’ investigative reporting skills to the next level. They had to go beyond an organization’s website to fully understand the needs they were created to meet. Students spent hours gaining deep understandings of food insecurity, deteriorating school systems, homelessness, poverty, organ donation, and the refugee crisis. While students were comfortable with web-based research, many of these organizations had simple websites that did not give the full picture of why they exist. Students had to go straight to the organizations themselves. Students crafted meaningful interview questions and spent time on the phone with leaders of these organizations.

AUTHENTIC LEARNING

The campaign had many connections to the presidential campaign that was going on in our country, which prompted a quick study on campaign finance and in-depth analysis of public speaking. Since the students needed to deliver speeches to their classmates, they spent time reviewing famous persuasive speeches for speaking techniques. They talked extensively about three persuasive methods—ethos, logos, and pathos—and how they could apply them in their speeches. Students grabbed their audience’s attention with creative beginnings such as startling images or the use of props. Class primaries were held, followed by a grade-level election with the winner from each class.
TO READ ABOUT THIS YEAR’S ISRAEL TRIP, PLEASE VISIT: HTTPS://WWW.HILLELDAY.ORG/PAGE/STUDENT-LIFE/8TH-GRADE-TRIP-TO-ISRAEL

FORGING RELATIONSHIPS AND A LASTING IMPRESSION

The first year of Campaign for A Cause far exceeded teachers’ expectations. One student started visiting the Downtown Boxing Gym each week, and many students plan to volunteer at Detroit-area organizations during the summer.

Hillel students are not the only ones impacted by the campaign. Following the seder at the Boxing Gym, some of the kids there started reading a book about the Holocaust. When asked why, they said “we have Jewish friends now. We need to know about what happened to them.” We can only wait to see how this friendship plays out for them in the future.

BY: LAUREN STERLING, 8TH GRADE LANGUAGE ARTS TEACHER

VISITORS FROM EXPERTS

A special part of this project was learning from experts in the field. More than once, state representatives Robert Wit-tenberg and Jeremy Moss (class of 2000) visited and shared their expertise about campaigning. Then, when it came time to develop the teams’ marketing strategies and campaign speeches, professional marketing experts and professional public speakers visited. Students shared their drafts and received meaningful feedback and insights.

VISUAL ARTS

As with any campaign, a strong marketing strategy is crucial to its success. Working collaboratively, students created a complete marketing campaign, including an online presence, fliers, and infographics. Students gathered a meaningful group of followers on their Instagram account, #campaignforacause, and the students gained powerful understandings about the ability to persuade.

A TRIP TO THE CITY

As a follow up to the campaign, the students visited two of the organizations, the Matrix Theater, and the Downtown Boxing Gym, on a field trip following the campaign. Students loved experiencing the places they had heard about during the campaign. In addition to the fun though, students helped out by completing tasks for the organizations such as creating fliers for their websites and organizing a library.

TAKING IT A STEP FURTHER

Students and the children they met at the Detroit Boxing Gym developed a rapport, and decided to hold a Freedom Seder for Passover that would focus on the commonalities of all who struggle. While they worked tirelessly to create a special experience for the groups to share in Hillel’s amazing space, a power outage altered the plans. A group of students refused to let the seder be canceled, and met downtown to do the seder at the gym. They shared the story of Passover, and focused on the similarities between people and cultures, no matter one’s background and circumstances.

FUNDRAISING WEEK

The experience culminated in a week focused on the winning organization, Gift of Life, a tissue and organ donation program. Eighth graders raised awareness and money at school through daily announcements, and set up a booth to educate parents. At the end of the week, the program coordinator came to visit the students to explain how their funds will be used at the organization.
STUMBLING STONES
HANDS-ON PROJECT CEMENTS LASTING IMPRESSION IN MINDS OF YOUNG STUDENTS LEARNING ABOUT THE HOLOCAUST.

Most school children going forward will unfortunately never personally know someone who lived through the Shoah, causing educators to find new, impactful ways to teach about this dark moment in Jewish history. Inspired by a stepping stones project in Europe, where the names of Jews who perished in the Holocaust are embedded in sidewalks and facades where Jews once lived, forcing people to literally stumble upon and confront history, eighth grade Holocaust studies teacher (and current grandparent) Alan Eidelman introduced the Stumbling Stones project into our curriculum. Students created their own stepping stones out of concrete in our MakerSpace, memorializing the 1.5 million children who died in the Shoah.

These stones were dedicated in our daffodil garden at Hillel, where yellow daffodils planted as part of the international Daffodil Project also commemorate children who died in the Holocaust. Check out our YouTube channel to learn more.

HILLEL SENDS TORAH TO EMERGING JEWISH COMMUNITY IN MEDELLIN

Hillel parents Jeffrey and Leemor Rotberg are avid and adventurous travelers, and they enjoy showing their children, Talya, an incoming sixth grader, and Ammi, an incoming third grader, the world. But this past year, their winter break trip to Colombia carried an extra element of surprise when they discovered they could perform a mitzvah for the burgeoning Jewish community in Medellin.

A few weeks before Hanukkah, Rabbi Jonathan Berger, our Rav Bet Hasefer, sent a request to parents looking for a way to get a Sefer Torah to Miami to be delivered to a representative of the Medellin community. Hillel is fortunate to have enough Sifrei Torah for our own daily use, and we had an older Sefer Torah that after some repair was able to be donated.

The Rotbergs, who were planning their trip to Bogota, immediately volunteered to personally deliver the Torah to Rabbi Guido Cohen of Bogota; he would then transport it to Medellin. After carefully wrapping the Torah and placing it in a large hiker’s backpack, the Rotbergs set off for their flight, and ultimately handed over the Torah to Rabbi Cohen during Hanukkah.

“It felt really special traveling with it,” Talya said. “And also, when my brother was annoying me on the flight, I felt like I really couldn’t get mad at him in front of the Torah.”

“When we learned that there was a Jewish community in desperate need of a Torah, we had to act,” Rabbi Berger said. “Our core value of Klal Yisrael leads us to look out for Jews around the world; our core value of Talmud Torah leads us to help others study Torah. It feels so good to know that our unused Torah is now giving life to a new congregation in Medellin.”
HILLEL ECC FAMILY CAMP

ECC families attended the sixth annual ECC Family Camp at Tamarack Camps in April and began making memories as soon as they arrived. On late Friday afternoon, they had Kabbalat Shabbat. During Shabbat the families flew kites, played gaga, hiked and socialized. A family-style color war, Havdalah, and s’mores around the campfire strengthened the sense of community, and laughter ensued when parents played “The Not So Newlywed Newlywed Game.” On Sunday morning, families made donuts, dipped candles, and decorated keepsakes. The program ended with a hayride and a group photo with families looking forward to seeing one another Monday morning.

PI NIGHT A HIT FOR YOUNG AND OLD

On Pi Day, March 14, Hillel’s ECC through fourth grade families celebrated a “mathemagical” evening of fun and learning. Children and adults alike enjoyed a variety of activities revolving around the number pi, including making music on a xylophone where each digit represented a different note. A mini pie-making station was also a hit.

The shining star of the evening was our K-8 principal, Melissa Michaelson. She was brave enough to volunteer for the “pi(e) in your face” station, which raised $314.15 to help support Hillel’s MakerSpace projects.

SPRING MUSICAL, SUESSICAL

Our spring musical, Seussical, entertained audiences of all ages in March and featured Hillel seventh grader Natalie Banooei in the lead role.

“The crowds were large, people exited saying how incredibly the actors performed, and everyone was pleased with the talent and the production! It was magical,” said director Michael Brody.

ART & MUSIC NIGHT

Our annual Art & Music Night in March celebrated the performing and fine arts at Hillel. Students sang in a concert featuring the Simone Vitale Band and hits from Hamilton, paid tribute to Leonard Cohen, got the audience in the Purim spirit, and showcased their art and learning in galleries around the building.

A goal of the evening was to illustrate how the arts integrate into all disciplines, from Hebrew to science and math, and is part of a larger effort at Hillel to give students wider exposure to STEAM education, deploying the arts to develop critical thinking skills, as well as creativity, which will serve them well in a variety of fields and careers.
DID YOU KNOW?

For two years now, our FLIK in-house caterer has provided Hillel students with healthy, tasty lunches as part of our lunch program. FLIK also offers year-round catering services for a variety of events, including birthdays, bar and bat mitzvahs, showers, and corporate parties, as well as Shabbat take-out meals on Fridays. Flik is under the supervision of the Metropolitan Kashruth Council of Michigan. To learn more, contact Robyn Presser, Food Services Manager, at rpresser@hillelday.org or 248-408-6572.

MYSTERY SHABBAT REVEALS WHO’S COMING FOR DINNER

By all accounts, our first Mystery Shabbat Dinner this past winter, pairing hosts and guests anonymously until they showed up at one another’s door, was a success. From Huntington Woods to West Bloomfield, Hillel families who live in the same neighborhood enjoyed Shabbat dinner with new friends, and then met at a second home for dessert.

Lisa Squarcia, a Hillel parent with five children, attended Shabbat dinner at the home of fellow Hillel parents Alissa Citron and Jeff Lupovitch, who shared their Shabbat rituals, including singing “Shalom Aleichem” and blessing their four children before saying Kiddush.

“At first I was reluctant to participate, with five littles,” Ms. Squarcia said, “but I am glad I did! What a beautiful way to foster new friendships, tradition and community.”

Alissa Citron agreed. “It was a great way to connect with a family we did not know. We hope to have them over again.”

Another Hillel parent, Danielle Sprecher, whose family ate at teacher Lori Rashty’s home, also raved about a “fabulous” evening. “Thank you to those who thought of this creative Shabbat experience,” she said.

We look forward to turning this into an annual tradition. Our next Mystery Shabbat Dinner will take place during the upcoming school year!
NEW TEACHER PROFILE
LAUREN COHEN

Lauren Cohen was debating between Detroit and Israel when she learned of the opportunity to join Hillel’s STEAM team as a visual arts teacher in 2016. An accomplished sculptor who has worked in Detroit-area public schools, Cohen was ready to listen to an inner voice telling her to spend more time in Israel, a country she has loved since her first visit there as a junior in high school.

Nevertheless, she came to Hillel for a conversation with Melissa Michaelson, Hillel’s principal. She learned about the school’s commitment to responding to children’s individual needs, to attending to their social and emotional growth in addition to academics, to the school’s emphasis on creativity and helping students to discover and cultivate their passions.

It reminded Cohen, a graduate of Groves High School and the College of Creative Studies, of her own youth, when she was encouraged to pursue art by those who noticed her talent. “Hillel’s philosophy and mine align,” she said. “I teach students to be inspired by the world around them, and to create work that reflects observation and our tradition. As I always say, if something wasn’t made by Hashem, it was made by an artist. Art, color, design, and beauty – they’re everywhere.”

At Hillel, Cohen has introduced children to a variety of art forms, from photography to encaustic painting to self-portraits and even ceramics, with a new kiln that allows her to share her passion with students. She has also installed student artwork all over the building, and organized this year’s Art and Music Night “art stroll,” focusing on the artistry that can be found within all disciplines from writing to physical education.

While more time in Israel remains on Cohen’s “wish list,” she’s checked off much of it at Hillel this year, she said. “Except for one thing,” she said. “It really takes time for students to dig into the creative process – so I always want more time!”

This year, Hillel math teachers read the book Mathematical Mindsets: Unleashing Students Potential through Creative Math, Inspiring Messages, and Innovative Teaching by Dr. Jo Boaler, founder of You Cubed (www.youcubed.org) at Stanford University. A leading proponent of the growth mindset movement in math, Dr. Boaler embraces the idea that everyone can “do” math, and inspires teachers to promote success in their classrooms through growth mindsets and innovative teaching.

The book promotes the concept of using “low-floor; high-ceiling” tasks so that all students can approach problems from varying places depending on their readiness, and yet arrive at similar destinations. The book also emphasizes the importance of celebrating mistakes, and learning to appreciate that they are part of the learning process.

Hillel teachers met throughout the year to discuss the book’s implications and ways to apply the strategies in their classrooms. Major goals included lessening math anxiety, promoting risk-taking, focusing on depth over breadth, and teaching students about brain growth. As emphasized in the book, students need to be “set free” in their math classrooms, to feel safe enough to discuss, question and reason with one another. We, as educators and parents, are tasked with promoting positive attitudes in the math classroom in order to enable students to succeed.

When your child comes home from school, instead of asking how his/her day went, ask “What did you learn today? What mistake did you make that taught you something? What did you try hard at today?” As adults, we need to remind students that they are still growing in their mathematical understanding of the world. All adults need to start encouraging children to see math as part of the world, and not isolated to the classroom. As Dr. Boaler says, “A lot of scientific evidence suggests that the difference between those who succeed and those who don’t is not the brains they were born with, but their approach to life.”
I am currently reading Roadmap to Responsibility by Larry Thompson, which adds to my knowledge base about empowering and engaging students in order to encourage self-sufficiency and pride in their behavior. We are fortunate that Mr. Thompson will be coming to Hillel for two days in August for our teacher professional development week. We are all excited to learn more about the effective strategies he uses. These learning opportunities keep me in touch with the latest and best practices, which shape my approach and my thinking. Every piece of knowledge I acquire is fused with other information in my brain, therefore constantly evolving my vision. That’s why it is so important to me to make time for reading.

– Dr. Jennifer Friedman, Dean of Student Learning

ONL Y AT HILLEL - THE PRIVILEGE OF MEETING JEWISH ICONS

This year, we had an especially festive Yom Yerushalayim, as the entire Jewish world celebrated the 50th anniversary of the reunification of Jerusalem. At Hillel, we had the special privilege of hosting Zion Karasenti, Dr. Yitzhak Yifat, and Haim Oshri, the three paratroopers from the iconic photo of the moment they first reached the Kotel. They have already agreed to meet up in Jerusalem next year with our eighth graders when they celebrate the 70th Yom Ha-atzma’ut in Israel!
We concluded with Yom Ha-atzma’ut, Israel Independence Day. It was a day-long celebration with lots of great educational fun happenings including cross-grade activities in which our older students engaged with our younger students for learning and games. Everyone feasted on a huge Israeli flag made out of cupcakes, participated in an all-school Zimriyah (song festival) and ended the day with a festive carnival.

These commemorations and celebrations bring us all closer to our people and land, and are vital in helping our students to foster a strong Jewish identity and connection to the people and land of Israel.
FAREWELLS

Rabbi Jonathan Berger

It was such a privilege to be part of the Hillel community these last eleven years. Every day, I felt honored to come to a place that insists that we inspire a passion for learning, responsibility to self and community, and devotion to Jewish living in a warm, innovative, and engaging environment. We are lucky to serve that mission! Because we are all servants; the question is, whom or what do we serve? The Torah is clear that when the Jews were aiming to leave Egypt, God didn’t just tell Moses to say, “Let My people Go!” Rather, the message was “Let My people go that they may serve Me.” The Israelites were not going from slavery to total freedom—rather, we were trading a cruel master for the only master really worth serving. The lesson for us is that we need to make sure that we too are devoting our lives to what’s really important. At Hillel, we are privileged to be servants to a powerful, good mission that is focused on learning.

I’m taking this new job with a bit of nervousness. I will have new responsibilities; I will be part of a new team, in a new community. I really want to do a good job; how am I going to take the step from Rav Beit Hasefer to Associate Head of School? It turns out that when I go to this new school in Cleveland, I’m not going alone. Like characters in a novel, everyone I’ve learned from at Hillel over the last eleven years have become voices in my head that I will take with me, offering advice and giving perspective. Students, parents and colleagues have shown me how all the different pieces of a school should run with professionalism, skill and heart. Thank you all for being my teachers.

We wish Rabbi Berger and his family well as they move to Cleveland, where Rabbi Berger will be the Associate Head of School at Gross Schechter Day School.

Dr. Seth Korelitz

I’ve had many amazing students over the past 18 years as a Hillel teacher. There are students who took my breath away with their creativity and their passion. There are students whose innovative insights into Torah I still teach (in their names, of course). There are students whom I struggled to reach, who forced me to grow in areas I hadn’t even realized I needed to grow. Beloved, too, – if heartbreaking – are students whom I let down by never successfully connecting enough with them.

I would like to take a moment, though, to tell you about my favorite student. What can I tell you about her? In fact, almost nothing, since she is currently in the ECC and I never taught her. If I had been privileged to teach a few more years at Hillel, however, she would have been my first “second-generation” student, the first child I taught who was in fact the child of one of my former students.

To explain why she is my favorite student I need to reflect on why we teach. There are so many colleagues who inspire me with their wisdom, dedication, and care for their students. I am in awe of the commitment – financial and social – parents often make in order to send their children to a Jewish day school. I am deeply appreciative of those who contribute their time or money (or both) in order to keep the doors open. The school would not exist without any of these groups. But that’s not why we are here.

Our administrators, though our bosses, are not why we are here. Fellow teachers are obviously not our clients. While we should treat parents like clients, they are not who we really work for, either. It is less obvious, but for all their importance even students are not our clients. Our truest client is Am Yisrael, the Jewish people. My favorite student, this child of my student (this child of “my” child), represents why we teach. She represents the continuity and growth of the Jewish people. If we can inspire students to continue to live meaningful, active, Jewish lives, then we are doing our little bit towards helping the Jewish people reach its potential as an am kadosh, a holy nation. That is why we teach, and that is why I am so blessed to have been a Hillel teacher.

Fortunately, Dr. Korelitz isn’t going far. We wish him well as he becomes the Director of Judaic Studies at the Frankel Jewish Academy.
THE VALUE OF VICTORY AND DEFEAT

BY: NICOLE MILLER, ATHLETIC DIRECTOR

Participating in sports has physical, social and physiological benefits. When we are young, we run, jump, and develop our motor skills. As we grow older, repeated practice and skill work help us master strategy. As we become more involved in sports, we learn that each victory and defeat teaches us lessons. As coaches, over time we hope that our athletes grow to respect their hard physical work, to appreciate being part of a team, and to find value in their commitment. Most importantly, however, we hope they reap the character-building benefits of participation. More than the story of the unbelievable serve is the story of the athlete who helped a competitor finish a race that sticks with us and makes us feel good. It is this attribute of character that we want in our athletes.

Parents and coaches need to ask ourselves, “How are we building character in our athletes? Do we foster positive relationships among our players? Do we offer encouragement? Are we modeling good behavior and a positive attitude?”

At Hillel, we believe the answer is yes. Our program supports growth and development in skills, as well as character. Our coaches play an integral role in setting the tone and providing a season that evokes a love of sport and a sense of belonging. Players work hard and feel a sense of accomplishment. When they struggle, their teammates lift them up. Being on an athletic team at Hillel means that an athlete will learn compassion, build bonds, and become a leader.

This year’s Kaufman Family Athletic and Enrichment Fund sports awards were given to students who display exemplary skill and character. They included Elyssa Biederman, Merrick Michaelson, Ethan Rothenberg, Matthew Zivian, Lev Sklar, Darin Levine, Aaron Zakman, Joseph Katz, Seth Goldstein, Henry Tukel, Harrison Feber, Caleb Robbins, Asher Aisner, Adina Robbins, Kadie Hollander, Jordyn Berke, Alexis Morton, Mackenzie Morton, Maya Weissberger, Tal Rubenstein, Zoe Zaltz, Ava Farber, Shoshana Sprecher, Eli Gordon, Joshua Schreiber, Ilana Diskin, and Stella Skolnik. Kol hakavod to all!
Telemus Financial Life Management, and Chemical Bank. The highlight of the evening's program was an impassioned plea for Jewish continuity through commitment to Jewish education by eighth grader Robert Victor, who bemoaned a trend toward disengagement in the American Jewish community. Jewish education provides the tools to cultivate one’s Jewish identity, he said, and without it, Judaism, which survived external threats throughout history, may wither from forces within.

Distinguished Alumni Award recipients were also recognized at the event. They included Eddie Alterman (class of 1986), Rabbi Jennifer Kaluzny (class of 1991) and Jonathan Ozeran (class of 1997). On June 5, Mr. Alterman and Mr. Ozeran visited with seventh and eighth graders to talk about how Hillel has continued to impact their lives as adults.

“Jews have always been a minority, and we have had to take care of ourselves, and this will put you in good stead for your life and career. At Hillel, we’re taught to think, and this gives us a distinct advantage over our colleagues,” Mr. Alterman, the editor of Car and Driver Magazine, said.

Mr. Ozeran, Director of Product at Tempus, a technology company that enables physicians to deliver personalized cancer care, told students that unlike previous generations that stayed in a single occupation for the duration of their careers, today’s entrepreneurial environment and technological advances give students the tools to turn multiple dreams into reality. “So follow your passion – you can design, build… and be mindful of what you’ve learned here. There’s nothing you can’t do!”

Nearly 500 Hillel supporters attended the Annual Gala on June 4, which raised more than $100,000 for tuition assistance. The event honored Nadine and David Farbman with the Dream Maker Award, and Janice and Steven Traison with the Rabbi Jacob E. Segal z”l Award. Steve Freedman, Head of School, cited the Farbmans, the school’s youngest-ever honorees, for their visionary leadership, and the Traisons for years of tireless dedication to our school.

DONOR PROFILE

For Monica and Ari Fischman, a Jewish day school education pays dividends, not only for their own children, but for the Jewish community at large. “You can’t expect people to get involved in Jewish causes if they don’t have the background a day school can give them,” Monica said.

The couple knows of which they speak: Both Monica and Ari are Jewish day school graduates, active in their synagogue, and have had Jewish values ingrained in them since childhood. “From the perspective of developing a Jewish person of character, there is nothing better than a Jewish day school,” Ari said. “It’s where you get the best of both worlds.”

“And it’s where you can find a community,” Monica added. “Whatever school your kid goes to, he or she is going to be there for many years, and it’s important to pick the right community for your child. For us, it’s a Jewish day school like Hillel, where our kids meet Jews from across the spectrum, and who participate in the life of the school out of genuine interest.”

Monica and Ari, parents to Erica (sixth grade), Tamar (fourth grade), and Jacob (first grade), looked at Hillel twice before enrolling their kids three years ago. “We really did our homework,” Monica recalled. “Ari went into rooms that weren’t on the tour, just to make sure that what we were seeing was happening everywhere.”

“We were blown away,” Ari, principal of Fischman Insurance Group, said. “Students come up and tell you what they’re doing, and it’s not scripted or prompted by anyone. And the numbers of teachers and resources available to the children are impressive. The school is ahead of the curve on every front – to tailor education to meet the needs of every child? I never experienced that growing up, or heard of it in a classroom setting. That’s been very impactful for me.”

“Our kids are in three different grades, learn differently, and are each getting an amazing amount of attention,” Monica added. “The kids see that they are important, and they can never fall through the cracks. Their voices will always be heard.”

In this kind of environment, Ari said, “we see the value and we are happy to give back.” The family has given a leadership level gift for several years. In addition, the Fischman Insurance Group has participated in the school’s sponsorship program since it began two years ago, supporting events that raise dollars for the school’s Annual Fund. Monica also serves on the Board of Trustees, and Ari is a member of the Advancement Committee.

Tzedakah to Hillel is “money well spent,” Monica said. “These children are our future leaders. I’ve been on a honeymoon period with school – it’s been three years!”

ENDOWMENT CAMPAIGN UNDERWAY TO SECURE OUR SCHOOL’S FUTURE

Hillel has embarked on an historic endowment campaign to triple the size of our endowment in order to sustain the school for the next generation. Less than a year into our endeavors, we have already doubled its size. We invite you to participate in our efforts. You can have an enormous impact on Jewish continuity by including Hillel Day School in your charitable planning:

BEQUESTS

The simplest way to ensure that you provide for the people and charitable institutions that you hold dear is to make provisions for them in your will. To make a bequest to Hillel Day School please include the following:

I specifically bequeath $ ____ or ____ % of my gross estate (as that is determined for Federal estate tax purposes) to Hillel Day School of Metropolitan Detroit with administrative offices located at 32200 Middlebelt Road, Farmington Hills, MI 48334.

Gifts to Hillel Day School are fully tax deductible, as allowable by law, and can be structured as an outright gift, or through a bequest in your will or trust. Gifts can also be made through life income arrangements, or gifts of real estate, retirement plans, or life insurance policies.

Please contact Amy Schlussel, Director of Advancement, at (248) 539-1484 or aschlussel@hillelday.org for more information to discuss your philanthropic goals.

JOIN OUR MEZZUZAH CAMPAIGN

We invite you to fulfill an important mitzvah and help Hillel affix new mezuzot throughout the building following the completion of our renovations. This unique opportunity will commemorate our 60th anniversary, and allows your family to enhance our school with the beauty and holiness of our Jewish tradition, while also supporting tuition assistance and other areas of school. These original mezuzot will be created by our students under the expert guidance of our art teacher. The campaign will culminate with a special dedication for all donors and a plaque will be erected. To learn more, please call Amy Schlussel, Director of Advancement, at 248-539-1484.
YOUR COMPANY AND HILLEL ARE BETTER TOGETHER

Hillel Day School's Sponsorship program puts you and your company in front of our outstanding community and offers many advantages. It is a highly effective way to promote your company, product or services to hundreds of Hillel families throughout the year. The people you reach will include currently enrolled families, former students and parents, community friends and leaders, plus the growing numbers of families who are interested in Hillel Day School.

Corporate sponsors receive a great value through our growing online social network, our school’s website, and recognition in all our print media. This exciting marketing program also affords your business high exposure at annual events such as the Family Shabbat Dinner, Hanging & Hayride, Israel Independence Day Carnival & Kosher Rib Burn-Off, Movie & Munchies, and the Hillel Day School Annual Gala.

We invite you to partner with Hillel Day School as a sponsor for the 2017-2018 school year. We encourage you to choose your selection today as opportunities are limited. Remember, your sponsorship will provide critical tuition assistance dollars to families who might otherwise not be able to afford a Hillel education. Please call the Advancement Office at 248-851-6950 to learn more.

THANK YOU TO THE HILLEL DAY SCHOOL 2016-2017 SPONSORS

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Congratulations
HILLEL DAY SCHOOL CLASS OF 2013 ALUMNI

Isabella Adelson
Frankel Jewish Academy
Michigan State University

Allison Bloomberg
Frankel Jewish Academy
University of Michigan

Rebecca Chandross
Bloomfield Hills High School
University of Michigan

Jonathan Cher
Berkley High School
Washington University

Gabriella Chernyak
Walled Lake Northern High School
University of Michigan

Jordyn Canu
Frankel Jewish Academy
University of Michigan

Joshua Diamond
Frankel Jewish Academy
University of Michigan

Berkley High School

Miriam Lupovitch
Cranbrook Kingswood
Lyman Briggs College


JOSHDUB LOWENTHAL (class of 2006)

graduated from Washington University Law School in May.

JESSICA POLK (class of 2007) is engaged to Neil Barris and will be married in 2018.

AIDAN FOLBE (class of 2011) started a company called GiftAMeal that transforms restaurants into social enterprises. He is looking for connections to investors! Check out www.giftameal.com.

JONATHAN CHER (class of 2013), a recent graduate at Berkley High School, advanced to the finalist level of the National Merit Scholarship Program.

Frankel Jewish Academy seniors NISIM NESIMOV and PAUL SCHMITZ (class of 2013) were among a cohort trained by AIPAC in Washington, D.C. on pressing issues relative to U.S. and Israeli ties.

PAIGE STEARN (class of 2013) and 40 teammates on the Groves High School forensic team won a state championship, the first time the school has held the top title in 24 years.

DEVORAH EIZIKOVIC RICHARDS (class of 1969) runs Continuum Theater, a nonprofit Jewish theater and performing arts organization in the Chicago area.

JEREMY SEGAL (class of 1970) recently spent a year in Israel and plans to make aliyah.

SHANA SALINGER OLSON (class of 1992) and husband Kevin recently welcomed their fourth child, a baby boy.

ELANA ROTH PARKER (class of 1996) was named in Hour Magazine as a 2016 Top Doctor.

DAVID EINHORN (class of 1998) and wife Ashley welcomed a baby girl in June.

ELINA REZNIK EDELMAN (class of 1999) and husband Michael have a baby boy, Hudson Ben Edelman. The couple resides in New York City.

JOSHUA AARON LOWENTHAL

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DANNY ZIVIAN (class of 2018) has raised more than $21,000 for the National Kidney Foundation.