



From Rabbi Mitchel Malkus, Head of School

The Portrait of a CESJDS Graduate considers being an “ethical, responsible, and compassionate global citizen” as one of the significant outcomes of a JDS education. Among the indicators of this goal is the “ability to show awareness of diverse perspectives, peoples, places, and cultures;” “knowledge and appreciation for the foundations of the United States and our democracy and values;” and “empathy and compassion for others.” One of the many ways the School fosters students who are global students is through our outstanding signature travel experiences.



Fifth grade students culminate their Lower School experience with a trip to Philadelphia. Students visit Independence Hall/Liberty Bell Museum, the Museum of the American Revolution, Mikveh Israel Synagogue/National Museum of American Jewish History, and an exhibit on Ben Franklin that highlights how he is a model of innovation. The trip builds on the Colonial American history students study as they complete their Lower School years.

To complete their 8th grade Social Studies Curriculum, the class goes on a civil rights journey to Atlanta and Montgomery, Alabama. During the trip, students visit the Center for Civil and Human Rights, CNN Headquarters, the Martin Luther King Jr. Center and Historical Park, and visit local universities to engage in conversations about civil rights. One highlight is a visit to The Temple, which was the center of Jewish civil rights engagement and serves to further the students’ exploration of how they might put Jewish values into action in their own lives. When the class travels to Alabama, they visit the Legacy Museum, National Memorial for Peace and Justice, and the Freedom Riders Museum. Throughout the trip, teachers and local educators draw parallels from the year’s curriculum and current events.

The Irene and Daniel Simpkins Senior Capstone Israel Trip is the signature culmination of a CESJDS education. Following their February graduation, students travel together to Eastern Europe and Israel, where they spend the semester living, learning, exploring, and celebrating together. They follow the historic footprints of their ancient and modern forbearers, uncover the magnificence and tragedy of Eastern European Jewish life, and discover the vibrant culture of modern Israel. Students learn about nature and the environment, explore the complex challenges facing the State of Israel, survey various approaches to Judaism, and volunteer their energy and skills alongside students from around the world.

Spanish language students in the high school also have the opportunity to participate once during their CESJDS careers in a cultural immersion trip to Argentina. The trip provides students with a chance to experience the cultural life of Buenos Aires, the capital of Argentina, and one of the largest and most cosmopolitan cities in the world. Highlights of the trip include: visits to historic neighborhoods like La Boca and Barrio Norte, a historic soccer stadium, La Bombonera; experiences with some of Buenos Aires’ main cultural centers; interactions with peers at the Tarbut Jewish school; and Shabbat with Argentine Jewish families and opportunities to learn about their everyday lives.

Through their school educational travel experiences, CESJDS students develop independence and critical life skills, gain perspectives that come from engaging with different cultures, and broaden their thinking as they become global citizens while strengthening their ties to one another and their community. 12th grade students learn to live abroad and process new life experiences as they solidify their abilities as global citizens, just one of the many goals of a CESJDS education.

SCHOOL

- The **High School Boys Cross Country team** won the PVAC championship.
- The **High School Boys Cross Country team** finished a meet with their highest cumulative score ever of 17 points with runners finishing 1, 2, 3, 4, and 7.
- The **Varsity Girls Soccer team** won their first ever regular season banner, finishing in first place in the PVAC.
- The **Varsity Girls Tennis team** finished in first place in the PVAC.
- All of our Fall athletic teams made it to the **playoffs**.
- **Shir Madness** performed at the University of Maryland Hillel Jewish a Cappella night.

STUDENT

- **Miriam Goldel** (Grade 10) was selected as a Kol Koleinu fellow.
- **Zack Singerman** (Grade 11) appeared on Jewish Broadcasting Service TV (JBSTV) on the anniversary of the Tree of Life Synagogue massacre to share how the tragedy motivated him to fight antisemitism.
- **Nathan Gershengorn** (Grade 12) and **Ari Rabinovitz** (Grade 12) were recognized as National Merit Semifinalists.
- **Noah Hoch** (Grade 12) was featured in the *Washington Jewish Week*.
- **Shevi Lerner** (Grade 12) received the Billy Michal Student Leadership Award from The National WWII Museum.

FACULTY

- **Lori Belke**, Director of Human Resources, was admitted to the Wharton School of Business's Chief Human Resources Officer Program.
- **Talya Edery**, High School Hebrew Teacher, graduated from Middlebury College's MA program in Secondary Hebrew Language Education.
- **Deby Kijak**, Upper School World Languages teacher and Diversity Coordinator was selected by the American Council on the Teaching of Foreign Languages (ACTFL) as a new teacher mentor.
- **Deby Kijak** and **Beth Poston** presented on "How We Made World Language Teaching and Learning Better with Online Tools" for the Association of Independent Maryland and DC Schools (AIMS).
- **Dr. Silvia Kurlat Ares**, Upper School World Languages Department Chair, attended and presented a research paper at the XLIII Congreso del Instituto Internacional de Literatura Iberoamericana.
- **Natalie Levitan**, High School History Teacher, began the Landmark University Certification Program for supporting Executive Functioning Challenges in the classroom.
- **Michal Limonchik**, 5th grade Hebrew and Judaic Studies Teacher, completed her studies at the Hebrew University of Jerusalem and earned an International MA in Education with a specialization in Jewish Education.

- **Rabbi Janet Ozur Bass**, Middle School Assistant Principal, attended a program on Promoting Spirituality in Children.
- **Shelli Putterman-Kennett**, Upper School Hebrew Language Department Chair, started her doctoral program in modern languages at Middlebury College.
- **Benjamin Tellie**, Upper School Art Instructor, and **Brett Kugler**, High School Learning Specialist, began a year-long professional development session, centered around the Arts, with a national Jewish organization.

ALUMNI

- **Marcie Oser Wertlieb '92**, **Josh Lipsky '04**, and **Alex Flum '14** were honored at CESJDS's annual Head of School Circle celebration.
- **Yuval David '96** was profiled by the USC Shoah Foundation on who he is as a person, a professional, and his belief in humanity.
- **Kerry Brodie '08** was featured on CBS This Morning for her work in founding Emma's Torch.
- **Kevin Lieberman '08** was featured in a *Ynet* interview where he spoke about his Jewish identity.
- **Jake Mintz '13** and **Jordan Schusterman '13** covered the World Series for the Fox Sports Network.
- **Bryan Knapp '17** transferred to the George Washington University to finish out his NCAA basketball career.
- **Noah Shufutinsky '17**, took part in a panel discussion for Jewish National Fund regarding 'Conversations on Zionism.'
- **Erica Cohen '01** & **Alan Kaplan** welcomed a daughter, Noa Goldie.
- **Leah (Eiserike) '04** & **Josh '04 Lipsky** welcomed a daughter, Hannah Beth.
- **Samantha Redman** & **Max Levitt '07** were married.
- **Alyssa** & **Oren '08 Goodman** welcomed a son, Nathan Marc.
- **Liz (Landau) '10** & **Andy Zittrauer** welcomed a son, Daniel William.
- **Melissa** & **Jonah '10 Weisel** welcomed a daughter, Amalya Gemma.
- **Elana Handelman '13** & **Cam Somers** were engaged.
- **Yael Camissar** & **Sammy Felsen '14** were married.
- **Tali Gasko '15** & **David Engle** were engaged.
- **Hannah Newburger '13** & **Ben Lieberman '15** were engaged.

ALUMNI

- **Gerry Nussbaum**, former Lower School Principal, published a book.
- **Laura Wallace**, CESJDS parent, was featured in the *Washington Jewish Week* for her work with Jews United for Justice.



Lower School Log:

The Many Dimensions of Experiential Learning: Chicken Rent-a-Coop at the Lower School

◆ By Rabbi Matthew Bellas & Dr. Alexis Soffler



Over the years, we have found that the most impactful, memorable, and resonant learning happens when students are engaged with mind, body, heart, and soul. Experiential education often takes students out of the classroom and allows them to expand the horizons of their academic, social-emotional, spiritual, and physical growth. When we first decided to bring a Rent-a-Coop to the Lower School a few years ago, we knew that our youngest students would find our chicken guests to be fun and exciting, but we never expected the overwhelming diversity of learning goals that we could achieve for our students of all ages. Here are some examples of science standards-aligned learning that takes place:

- Seeing and supporting real-life examples of what living things need to live: food, water, and safety
- Linking animal anatomy with how animals survive (claws, beaks, etc.)
- Observing and discussing animal life cycle
- Connecting with human food sources (chicken and eggs) and integrating discussions of kashrut, nutrition, and agriculture
- Reflecting on the role that human beings play in caring for the world/nature that provides us with food

In addition to these outcomes, incredible learning beyond the academic occurs:

- Our students build their empathy skills by coming to understand the whole through the eyes of the chickens: human beings are VERY big and frightening to them, so how do we approach and interact with them? What actions will cause the chickens to feel threatened and which will help them feel safe?
- Children who may have some fear when it comes to animals are able to interact with a very calm and accommodating species that will help them overcome their fear and give them an experience of success.
- Venturing into learning about predators and loss. Last year, a hawk impacted our chicken guests and while we supported our students through loss and sadness, we also were able to learn about the role that predators play in the larger ecosystem, what gifts they bring to the world, and that we must respect and protect them even if their way of survival results in feelings that are hard for us.
- Times of unfettered joy: whether it's during planned activities or unexpected events (such as a "chicken escape" or watching chickens steal worms from each other) the children genuinely enjoy spending time with the chickens and these positive feelings occurring during the school day allow the students to be more engaged in and excited about learning in other subject areas.

◆◆ Experiential education often takes students out of the classroom and allows them to expand the horizons of their academic, social-emotional, spiritual, and physical growth. ◆◆

Since we first brought our Rent-a-Coop to campus a few years ago, we have seen widespread growth of this opportunity for experiential learning throughout schools. In fact, we recently learned of a university Hillel bringing a coop to their location so that their students could engage in the same learning that we have been and are providing for ours. It is gratifying to know that we continue to be on the forefront of Science and STEM learning, not just in Jewish education, but in the entire field.

Middle School Musings:

...And We All Roar!

◆ By Heidi Zansler, Middle School Social Studies Teacher



There are no more plastic partitions in the classroom. Laughter permeates the middle school hallway. An abundance of roaring cheers during an in-person Kab Shab replaces the glitches of pre-recorded sounds of virtual zoom.

Yet, we still see a hallway of masks. On

Mondays, students wait in long lines to have their noses swabbed for COVID testing. The empty seats in the middle school dining hall echo that some normalcy desires a return. However, this liminal space between caution and the familiar fails to diminish the energetic learning occurring in and out of the classroom. Nor does it thwart faculty gathering for small chitchat. Middle school teachers are planning lessons, attending faculty meetings, and meeting with students during academic flex block (AFB). I am thrilled to return to a place of happiness of an in-person collaborative student learning environment, while rising to the occasion to create new learning experiences because of COVID.

◆◆ You will never speak to anyone more than you speak to yourself, in your head. Be kind to yourself. ◆◆

In seventh grade, I tried something new. I introduced a “positivity minute” to replace a typical warm-up. During this time, students read and pondered an inspirational quote. After a minute, we began a discussion. Students are not required to participate, but they are encouraged to practice mindfulness. An example of a quote given is one by an unknown author, “You will never speak to anyone more than you speak to yourself, in your head. Be kind to yourself.”

Another example of a positivity minute is the “happy thoughts” page. I write “Happy Thoughts” on an oversized white paper and tack it to the bulletin board. Students think of something that brings them happiness. Then, they pick from an assortment of colored sticky notes and anonymously write their happy thought. This thought is placed on the oversized

white paper. Then, I read the thoughts to the class. It generates many giggles and smiles. The goal of the positivity minute is to create a warm community, and I think this has been successful.

In 8th grade, I returned to collaborative learning. The students learned about John Locke’s *Second Treatise of Government* through station learning. They rotate between tables as a group and are provided with a challenge question. Each

student is required to speak before engaging in a table discussion. This was successful because students who normally would not participate in class were given a unique opportunity to be heard.

Returning to school without acknowledging the recent past that is still our present would be an impossibility. Change is an inevitability, even if it borders on the unfortunate or inconvenient. As teachers, we rise to the occasion, and the students become our focus. We transform our thinking by blending the new with the old, and we become better for it. Then, we all roar!



High School Highlights:

Curriculum With an Eye for Empathy and Equity

◆ By Nancy Wassner, High School English Teacher



Recently one of my Juniors discovered that the CESJDS High School English Department is no longer assigning one of his favorite novels. He lamented the loss, saying, “But Ms. Wassner, if it ain’t broke, don’t fix it!” Indeed, many teachers follow this motto. We need texts that build skills, texts that challenge reading comprehension, allow for varying interpretational perspectives in class discussion, provide meaty arguments for analytical writing or prompts for creative response. Then once we find good texts, we tend to stick with them, endlessly tinkering with our instructional methods to bring out the best in our students. And truly, our department provides outstanding instruction. Students regularly come back from college telling us how well prepared they are, how their professors are impressed by their reading, writing, and confidence. CESJDS conducts an annual survey with alumni as well that provides similar data. Thus we felt for some time that our texts were doing their jobs. Our curriculum was not “broke;” it did not need fixing.

In the past few years, however, it became clear that while our texts allowed us a high degree of success teaching critical reading, writing, and thinking skills, they were not effectively facilitating another major skillset: cultural competency. The Portrait of a CESJDS Graduate states our aim for every graduate to be an “ethical, responsible, and compassionate global citizen.” The texts we read in English often provide students’ first steps to engage in the world. Yet despite our semester-long World Literature seminar for Seniors, our high school texts were predominantly focused on white men. If we wanted students to show “awareness, respect, and knowledge of diverse perspectives, peoples, places, and cultures,” we needed to diversify the range of voices in our reading material.

In the 2020-21 school year, we began a process of curriculum review for every class in our high school English program. We have balanced our traditional classics with texts by and about women, Black, Indigenous, and People of Color, people who identify as LGBTQIA+, as well as individuals with disabilities or chronic illness. In line with CESJDS’ frameworks for exploring issues of Diversity, Equity, Inclusion, and Justice (DEIJ), we are now pleased to present our revised courses for English 9-12: Individual Voices, Voices from the Margins, American Voices, and International Voices.

Our curriculum is always a work in progress. Finding texts that meet all of our goals is a challenge, and we remain committed to providing the high level of instruction and learning that CESJDS is known for. In some ways, curriculum review never stops. In my view, this constant tinkering is what makes the CESJDS High School English Department so exceptional. We are committed to our students’ education and development as just and empathetic human beings. And when we see something to fix, we do.

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Alumni who send their children to CESJDS become part of our *Hagshama* families, and fulfill their dream of providing a Jewish education to the next generation. This school year, we welcome 7 new *Hagshama* families and 15 new students bringing the total number of *Hagshama* families to 95 currently at JDS.

Michelle Blumenthal '00 & Daniel Abramowitz and Asher (2) & Haley (K) Abramowitz
 Stacey & Jason '98 Adler and Abby (4) & Jacob (3)
 Melissa & Mark '88 Arking and ViVi '21, Zack (12) & Ella (8)
 Mona '00 & Ariel Atkinson and Eliora (3) & Kobi (1)
 Melanie '92 & David Bachrach and Josh '21 & Adam (9)
 Tamar '99 & Aaron Barnett and Talia (6) & Leia (3)
 Alison '98 & Mark Berger and Kyle (5) & Naomi (4)
 Callan & Seth '91 Betaharon and Alexander (2) & Abby (K)
 Jennifer & Daniel '90 Blumenthal and Ari (10)
 Lisa & Gideon '93 Blumenthal and Cyrus (8)
 Abigail Bortnick '99 and Kelyn Kopstein (3) & Brody Kopstein (K)
 Rebecca & Nathan '01 Bortnick and Devin (K)
 Edie & Seth '92 Boyar and Miles (4) & Grant (2)
 Anne Seymour & Aaron Brickman '91 and Aviva (12), Dalya (10) & Micah (7) Brickman
 Jodi & Geoff '92 Chesman and Abby (9) & Ryder (5)
 Sharone & Corey '07 Cines and Bailey (JK) *
 Anna '05 & Shay Cohen and Lia (K)
 Melissa Goldman Davidson '86 & Alan Davidson and Amelia '19 & Harry (11) Davidson
 Erin & Natty '99 Davis and Benjamin (3) & Harrison (K) *
 Michelle Kahen '92 & Makan Delrahim and Jake (7), Jonah (5) & Milana (2) Delrahim
 Tova Geller '90 & Michael Diamond and Julia Diamond (9) *
 Deborah Skolnick-Einhorn & Marshall Einhorn '94 and Elana Skolnick-Einhorn (11)
 Shari Kleiner & Jacob Einhorn '89 and Josh Einhorn (11)
 Smadar & Asher '92 Epstein and Dalia (9) *
 Lisa Ellern-Feldman & Seth S. Feldman '93 and Nava Feldman (10)
 Nechama & Michael '93 Fellner and Kalyee (12), Arielle (10) & Ross (8)
 Nicki Brodie '05 & Ezra Fishman and Nadav Fishman (K)
 Amy & Eric '93 Forseter and Mia (8), Jake (5) & Talia (1)
 Heather & Steven Freidkin and Ethan (2) & Sam (K)
 Elisha Tarlow Friedman '86 & Aron Friedman and Devira '19 and Avital (12) Friedman
 Elaine '87 & Dan Gaskill and Benjamin '14, Adam '20 & Hannah (11)
 Candice '89 & Daniel Gill and Serena (10) & Jackson (6)
 Ashley & Danya '02 Ginsburg and Eden (4), Aurora (2) & Niko (JK)
 Rachel Geiger Ginsburg '93 & Craig Ginsburg and Lucy (8)

Traci & Eliot '87 Goldberg and Samuel '20 & Jaren (11)
 Mark & Tamara '90 Gorodetzky and Ella '21 & Evan (9)
 Rabbi Deborah Reichmann '89 & Jason Gould and Naomi (12) & Jonathan (10) Gould
 Heather & Ben '97 Greenblum and Dalia (10), Maya (8) & Tova (5)
 Anna Belgorodsky & Steven Handwerker '91 and Maya Handwerker (K) *
 Linda & Matt '90 Heller and Nate '21 & Jacob (11)
 Abbey Frank '89 & Rabbi Marc Israel and Oren Israel (10)
 Rachel Cowan & Michael Jacobs '86 and Isabel Jacobs (9) *
 Danielle '97 & Aaron Jeweler and Jordyn (5) & Ella (4)
 Ayle '07 & David Karvani and Liam (2) & Ilan (1)
 Orlie Weizmann & Mehran Kasher '81 and Jayden Kasher (11)
 Ben Katz '85 and Joey '20 & Eden (8)
 Doran '01 & Jeff Katz and Hadas (K)
 Rebecca '95 & Aaron Kotok and Ella (11)
 Lauren & Michael '90 Krauthamer and Gillian (7)
 Tammy Glatz Landy '89 & Jon Landy '91 and Matthew '18, Alex '21 & Emma (12)
 Vida Yazdi '97 & Joseph Lederman and Moshe (10) & Malka (8) Lederman
 Paula & Michael Lefkowitz and Robby '21 & Andrew (10)
 Aliza '85 & Jon Lerner & Eli '16, Lena '18 & Shevi (12)
 Ariel Levine '96 & Barry Klein and Lilly Klein (7)
 Ali '94 & Charles Levingston and Jonah (4) & Maya (2)
 Sue & Robb '94 Longman and Ella (8) & Eva (K)
 Amy & Ben '92 Margolis and Zack (4), Gabriella (2) & Nate (JK)
 Rachel Milner Gillers '94 & David Gillers and Yedidya Milner-Gillers (9) *
 Johanna '92 & Henry G. Mont and Cameron (11) & Caden (8)
 Caryn '99 & Daniel Moshinsky and Raizel (7)
 Stephanie & Jonah '87 Murdock and Solomon '20 & Eve (12)
 Yael Nagler '96 and Meirav (5) & Eli (3) Ephraim
 Olga Charnaya '02 & David Olson and Samuel Olson (3)
 Cheryl '87 & Todd Pearce and Mia '20 and Seth (11)
 Rebecca Farber '91 & Adam Pearlman and Evan Pearlman (10)
 Jennifer Latz & Jonathan Polon '92 and Anna (7) and Sophie (4) Polon
 Tammy Ben-Haim '91 and Gavin Rabinowitz and Noa (9) & Aviya (7) Rabinowitz

Laurel Cofell Rashti & Farzin Rashti '99 and Benjamin (2) & Samuel (K) Rashti
 Dorie '01 & Jacob '01 Ravick and Judah (3) & Zoey (2)
 Nina Ravick '99 and Lewes (5), Juniper (3) & Mabel (3) Apelbaum
 Amy Eisner & Daniel Reich '89 & Simon Reich (10)
 Dan Reichmann '88 and Alexander (10), Arielle (10), & Kira (8)
 Sara Cohen '87 & Norm Rich and Amelia '20, Sean (12), Julia (10) & Lauren (9) Rich
 Deborah Topol Rosenberg '89 & Lawrence Rosenberg and Alexander (12) & Jessica (9) Rosenberg
 Erika Dickstein & Todd Rosenberg '89 and Lily '20 and Yael (10) Rosenberg
 Jenna & Jonathan '01 Schlit and Levi (2) & Micah (K)
 Stacy Mensh Schlectus '87 & David Schlectus and Ari '20, Shelby '21, Daniel (10) & Coby (8)
 Rachel '89 & Daniel '89 Schreiber and Ben '21 and Sammy (11)
 Annie Schreiber '90 and Louis '20 & Jared (11)
 Sarit '86 & Rusty Scott and Elie (z'l) '17, Shoshana '19, & Ethan (8)
 Shoshanna Schechter '98 & Jonathan Scott and Netanya (10), Elianna (6) & Kinneret (6) Shaffin
 Joanna '88 & Reed Sexter and Will (12) & Noah (10)
 Lyat Sheintal '87 and Joey '20 & Eden (8) Katz
 Rhona '84 & Yosef Shemesh and Daniel '10, Linor '14, Liam '19 & Carrine (8)
 Eric '95 & Mira Silberg and Alec (10) & Lyla (7)
 Debbie '95 & Dan Stillman and Matty (8) & Adam (5)
 Judy Hellerstein '83 & Phillip Swagel and Gabi '16, Ethan '19 & Oren (12)
 Matt '94 & Erika Terl and Penelope (8) & Noah (6)
 Yael '95 & Danny Uhr and Dalya (2) and Avi (1)
 Victoria '93 & Gennady Vinokur and Jacky '20, Jason (12) & Nicole (2)
 Veronique Nussenblatt '95 & Jed Weiner and Emilie Weiner (2)
 Abby Dugan '05 & Gabi Weisel '05 and Isaac Weisel (1)
 Howard '89 & Jennifer Weitzner and Jack '21 & Max (9)
 Marcie '92 & Scott Wertlieb and Zoe (12) & Sela (10)
 Jason '92 & Anna Zuckerman and Abby (9) & Eliana (4)
 * Denotes new *Hagshama* family for 2021-2022 school year

Why We Give: The Gradel-Werbin Family

We grew up in Buenos Aires, Argentina, many miles away from CESJDS. For us, attending a Jewish day school required a huge effort for our parents. Growing up, we were not able to fully appreciate the effort, the commitment, and the dedication that providing a Jewish education for their kids represented for our parents.

Now, as parents ourselves, we are committed to ensure that our kids receive the best Jewish education that combines tradition and modernity. Rabbi Marshall T. Meyer z"l said that a Jew must live their lives with the Tanakh on one hand and the newspaper on the other hand.

Although we arrived in the U.S. in 2008, we moved to this area in 2015 and the JDS family has received us with open arms. Our four children, Ari, Cati, Naomi, and David have attended JDS since then and we are extremely thankful for the way JDS has helped them to nurture and shape their Jewish identity.



We support the *Ma'ayan* campaign because as educators we understand the importance of commitment to a Jewish day school.

We support the *Ma'ayan* campaign because as parents we appreciate the effort of those who teach our children.

We support the *Ma'ayan* campaign because as Jews we can never take for granted Jewish education and Jewish day schools.

We support the *Ma'ayan* campaign because we believe our love for the Jewish people should be expressed by words and actions.

We support the *Ma'ayan* campaign because the support symbolizes the statement of our sages in Pirkei Avot 2:2: "רָבוּ וְגַמְלִיאֵל בְּנוֹ שֶׁל רַבִּי: 'הַתּוֹרָה הַנְּשִׂיאָה אֹמֶר, יָפָה תִּלְמוּד תּוֹרָה עִם דְּרֹךְ אֲרֻן." Rabban Gamaliel, the son of Rabbi Judah Hanasi said: "excellent is the study of the Torah when combined with the 'way of the world.'"

- Patricia Gradel and Rabbi Fabian Werbin

Parents of Ari (Grade 10), Cati (Grade 9), Naomi (Grade 4), and David (Grade 2)

Annette & Bernard Forseter Tuition Assistance Fund



CESJDS is pleased to announce the establishment of the Annette and Bernard Forseter Tuition Assistance Fund, established through Annette and Bernie's gift and commitment to the CESJDS 50th Anniversary "Building Our Future" endowment campaign. We express our sincerest gratitude to Annette and Bernie for this thoughtful and generous expression of support for CESJDS. Over the past 35 plus years, Annette and Bernie have been active in CESJDS, B'nai Israel Congregation, and other local Jewish organizations. Annette served as president of the CESJDS Board of Directors (1997-2000) and Bernie served as president of B'nai Israel (2003-2004).

Annette and Bernie are proud parents of CESJDS graduates Eric '93 (Amy) and Karen '97 Prevezer (David) and grandparents of Mia, Jake, Talia, Charlotte and Harry. Grandchildren Mia (8th grade), Jake (5th grade), and Talia (1st grade) live in Maryland and attend CESJDS.

Annette and Bernie created this Fund because they recognize the value of a Jewish day school education. Through their endowment, they will be part of the growing tuition assistance endowment that provides tuition aid to families desiring a Jewish education for their children. The fund will give children of families who choose a Jewish day school education the opportunity to receive the same excellent education, in both Jewish and general studies, that Eric and Karen received.

They recognize that the cost of tuition is often the primary reason why many families do not even consider a Jewish day school education. With the establishment of the endowment, they hope to assist in making CESJDS more affordable and accessible.

Annette and Bernie established this fund partially with a current gift, and partially with a commitment in their estate plan. Annette and Bernie are members of our Bonim Society, created to recognize our planned giving donors.

Please contact Sharon Metro smetro@cesjds.org or visit <https://www.cesjds.org/support-jds/planned-giving> to learn more about how to provide for CEJSDS through your estate, trust, life insurance, or retirement plan.

Thank you, Annette and Bernie!

בית מדרש צוריאל

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1901 East Jefferson Street
Rockville, Maryland 20852

Annette M. & Theodore N. Lerner Upper School Campus
11710 Hunters Lane
Rockville, Maryland 20852

UPCOMING EVENTS

- **November 24:**
 - Lower School STEM Challenge Day
 - High School STEM Conference
 - Early Dismissal
- **November 25-26:** NO SCHOOL Thanksgiving
- **November 28-December 5:** Hanukkah
- **December 9-10:** NO SCHOOL High School Student Learning Conferences
- **December 9, 11, 12:** Joan and Marvin Rosenberg High School Musical
- **December 16:** Varsity Basketball Games vs. Berman (at JDS)
- **December 23-January 2:** NO SCHOOL Winter Break



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