

שבת קודש פרשת וישלח



B'CHADREI CHADORIM

Your inside view in and around Clifton Cheder

י"ג כסלו תשע"ה

December 5, 2014

הדלקת נרות: 4:10

Volume 2, Issue 5

Rabbi Yonah G. Lazar, Dean

Mrs. Rivkah Isaacs, Early Childhood Director

Mrs. Odelia Schlisser, General Studies Principal

Science Comes To Life

Tuesday's school wide Science Fair was the culmination of weeks of work in the classrooms. The students learned about select topics in Biology, Earth Science, Physical Science, and Space and Technology. Then, each student chose a specific area of research within the context of the class topic for the fair. In a teacher guided fashion, each boy read and wrote about his research. Each boy built a model and a poster to depict what he had learned. Additionally, each boy learned the Torah connection to each and every scientific topic studied.

The first graders created sculp-

tures out of recyclable materials. They learned about בעל תשחית, conservation, and created a booklet about their project. They also learned a happy song to en-

courage them to apply the concepts they were studying.

The second grade learned about where different animals live, how they breathe, what they eat, and how long they live. They learned that each animal sings שירה to

Hashem, and created dioramas of their animals.



(continued on pages 12-15)

CALENDAR

Monday, December 15th

Parent Teacher Conferences
& Jewish Book Fair
Grades 4-7 & After Care
4:00 p.m. dismissal
see pages 19-21 & 23

Tuesday-Thursday, December 16th-18th

Chanukah Schedule
Grades 4-7 & After Care
4:00 p.m. dismissal

Wednesday, December 17th

Rabbi Lazar's Women's Shiur
Chanukah & Chinuch
8:00 p.m.
see page 24

Thursday, December 18th

Chanukah Chagiga
& Jewish Book Fair
Early Childhood
10:00 - 11:30 a.m.
see pages 22 & 23

Friday-Monday, December 19th-22nd

Chanukah Vacation

Tuesday, November 23rd

Elementary
Rosh Chodesh / Chanukah Events

Tuesday, December 23rd

Chanukah Schedule
Grades 4-7 & After Care
4:00 p.m. dismissal

Tuesday, December 30th

N'shei Planning Meeting
8:30 p.m.

To Tantrum or Not to Tantrum, That is the Question

by Morah Rivkah Isaacs, MEd.
AD., Early Childhood Director

Both teachers and parents have experienced being in a social situation with a child, in which the child starts crying and/or yelling LOUDLY! Whether it is because our child has not gotten what he or she wants or if he or she are just tired and didn't want to go shopping. Tantrums can be common between the ages of 1-4; these "melt downs" can include, but are not limited to, crying, hitting, kicking, stomping, throwing things, inappropriate words and breath holding.

Children at this stage are learning to communicate effectively. It is not uncommon for a child to have a melt down; they are venting their frustration and trying to communicate their needs, wants and desires. Children at this age are looking for some control over their environment as well as learning boundaries.

While this might be a normal part of growing up, it is certainly not easy and can be very distressing to parents and teachers alike. It is important for us to remember not only that this stage is normal, but it passes. It is only when the tantrums become more regular or too frequent that we need to try to determine if there is an underlying cause and look for ways to

stop them.

Some children are more prone to tantrums, particularly kids who are intense. They are likely to have difficulty with changes or transitions, and when being moody, tired or hungry are added to the picture, the chances of the child 'falling apart' are greater.

The easiest way to handle a situation like this is to let the child have what they want, but that strategy will not give you



good long-term results. The child will see that when they want or need something they can use this technique to get what they want.

So what do we do?

The first step in diffusing a temper tantrum is to keep your own temper in check. You're not going to get anywhere with your child if both of you are yelling or feeling frustrated or angry with each other. Take a deep breath, gain control over your emotions, and then discipline your child. Firmly tell your child that the way they

are acting will not get them what they need or want; you understand that they are feeling very..... When they are ready, you are ready to talk to them.

Once a young child is in the midst of a temper tantrum, it might be hard to get the child to stop. They are in the midst of an emotional rollercoaster; they are caught up in the moment! Even some older children have a hard time when their emotions are very strong. Some of these children may need something outside themselves in order to help them calm down. It may help to rub or massage their back or arms; holding them on your lap, talking softly to them, while validating the child's feelings. These may help them gain control of their emotions. Other children may need space and would rather

not have any interaction; they need to let their feelings run through. Best for them would be to have a place where they can calm down. You can tell your child that he/she can go to their room and that you will be ready to speak with them when they are calm. This reminds everyone that going to one's room is NOT a punishment but rather a tool to help them; it is part of the large picture of problem solving and dealing with emotions.

(continued on page 6)

Beginning with the End in Mind

Once again the Clifton Cheder Rebbeim spent an early Sunday morning hard at work for close to two hours before the תלמידים's arrival. The group continues to study the ideas of Stephen Covey in his highly acclaimed book, *The 7 Habits of Highly Effective People*.

This month's workshop focused on סוף מעשה במחשבה תחילה - beginning with the end in mind. Covey postulates that before tackling time management, i.e. seeing how to get many things done in your day, week or year, we ought to determine if those are things we want to be doing in the first place. If they are not, every calculated step we take gets us that much closer to the wrong place faster!

"Management," says Covey, "is doing things right; leadership is doing the right things."

Rabbi Lazar shared how in order to acquire this important מידה we need to be able to use our creativity to envision what we want our life, this weekend, this lesson

to look like. Even the בורא עולם first planned out the world - עלה כביכול and במחשבה in a separate step actually built it. Everything must be created twice, first in our mind's eye then in actuality.

Rabbi Lazar then led the group through the early steps of creating a personal Mission Statement. Each Rebbe broke down his many roles in life, i.e., I am a husband, employee, friend, child, 'עבד ה', etc. If at my 100th birthday party my closest people were making tribute statements about me, what would I want them to say?

What are my goals in each of these roles? Putting pen to paper (or stokes on a keyboard) makes a wish into a goal. As Reb Avi Shulman says, "Without written goals, a person cannot fail. Aim at nothing and you are guaranteed to succeed."

The Rebbeim even touched on why families and possibly more importantly, companies, organizations and schools need to have a specific mission state-

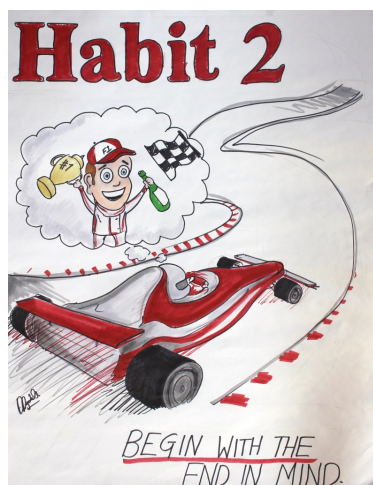


ment. That way when push comes to shove difficult decisions can be made based on the defined goals.

"Character," writes Stephen's son Sean Covey, "is the discipline to follow through with resolutions long after the spirit in which they were made has passed."

The feedback once again was superb. Following the session one Rebbe told Rabbi Lazar, "This morning you really blew me away! This is real, real stuff. Amazing!"

Clifton Cheder's proactive and creative Rebbeim eagerly look forward to next month's In - Service focusing on "Putting First Things First."



Kislev Meets the Park

If you were to pass by Latteri Park on Sunday ראש חודש כסלו, you would have been met by the much hustle and bustle of the boys of Clifton Cheder. There were two כסלו ר"ח themed activities for the two age groups (1st-3rd grade & 4th-7th grade).

The 1st, 2nd, and 3rd grade boys were split into two teams. Team Chashmonaim and Team Macabim. Each team was challenged to "grab the oil jug" (a

version of the famed "steal the salami" game), and get to their team's side before a friend on the opposing team tagged them. As Rabbi Reischer reported, "the boys had an absolute great time and although there was definite competition, it was healthy, positive, and enjoyed by all." The final score was very close at 19-16!

Our 4th-7th grade boys were involved in a team building activity called "Look, Run, and Build." Our talmidim

were divided into eight different teams in such a way that different aged boys were on each team. Each team - with the help of their "lookers," "runners," and "builders" - was required to replicate an original Chanukah themed structure that only each team's "looker" was allowed to see. The one most critical skill required to complete the activity was communication! It was a challenging and enjoyable activity.

Rabbi Lazar had some serious difficulty deciding on the one structure that most resembled the original one. After oohing and aahing, the winning team was announced. Indeed, fun and team spirit was had by all.



(continued on page 5)

Kislev Meets the Park (continued from page 4)



(continued on page 6)

Kislev Meets the Park (continued from page 5)



To Tantrum or Not to Tantrum, That is the Question (continued from page 2)

When talking to your child, remember to focus on validating his/her feelings not the action that the child took (i.e. the tantrum).

Suppose the cause of a tantrum was that a child did not want to take a bath; offer the child a way out of a power struggle by presenting a choice: we ARE taking a bath – do you want to undress or should I undress you. What needs to be done stays the same but by giving your child a

choice you empower the child - and young children do need that.

When your child calms down, or makes a choice, make sure you praise your child (ex. I see you were really upset but now we can work on the problem), or when something that might have triggered a tantrum in the past does not – praise him for his maturity. The words with which you praise will teach the child the type of middos and behavior

you would like them to have.

If temper tantrums are becoming more frequent, they haven't stopped by around age 4, or your child is in danger of hurting him or herself or others, you may want to reach out for help of a professional to find out if there is an underlining issue. Dealing with frustration and anger, when things do not go our way, are a lifelong skill. This process begins when children are young.

על אלה אני בוכי'

Clifton Cheder joins the entire כלל ישראל in mourning the loss of four princes of men in הר נוף. The tragic and barbaric way that they were killed leave absolutely no words. We ask הש"ת - "ארץ אל" "ארץ אל - תנסי דמם." We are pained for the 4 new אלמנות and 24 new יתומים on one block!

At the Cheder, this episode took on an additional personal connection as our beloved PreIA Rebbe, Rabbi Menachem Wiederman שליט"א was a close תלמיד of Harav Moshe Twersky ה' ימקום מגיד שיעור and a role model to so many at Yeshivas Toras Moshe in ארץ ישראל.

Rabbi Wiederman שליט"א felt drawn to be נחום of מצוה מקיים and by doing so represented so many of who would have wanted to be in ארץ הקודש at the time of this צרה.

Below are some of Rabbi Wiederman's thoughts following his ארץ ישראל trip.

May הש"ת bring ישועות ונחמות to each and every one of us,

Rabbi Lazar

I am not going to begin by saying that "I feel inadequate" or "words cannot properly express," etc., BUT... because those things are true, I therefore won't do it at all. I cannot and will not write a

hesped for my Rebbe, Harav Moshe Twersky זצ"ל הי"ד.

However, perhaps what I can write is why I decided to go to ארץ ישראל to be מנחם אבל and join my yeshiva in אבילות. Firstly, I want to express my הכרת הטוב to Mrs. Isaacs for allowing me to go with such little notice and making sure my class was taken care of.



I arrived in ארץ ישראל on Friday afternoon and went straight to הר המנוחות where Rav Twersky הי"ד is buried (not too far from Rav Elyashiv זצ"ל). From there to the כותל and then to Yeshiva where I stayed for Shabbos. As you can only imagine it was a very intense, emotional Shabbos in Yeshiva, just 4 days after our dear rebbe was taken from us. Rabbi Meiselman שליט"א, the Rosh

Hayeshiva postponed his planned trip to the US to come and spend the Shabbos in Yeshiva, eating and speaking with the bachurim at all of the Seudos, including an oneg on Friday night. The hallways were filled with bachurim telling stories and trying to figure out what to do next. With the help of our Rosh HaYeshiva, we were able to

somehow wrap our heads around what occurred as he spoke of יעקב אבינו immersing himself in שם ועבר for 14 years before facing לבן. We cannot face any נסיון without תורה, without sitting in בית מדרש. Especially the nisayon of losing our Rebbe, whose life was כולו תורה.

After spending Shabbos in Yeshiva in Sanhedria Murchevet where the yeshiva is located and where the levaya took place,

I went to be מנחם אבל. I joined literally hundreds of people, the streets were full of cars, as this was no ordinary מוצאי שבת on this once quiet Har Nof street. After squeezing through the crowd, and approaching the Rebbitzin, seeing her for the first time since those Friday night seudos 16 years before, I and a few friends were able to give some sort of נחמה (if

(continued on page 8)

על אלה אני בוכי' (continued from page 7)

that is possible) by recounting stories she requested to hear from the talmidim. I stayed only about 5 minutes as it was impossible to stay there longer due to the crowd. Before heading to the airport, I went with a friend of mine down the block to Rav Rubin's Shul (the shul where the massacre took place) to learn a little bit **לעלי נשמת** my Rebbe **הי"ד**.

Walking through the airport that night was not easy. I just did not want to leave. I felt like if I left it may put some closure on what happened. I didn't think I wanted that. On the security line I was letting the people behind me go ahead telling them I simply wasn't ready to leave. **"אז תשאר!"** - just stay then, they told me.

But why? Why a trip of 36 hours? Especially with a stop over in Russia, sure sounds like a lot! To understand this, you had to have met my Rebbe. If you would have even met him, you would not only understand but would see why it wasn't much of a question. Truth be told, when I called another Rebbe of mine and asked him about going, he said, "I don't understand the question!"

So what is it? For this I will need to describe a little bit (not a **הספד**) about my Rebbe. A little about him and you will see how he helped shape my life and thereby the lives of your children, my students at Clifton Cheder.

Each morning Rebbe awoke to go to shul. Sometimes he went to

the **מקוה** before davening and sometimes after, but he went every day. After davening he went home to have something to eat, I don't believe it was much. He asked his wife for "something to taste" (a quote from his wife, the daughter of Rav Aba Berman **זצ"ל** for the day and with that (usually about two fruits, not more) he left Har Nof to come to Yeshiva. He learned in Yeshiva all morning, and then learned all afternoon and evening either in the **בית מדרש** next door or in the Yeshiva. He returned home at around 11p.m. to eat a dinner with his wife and went back to learn until about 1:30 a.m. His brother said it very well, "It is difficult to describe him with words of our generation because he was not a person from our generation." How incredibly precise. He really knew all of **תורה** and he knew it well. This is something that he expected of us, his **תלמידים** as well. When a friend of mine told him that he learned **גמרא מכות** 11 times, his response was "11 times?!" as if to say, that's it?! It was said over that when he was learning **סדר טהרות** (**ש"ס**) he would flip through the **משניות** to find something the way you and I flip through a siddur to find **מנחה**, knowing where everything is.

When someone asked his mother (the daughter of Rav Yosef Dov Soliveichik **זצ"ל** of Boston) during shiva if he was always like this, she said from age 2 to 59! When he was in third grade he would

hide under his blanket at night with a **חומש** and a flashlight. In order to get him to go to sleep she would eventually tell him that the light can cause a fire in his bed. The **בחורים** literally watched his every single move because there was always a **חשבון** to every single thing he did, everything!

I will share a personal story. I remember that myself and a couple other **בחורים** once had the **זכות** to go with him to the **בית הקברות**. I took along a pad and a pen to write down his every move. I remember even writing that he placed the stone on the **מצבה** with his left hand. We would only write that about someone we feel that everything he does is significant. I would tell you that either I spoke to him or looked it up (I can't recall) but there is actually something brought down **על** **פי הלכה** about doing it with your left hand. How ironic that years later, I saw the **בחורים** placing stones on his **קבר**. I remember sitting by his **סעודות שבת** and watching him, how did he hold the Kiddush cup, how did he cut the challa, how did he wash. We would go back and write it all down after Shabbos, we would ask him about everything he did, making him very uncomfortable.

Our Rebbe lived a life of **קידוש ה'**. He would constantly talk about dying **על קידוש ה'** as well, in the **שיעור** and with his wife at home. His wife related that they once talked about it and together they

(continued on page 9)

על אלה אני בוכי' (continued from page 8)

said that if someone dies על קידוש 'ה he is a "קדוש" (i.e. because you are Jewish) and if you die על קידוש 'ה while doing a מצוה you are a קדוש and a חסיד, and if you die על קידוש 'ה while davening, you are a קדוש, a חסיד and a טהור! Rav Twersky הי"ד was killed in the middle of עשרה עשרה.

This past summer the בחורים asked him about the sirens (during the war) during עשרה עשרה. They told him that it was difficult to daven. He said I don't understand, what is the problem, just keep davening, and don't pay attention, and if they don't hit you, you have a good davening and if they do then what better way to go! Rebbe הי"ד used to fast all of עשרת ימי תשובה (eating only at night) and this past year, his wife told us that she found out he fasted the entire אלול as well!

When I was being מנחם אבל, a friend of mine told Rav Meir Twersky (his brother) that Rebbe's smile (he smiled often, especially at a good question we asked in shiur) on Shabbos was really different, you were able to see that there was something different, something special. His brother's response was as follows: When you and I keep Shabbos, we know Shabbos is different and special intellectually, we believe it, but by Rav Moshe הי"ד it was a מציאות. These words were echoed by another talmid who said that by us there is מציאות and then there is abstract. There is what we physically have and there is the

abstract. By Rebbe it was the opposite with רוחניות. The רוחניות was an actual מציאות and that's how he lived. When we leave our house to go to the park, we prepare a sandwich, when he left his house he prepared something to think of in Torah (he didn't really need to prepare!). If there is one שיטה that says Shabbos is over later then for him it was reality; after sirens and we all go to a bomb shelter, no one goes out if there is still any חשש at all. That is the way it was with שבת going out for Rebbe. We are pretty certain that his מנהג was not to eat food not made in his house, any חשש of anything about the food was like poison for us, we wouldn't touch it, for him it was a מציאות.

We live life: Sunday, Monday, Tuesday etc. Rebbe lived with the זמנים of the Torah. One day he came in extra happy and told the בחורים, it's the first day of שבועת ימי המילואים! He recently told someone that its almost שלוש יום and was getting excited. He was נפטר on the 25th of חשון. We work out to keep our body in shape, that is how he worked on himself, it was very real. One day during עשרת ימי תשובה Rebbe came into שיעור and said that you could cut the feeling of עשרת ימי תשובה with a knife! When he bowed during davening it was as if he was following the instructions of a physical therapist, every move we watched and learned, it was real. Just like we wouldn't stare at

the sun or a laser beam because it is bad for our eyes, that is how he viewed things that he wasn't allowed to look at. People tour parts of the world, he toured through תורה. His running from כבוד wasn't because he knew that it was the right thing to run from כבוד, but in his world, in his reality, כבוד was nothing, it was not a reality!

Sometimes I wonder what perhaps you may be wondering now. Is this really a חיזוק? How is it possible to become like that? Each person will have to answer that in their own way but I believe that for us just watching him, just being around him, learning from him shaped who we are, all his תלמידים and his תלמידים's תלמידים, your children. The גמרא says, many of us at Yeshivas Torah Moshe lost a father figure, but he left children. Children who learned from him and can pass on to their children, i.e. תלמידים. What does it mean to be a rebbe, how are the talmidim watching, the אחריות. As a Clifton Cheder parent, I am confident knowing that my own children have role models in Yeshiva that will inspire and shape them, similar to the way my rebbe did for us.

May Hashem bring a נחמה to his family and the other families that experienced what they did on that day. May we be ישועות to זוכה and the קרובה במהרה בימנו אמן.

What Would I Take Along?

First grade boys Read-A-Loud session focused on a reading of "Molly's Pilgrim." The boys were clearly emotionally engaged in this story of a new Russian immigrant child - a Jewish child - navigating a new country, language and culture. Confused about the holiday of Thanksgiving she soon learns that she and the Pilgrims share a common bond - Molly and her family have come to America in search of religious freedom and a better life. Our students shared the many countries that their parents and/or grandparents once migrated from - also in search of freedom and safety. Here are selections of writings following our lesson. They reveal how solidly our Cheder boys are grounded in their Jewish identity.

"IF I SAILED ON THE MAYFLOWER I WOULD PACK.....

"my toys, my Siddur, food, kippah, tzitzis, supplies, toy car, and my pillow." (by Yaakov Schneider)

"my Siddur, my little brother, tissues, legos, coloring and Chumash." (by Yedidya Rudolph)

"my Chumash, my Siddur, a book, some food, some water, some Legos, my baby sister, and camera." (by Yaakov Shacham)



Mazel Tov To..

- Rabbi and Mrs. Gidon Lane on the engagement of their daughter and on the birth of a granddaughter.

- Rabbi and Mrs. Shmuel Reischer on the birth of a son.



פרנסי החדר

Thank you to the פרנס היום sponsors who dedicated the Cheder's davening & learning:

- Mr. and Mrs. Zidell: ט' כסלו - December 1st in honor of the birth of their son, Yitzchok Meir נ"י.

- Mr. and Mrs. Shai Bayaz & Mrs. Susan Rhein for dedicating a week of learning לעלוי נשמת החבר שמואל בן ציון ז"ל.

Thank You To..

- Mr. Yitzzy Mittel for installing our back door security camera, mounting our two smartboards and fixing two of our whiteboards. תזכו למצוות.

- the Katina family for donating two play dough toy and tool sets to the Kindergarten class in honor of Shalva's 4th birthday.

- the Wolf family for donating a book to Morah Leah's Nursery class in honor of Guila's 3rd birthday.

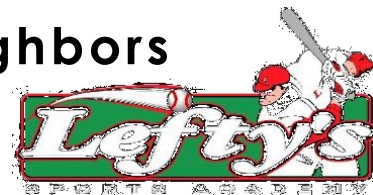
- the Cantor family for donating a book to the Kindergarten class in honor of Yaeli's 5th birthday.



Good Neighbors

Thank you to Lefty's Sports Academy for once again allowing our parents to use their parking lot during the Science Fair.

We appreciate their friendship!



Rabbi Yisroel Meir Rubinfeld, Torah Umesorah's Executive School Consultant, visits the Cheder.

Our N'shei Brings Us All Together

What a beautiful way to start off Chodesh Kislev! Delicious milchig buffet style food and a positive atmosphere was enjoyed by everyone. The program had started with Mrs. Bina Zarkhin, the hostess, thanking the women who had made this event a success: all the mothers who had volunteered to cook, spearheaded by Mrs. Rachel Mittel; Mrs. Nava Wilk for her creative & decorative touch; Mrs. Debbie Henigson, Mrs. Miyuki Shapiro and Mrs. Tova Wellikoff for helping to set up.

Thanks too to all the Moros for attending and demonstrating that we are a partnership school, where parents and teachers are one unit. It was mentioned that for Shabbos Parshas Toldos the widows of the Har Nof tragedy had requested to focus on the middah of achdus, ahava and shalom. We hope that our unifying experience at the Melaveh Malkah added to the merits of Klal Yisroel.

A "bekiyus in Parsha" scavenger hunt, ending with fun arts and crafts resulted in a beautiful scrap book that N'shei had presented to the Cheder with pictures of every single child in the school. If you couldn't make it to the Melaveh Malkah, don't forget to stop by the office to take a look at the album. Through this

game the women really enjoyed getting to know one another.

We had a tremendous privilege to hear Mrs. Shanny Gejerman share deep thoughts on the essence of Rivka based on the Parsha and connecting it to why it was important to the Yevanim to issue such horrific decrees

Thank you Mrs. Gejerman for inspiring us and making our night both memorable and meaningful.

For dessert, our beloved music teacher, Miss Sara Klein, took out her guitar and joined by those in attendance, enjoyed a heartfelt kumzits. Thank you, Morah Sara!

The evening flew by fast and it was time to part. People left inspired, rejuvenated and with a feeling of "Yes, we are one big family! We care for each other, we want our 'Cheder family' to thrive."

Following our beautiful kick off event, we would like to invite all mothers to a **Cheder N'shei planning meeting on December 30th at 8:30 p.m.** The purpose of the meeting is to create a vibrant Cheder community. Women will have an opportunity to share different ideas they have or had seen that were successfully implemented in the past. Ideas could vary from fundraising to social events to events that benefit our

children or children and adults in the community at large. We have an amazing school. We need to spread to the community. All Cheder mothers are welcome and encouraged to attend.



against the Jewish women. The clarity of one's true identity that Rivka taught remained with the Jewish nation for generations. It saved us in the past and בעזרת ה' will do so in the future. The audience, mesmerized by Mrs. Gejerman's words, were ready to sit there for many more hours.

Science Comes To Life (continued from page 1)



(continued on page 13)

Science Comes To Life (continued from page 12)

The third grade learned about the Solar system. Each boy studied a different planet and wrote a report. The commentaries related to the creation of the universe and celestial bodies were studied. They arranged their classroom to depict the solar system, and the planets sunk down proportionately to size. (Yes, they did the math together in class!)

The fourth grade learned about magnets and electricity. They learned about protons, electrons and neutrons. They learned about positive and negative charges, as well as how magnets work. Some interesting examples of magnets in תנ"ך such as how magnets were used to support דוד המלך's crown were studied as well.

The fifth grade studied body systems. Each student created a model of one of the systems: Respiratory, Circulatory, Cardiovascular, Digestive, Excretory, Endocrine, Integumentary, Skeletal, and Muscular. They know about

all the major organs and their functions, in addition to fun facts. תפילות that relate to different body parts and func-

cient; practically, and mathematically. Their exhibit was enhanced by costumes that connected their topic to history. Additionally, they researched how simple machines were used both in the משכן and בית המקדש.

The seventh grade learned about different weather patterns and events such as tsunamis and monsoons. They created detailed models to depict how these patterns occur. The boys looked up פסוקים and commentaries from תהילים that describe these different occurrences, and how these are all part of Hashem's handiwork.

This fair was unlike many other school fairs where the students (read: their parents) compete for the most sophisticated project. What made this fair unique is that the projects were done in school by our students. Perhaps the most important lessons to take home from all this, is that of empowering our children to be active learners, to enjoy the inquisitive learning process, and to be proud of their work product.

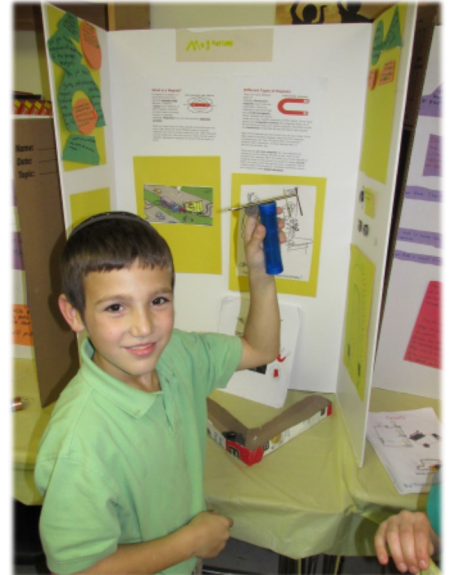
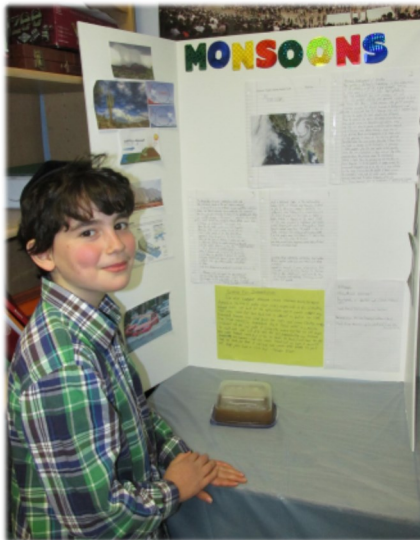
(continued on page 14)



tions were emphasized.

The sixth grade constructed simple machines, and explained how they make work more effi-

Science Comes To Life (continued from page 13)



(continued on page 15)

Science Comes To Life (continued from page 14)



Smiling Faces of Early Childhood



Smiling Faces of Early Childhood



Glimpses of Clifton Cheder Limudei Kodesh Life





RABBI YONAH G. LAZAR, DEAN
MRS. R. ISAACS, EARLY CHILDHOOD DIRECTOR
MRS. O. SCHLISSE, GENERAL STUDIES PRINCIPAL

י"ג כסלו תשע"ה

December 5, 2014

Dear Parents שיחיו,

Clifton Cheder will be having Parent Teacher Conferences for all departments, on Monday evening, December 15th ranging between the hours 6:00 and 9:30 p.m. This opportunity will enable you to have direct communication with your child's Rebbe and teachers(s).

Parents will be scheduling their own appointments via our Infograsp computer system. Please follow the attached detailed directions memo to reserve and print out the slot(s) that you want.

The log in system enables parents to choose the time of their appointments and allows you to schedule as many back-to-back conferences that you want, preventing potential parental waiting time.

Please understand that all conferences must end on time as another set of parents very likely have scheduled their appointments right after yours. Even if this is your last appointment it cannot begin late as Rebbeim/teachers likely have additional appointments when you are done.

Due to this tight scheduling, it is necessary for us to ask the Rebbeim and teachers to end the conferences at the end of the 10 minute slot regardless of what time you began. If you began late, unfortunately your conferences will need to be shortened. Should you need to continue the conversation at hand, please ask the Rebbe or teacher if you can schedule a follow up phone meeting.

We are hopeful that our computer system continues adding professionalism to our school, and its benefits outweigh any difficulties that may present themselves.

We look forward to greeting you personally,

Rabbi Yonah G. Lazar
Dean

Mrs. Odelia Schlisser
General Studies Principal

Mrs. Rivkah Isaacs
Early Childhood Director

Clifton Cheder...where skills and cheshek go hand in hand

123 INDUSTRIAL EAST ❖ CLIFTON, NJ 07012 ❖ 973-472-0011 ❖ ADMIN@CLIFTONCHEDER.ORG

PARENT TEACHER CONFERENCES SIGN UP INSTRUCTIONS

Please be advised that our school uses an online system, Infograsp, for scheduling Parent Teacher Conference appointments. Below you will find step by step instructions for using this program.

The appointment web site will be open for scheduling starting **Tuesday, December 9, at 9:00 a.m. and will close for scheduling on Friday, December 12, at 11:00 a.m.** The website is available 24/7.

Families with 3 or more children attending the Cheder can register 1 day early beginning on Monday, December 8, 9:00 a.m. in order to allow for the greatest chance of coordinating all of your time slots. We recommend taking advantage of this day as slots are reserved on a first-come first serve basis.

1. Log onto <https://customer.infograsp.com/apps/login.jsp>
2. Enter your ID and password. Your User ID is: your last name.last four digits of your home phone.ccp (example: cohen.1234.ccp). The password to log on is Welovetolearn (case sensitive).
3. On the right side of the screen, under **Conferences**, click on **Conference Participants**
4. Under the **Apply** button, click on the **1** in order to begin.

This page has four sections:

- A. Conference Participant Detail** – shows the December 15th Conference day you are working on.
- B. Reserved Time Slots** – shows the times slots you have already reserved. (currently empty)
- C. Available Time Slots** – shows the conference times currently available for the faculty pertinent to your child(ren). Each slot is 10 minutes.
- D. Students Classes** shows the classes that your child(ren) are enrolled in

5. Scroll to section C, **Available Time Slots**.

To view all the slots available, click on the arrow to the right of **Rows** and select the number of rows you wish to see. (up to 100)

Rows: 25▼

You can also use the ◀◀ First ◀ Previous | Next ▶ Last ▶▶ to scroll through the time slots.

6. When you see a slot that you would like to reserve, click the **Re** button. After the page loads, your reservation will now appear in Section B, **Reserved Time Slots**.

All other appointments with that teacher will now disappear. Slots with other teachers at the time you have just reserved will disappear as well.

7. Continue reserving slots until you have chosen slots for every child's teacher(s).

Congratulations! Your reservation has been made.

To unreserve at any time, Use Section B, **Reserved Time Slots**, and click **Un** on the slot you wish to unreserve.

8. Once you have chosen your appointment times, click on Home (top right of the screen) to bring you back to the Home Page.

9. On the right side of the screen, under **Conferences**, click on **Reserved Time Slots**.

10. On the top line of the screen, Press the arrow to the right of Display: Browse ▼ and change to Printable.

11. Press Control-P to print.

12. Please bring your appointment schedule along with you to conferences as it includes the rooms your meeting(s) will be held in.

If, after you've scheduled an appointment, you find that you are unable to attend, please log-on to the system again using the instructions above and cancel (unreserve) it, making it available for other parents.

Parents who do not have internet access may contact Rabbi Kagan between 9:30-10:00 a.m. while scheduling is open to assist you in setting up your appointments.

We recommend arriving 10 minutes early before your first appointment, as parking is quite limited and appointments will need to end on time.

If you are unable to attend, please be in touch with your child's Rebbe/teacher(s) to schedule an alternate way to be in contact.

Clifton Cheder...where skills and cheshek go hand in hand

123 INDUSTRIAL EAST ❖ CLIFTON, NJ 07012 ❖ 973-472-0011 ❖ ADMIN@CLIFTONCHEDER.ORG

CHEDER | חדר

Early childhood Mommies, Grandmas
and sisters, are cordially invited
to attend our

Chanukah Phagiga

Thursday, December 18th, 2014

כ"ו כסלו, תשע"ה

10:00am-11:30am

123 Industrial East, Clifton NJ 07012

*We look
forward
to seeing
you!*

PrelA Boys
fathers are
welcome to
come, too



CHEDER | חדר

The Clifton Cheder
is excited to
invite you to our



Jewish Book Fair



Thursday, December 18th 10:00-11:30 a.m.
(during the EC Chanukah Chagiga)

Monday, December 15th 6:30-9:30 p.m.
(during Parent-Teacher conferences)

at Clifton Cheder
123 Industrial East, Clifton, NJ 07012

~ Our school receives
20% of what is sold
to purchase books for
our classrooms. ~

Women of the
Passaic & Clifton Community
are cordially invited to attend

Chanukah & Chinuch

Lessons to Last a Lifetime



where Clifton Cheder's dean

Rabbi Yonah G. Lazar

will inspire you to keep the fire burning
long after the candles go out

WEDNESDAY, DECEMBER 17TH

8:00 PM • נר ב' של חנוכה

at the home of

Rabbi & Mrs. Yonah S. & Ilana Lazar
385 Terhune Avenue, Passaic, NJ

