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**Schechter School  
Office Hours  
(Winter):**

**Monday-Thursday  
8am -4pm**

**Friday  
8am-2:30pm**

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## For Your Calendar:

**[November 3](#)  
Last Friday 3:30  
Dismissal**

**[November 6](#)  
Parent Conferences  
No Classes**

**Shabbat Shalom**  
Parashat Vayeira  
Candlelighting 5:25 pm

**November 3, 2017  
14 Cheshvan, 5778**

## Friday 2:30 Dismissal Begins Next Week!

Please mark on your Calendar, that next week,  
**Friday November 10th,**  
we begin our **Friday 2:30 Dismissal**  
Aftercare will now end at 3:30pm on Fridays

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## A Message from Andrea

### Belonging and Community

I spend a significant amount of time thinking about belonging, and by extension community; this isn't only since I became Head of School. As a matter of fact, I have spent the greater part of my life trying to come to terms with feelings of not belonging, which I truly believed was a unique narrative. However, in various settings, many of them Jewish, I have come to hear the stories of so many who have felt this same sense of disconnect and "outsider-ness." I was surprised



[November 7](#)  
**Middle School to  
Riverfront Adventure**

[November 8](#)  
**Soccer at Renbrook  
Evening  
Conferences**

[November 10](#)  
**First 2:30 Friday  
Dismissal**

[November 13](#)  
**6th Grade to Teva  
EC3 Visit with West  
Hartford Fire Dept**

[November 18](#)  
**FOSS Party**

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### **Quick Links**

[Solomon Schechter  
Website](#)

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### **Puerto Rico day around Schechter**



and curious - how could this be, even within a defined Jewish community?

Today many social scientists believe and have been writing about how we are the [loneliest](#) generation in U.S. history and that it is getting worse. We are reading [articles](#) about the critical crisis of anxiety, especially among our youth, [here](#) and [here](#). We are learning that individuals have fewer networks than they used to, [fewer confidants](#) than a generation ago, and the feeling that Americans have no one to talk to has increased. Recently, InterfaithFamily published a blog post asking, ["Is the Jewish Community a Mean Girl?"](#) which has at its root the pain of not feeling welcomed and not belonging.

This is all so painful to read, and more painful to experience. It demands a response; it demands that we reflect, and it demands that we do better. We are a community, a Jewish community, a Jewish school which holds three core values deeply: *Lev Tov* - Good Heart, *Klal Yisrael* - Community and *Chochma* - Wisdom. We need to, each and every one of us, think more deeply about community and how to truly create a place of belonging for everyone who is here and wants to be here.

There are two main principles of community according to Charles H. Vogl, who wrote a powerful book entitled [The Art of Community](#): that people hold mutual concern for one another and that they have shared values. As already noted, our Schechter community has articulated a set of core values which we espouse, try to live and teach to our students. As a member of this community, you agree to them as well. Our challenge as human beings is to intentionally live and reflect upon those values on a daily basis, to ask ourselves what it means and what it looks like to have a *Lev Tov*, be in community and act wisely. Our core values are aspirational.

Having sincere mutual concern for one another is another challenge, not because we are unkind and don't care. It is a challenge because to hold mutual concern means to show and act upon that concern. While our lives become busier and busier, it is easy to lose sight of how our actions impact others: a sideways glance, walking by in a rush, looking at our phones while we speak to a person in the hallway, all everyday occurrences and each one of them a painful reminder to the other person that they don't belong that we don't hold mutual concern for one another.



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## Condolences to..

**Mark and Jaime Seltzer** and their children, Schechter alumni **Amanda** and **Matthew** (2002), on the loss of their beloved father, father-in-law, and grandfather **Ralph Seltzer**



We can all do more, be intentionally caring and welcoming and warm, show genuine concern for the people in our community and reflect honestly when we have fallen short of living our values. There is so much

more that we can do as a school and we cannot do it alone; everyone in our community is responsible for creating a sense of belonging.

What might you commit to with the goal of creating a sense of belonging?

Shabbat Shalom,  
Andrea

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## Welcome Sherri Pliskin, New Development Officer!

It is with great excitement that Schechter welcomes **Sherri Pliskin** to the Schechter Team as our new Development Officer.

Sherri has been part of the West Hartford Community her entire life and has been part of the Schechter community since her twin daughters were two. Additionally, she has served on the Board of Trustees for nine years.

Sherri's passion for Schechter is inspiring and the impact Schechter has had on her daughters and family moves her daily. Among the many skills Sherri brings to this position are her ability to connect with everyone she meets and her unwavering commitment to Schechter's success.



We can't wait to welcome Sherri to our team at the end of November. Please join Schechter in giving her a warm welcome!

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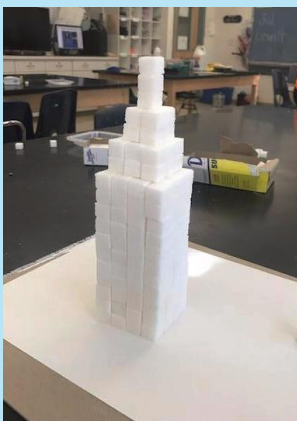
## Join Our List

Would you like a grandparent, relative, or friend to receive the Schechter newsletter? Email [ASobel@ssds-hartford.org](mailto:ASobel@ssds-hartford.org) and include the name, email address, and relationship to Schechter and we will add them to our list!



## ArtStudio

Sol Lewitt Structures are coming along!



## Exciting Zachs Family Challenge for FOSS donations!

A banner for the Zachs Family Challenge. It features a background image of three children smiling. The text "DOUBLE YOUR IMPACT!" is in large, bold, red letters. Below it, in smaller red text, is "Announcing the Zachs Family Foundation Matching Challenge: Dollar-for-dollar match for new and increased giving to the annual campaign and all gifts to Schechter's endowment. Match ends at the end of the calendar year." At the bottom, in blue text, is "Contact Sherri Pliskin, Development Officer spliskin@ssds-hartford.org | 860-561-0700". The Solomon Schechter Day School of Greater Hartford logo is also present.

# DOUBLE YOUR IMPACT!

**Announcing the Zachs Family Foundation Matching Challenge:**  
*Dollar-for-dollar match for new and increased giving to the annual campaign and all gifts to Schechter's endowment. Match ends at the end of the calendar year.*

Contact Sherri Pliskin, Development Officer  
[spliskin@ssds-hartford.org](mailto:spliskin@ssds-hartford.org) | 860-561-0700

**Solomon Schechter Day School**  
of Greater Hartford

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## Follow Schechter on Twitter & on Facebook!!!

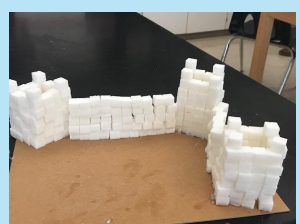
To keep up with all the happenings at SSDS, Follow us on Twitter [HERE](#) and on Facebook [HERE](#)

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## Have any extra candy??

Looking for a way to thank some soldiers this month?

Bring in any unwanted Halloween candy (or other candy!) to be donated to troops through the VA and Operation Gratitude!



Check out the final  
Artworks at the **FOSS**  
event on **November**  
**18th!!**

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Candy collection is being organized by  
The Smile Spot Children's Dentistry and Orthodontics,  
the dental office of Dr. Stephen Kest  
(dad of students **Nava, Rafi, and Ilan**).

Please bring in candy  
donations on **FRIDAY** and **MONDAY** to Schechter and  
the Kest family will be sure it gets to some very  
appreciative troops.

We will have boxes in the office and in Rimonim.

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## Celebrating Puerto Rico's Music with Parparim!

On Puerto Rico Day, Lower School Music Teacher



**Chrissy Whalen** visited the **Parparim** and **Gesher** classrooms to share some traditional Puerto Rican folk songs. Parparim learned that a "songtale" is a story that is sung, rather than spoken.

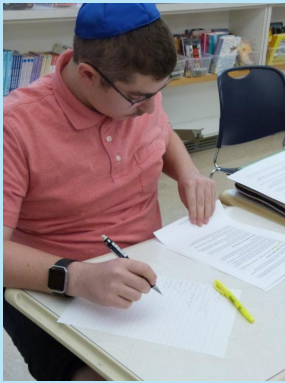
Ms. Whalen sang a songtale all about "el coqui," or "little frog." They even got to play along on a frog guiro that was passed around during our song.

Gesher students learned a traditional Puerto Rican circle game similar to our circle games that we learn as children. The circle game was called "A la Limon," or "to the lemon." The students listened to the song for



the different accents on each word and hopped on each one, while simultaneously walking in a circle to the steady beat. They practiced with the first verse of the song, and then had to think quick and apply what they had learned to the remaining two

## More Pics from Puerto Rico Day!



verses. Playing this circle game gave them a sensitivity to the different accents used in some Spanish words, and helped them to relate their own culture of playing circle games to the culture of children in Puerto Rico who play similar circle games.



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## Connecting the ArtStudio and the World

Rimonim Student **Caleb** shared his knowledge from the ArtStudio with his mother about Sol Lewitt, our first artist inspiration this year:

**Caleb** was discussing with his mother about how words weren't necessarily precise; gray could mean dark gray, or light gray, or bluish grey, etc. Caleb commented, "Yeah, like Sol Lewitt, he just names a color, but the painters of his murals decide what shade of that color to use." Sol Lewitt creates Diagrams for other artists to install in Museums and Galleries around the globe. He is a conceptual artist, which means that he has the ideas, but others get to install the artworks. He creates color washes and guidelines, but still allows for some interpretation for the artists who create his concept!

Caleb also made the connection and stated, "did you know that Sol Lewitt makes sculptures too? But he doesn't call them sculptures; he calls them structures so that they'll be less intimidating."



Caleb noted, "I like abstract art, because everyone can decide for themselves what they see in it. Sol Lewitt has an image of a circle with towers, and I see a castle in it."



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**RELISH! Singing and Dancing with EC Friends; Reflecting with Rabbi Bruce of HHNE**



## Inside the ArtStudio with Parparim!

Parparim has been exploring art terms including Color, Shape, Line, and Texture. Students used all of the art terms to create a collage with fall complimentary colors, pattern, and texture.

**Bravo Parparim Artists!**





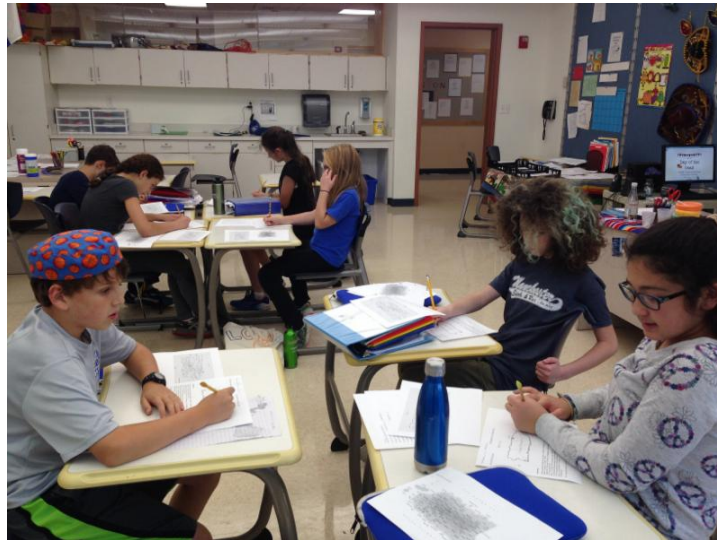
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## Learning about and Celebrating Puerto Rico at Schechter

En la **clase de Espanol**, Spanish students have been busy learning about Puerto Rico in preparation for a Puerto Rican Day of Learning on Monday, October 30.

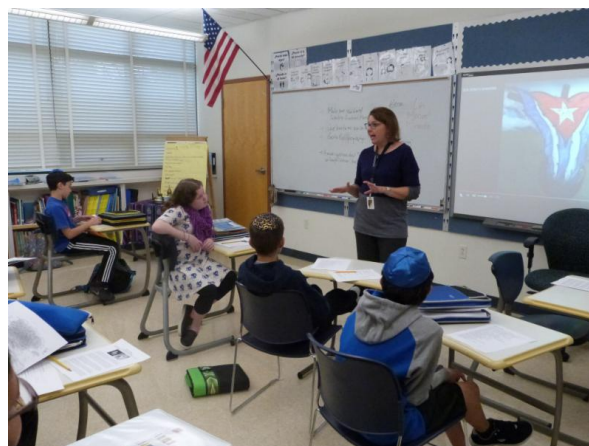
The 6th and 7th grade students researched information on Puerto Rico's Climate/Geography, History, Government/Economy, and Food/Culture via a Webquest. They also used their map skills to complete a lesson on its geography. 8th grade students researched and prepared presentations on the "Tainos," the indigenous people of Puerto Rico, the Yunque rainforest, or "el Morro," a historic fort of San Juan. They also read a personal testimony from an American Spanish teacher

from Puerto Rico separated from her elderly parents following Hurricane Maria.



As a

culmination of their learning, Spanish students learned to sing "Mi Bonita Bandera" (my beautiful flag) and discussed Puerto Rico's independence movement. They identified Puerto Rico's 78 municipalities in the song "Almost Like Praying" by Lin-Manuel Miranda, which is an artistic fundraising effort by the Tony Award Winner to provide relief to the island. Finally, students used their critical thinking skills to explore the following questions from a Puerto Rican perspective: What is Puerto Rico's relationship to the United States? How did it come about? What did it mean for Puerto Ricans? When did migration from Puerto Rico begin and what was Operation Bootstrap? Who are "Nuyoricans"? How were the Puerto Ricans of New York, particularly youth, portrayed in the 1950s and what did the smash hit, West Side Story, do for this community? What are the pros and cons of Puerto Rico gaining independence, remaining a US territory, or becoming the 51st state of the United States?



The Middle School **Math and Science** classes put their heads together for Puerto Rico day on Monday, September 30.



Students learned about storm surge and how it might effect a small island like Puerto Rico. Then pairs of students used a variety of materials to make an island, set in a large baking dish with water, out of sand and shells.



They made structures on the islands using Legos. They used straws to blow wind and make waves to gauge the effect on the island and the structures. Students measured the height of the waves and the water. Some students decided to create a barrier to protect their island from the water.



Students also analyzed the size of the damage to Puerto Rico in dollars by considering other items that could be purchased for that amount of money and considering how many days, months, or years that amount represents in seconds.

In **Judaic Studies**, students studied a range of texts that dealt with tsedaqah, in general, and, more to the point, our responsibility as Jews to help others in need. Their studies

helped the students to make connections between what they were learning and what they might be doing in order to help others in dire need of assistance.

In **Humanities**, students read two articles - one about Hurricane Maria and one about Lin-Manuel Miranda's song "It's Almost Like Praying." Students read the articles and pulled out lines that they found interesting or moving. Then they rearranged these lines into what is called a found poem. Their poems are hanging in the middle school hallway.



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## Rogow Middle School Experiences "The Diary of Anne Frank" on Stage

The following is an article by Alyssa, a 7th grade student-contributor:

I thought that the show was fabulous because the actors did an amazing job. Some of the parts that had the most impact on me were when Mr. Dussel, a dentist, moved in with the Franks



because he was living with a Christian lady named Charlotte, but was not allowed to stay with her. Despite some hesitation from the other hideaways, Otto Frank said that it was better to save one, than none.

I liked this part because even though the Franks had seven people living with them, they were very nice to save another.

Another part that I really enjoyed was when Peter and Anne became very close. I liked this part because it was good for Anne to have a friend who she could talk to and express her feelings.



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## A Message from the Schechter Kitchen

November and December menus have been posted on Renweb. Early Childhood menus have been placed in student mailboxes.

Please contact us at [kitchen@ssds-hartford.org](mailto:kitchen@ssds-hartford.org) if you have any questions.

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### **8th Grade POPCORN to Benefit Israel Trip!!!**

The 8th Grade class will be raising money for their trip to Israel this year by selling Popcorn for \$1.00 the next few Fridays!!!

Look out for the awesome 8th graders selling their Popcorn both in the front lobby and in the cafeteria at dismissal on Fridays!



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## **Teen Leadership & Philanthropy Institute (TLPI)**

TLPI is a weekly interactive course for teens to explore philanthropy, social responsibility and community leadership.

Meeting on Monday evenings at Beth El Temple in West Hartford from **7:00-8:40pm** (dinner

included), teens will learn about giving from a Jewish perspective, visit community agencies and learn about their work, solicit and evaluate grant proposals, allocate money to community agencies, while adding substance to their resumes.

TLPI starts on **November 6**, is open to teens in 10th-12th grade and is limited to 12 students.

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Let's make a Chazakah!

Please join us for the third Community Mishmar at HHNE.

Thursday November 9th from 7:00-8:30 pm.

This month we have the special privilege of welcoming Rabbi Shlomo Yaffe back to HHNE and the Western MA/Central CT region.

Rabbi Yaffe is joining us as Rabbi and representative of Congregation Bnai Torah in Springfield MA.

Rabbi Yafe's shiur-on-one-foot is entitled "One G-d, or G-d is One?".

The text-offering for the evening's studies will focus on the centrality of the mitzvah of Kriat Shema, the recitation of the Shema.

Bring a sefer. Bring an instrument. Bring a friend.  
See you then!.



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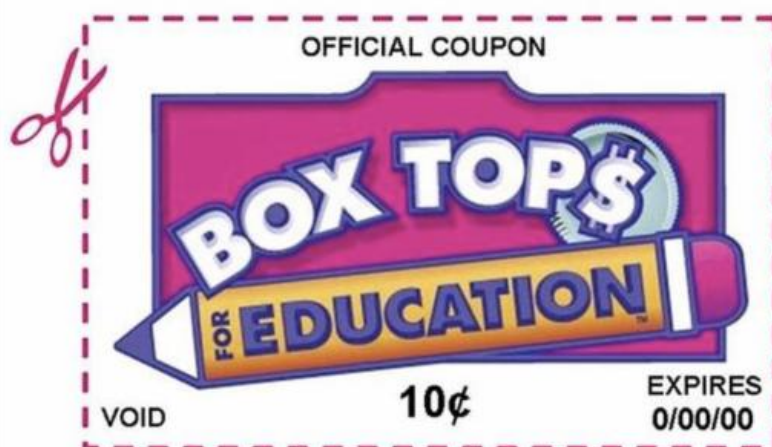
Each teen's Jewish journey is unique. Through JTConnect, teens have the freedom to reach beyond the familiar to prepare them to become leaders in the Jewish community. JTConnect is a learning and social program for teens from throughout Greater Hartford to live and learn Jewishly in a broader community!

There is a place and a program for everyone at JTConnect.

[CLICK HERE](#) for more information about our different programs and how to register!



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## Let's get clipping!

Box Tops for Education is **free money** for our school!

There are many brands that you may purchase that have this coupon on them...

Pillsbury

Kleenex

Ziploc

Betty Crocker

General Mills

Hefty

Box Tops will be collected the **First Friday of each month!** Drop them off in any of the collection bins you see around the school. Be sure to visit [www.btfe.com](http://www.btfe.com) to sign up for additional offers, support Solomon Schechter and even download the easy to use app!

Thanks for your support!

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The Catskills of Connecticut:  
Remembering the Jewish Summer Retreats

**November 9, 2017, 7:00 PM**

**Mandell JCC, 335 Bloomfield Avenue,  
West Hartford, CT 06117**

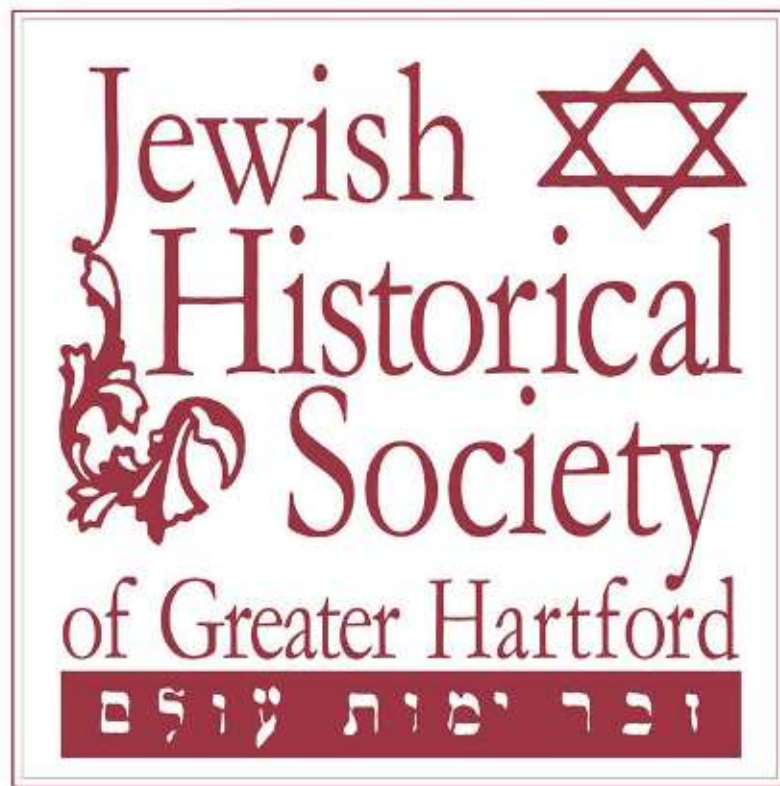
*Sponsored by the Jewish Historical Society*

From the late 1880s through the early 20th century, Jewish urban workers and their families came to Connecticut farms as summer boarders looking for rest and relaxation in the countryside. Over time, many Jewish farmers developed thriving resorts in Colchester, Moodus, Lebanon, and East Haddam. In the 1960s, lower airfare and changing vacation habits doomed the country resorts. Most have been demolished; others have found new life. Ken Simon, filmmaker and historian of Connecticut's ethnic resorts, will examine the phenomena that created "The Catskills of Connecticut". Those with memories of the resorts are invited to share stories and photos during a discussion following Simon's lecture. An exhibit featuring these Jewish resorts will be on display at the Society office.

For more information, contact Lynn Newman  
at [lnewman@jewishhartford.org](mailto:lnewman@jewishhartford.org) or 860-727-6170

[www.jhsgh.org](http://www.jhsgh.org)





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Solomon Schechter Day School of Greater Hartford