

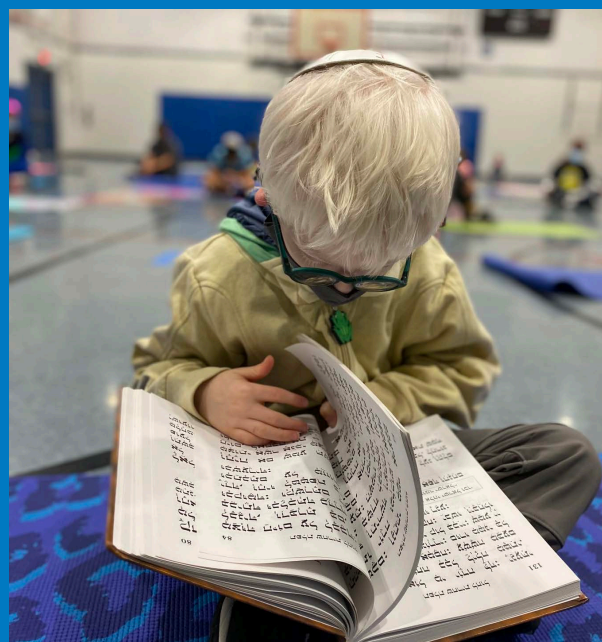


# Hillel Community Day School

Rochester, New York

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**HEAD OF SCHOOL**  
Start Date: August 1, 2022  
[www.hillelschool.org](http://www.hillelschool.org)



*Hillel Community Day School partners with families to promote critical thinking, academic excellence and a love of learning for each child.*

*In service to the entire Jewish community, we inspire a meaningful connection to Jewish customs, values and Israel.*

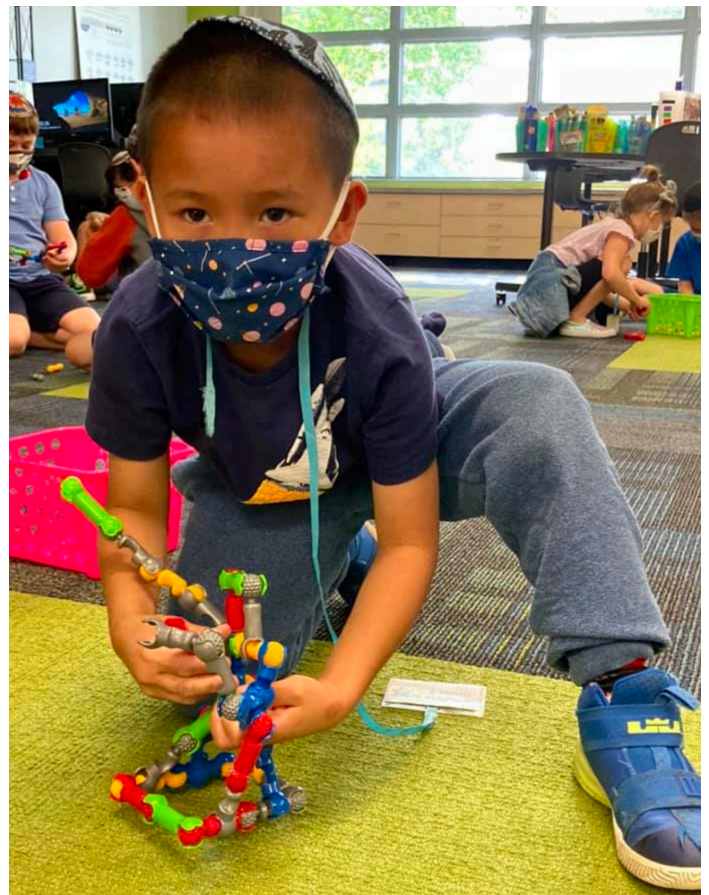
## Statement of Purpose

Every Jewish child inherits our religion and rich culture. This inheritance can be acquired by learning and living traditional Judaism daily. For children, loving teachers and peers can help provide this opportunity. Hillel Community Day School serves as trustee, along with the home, to assure that every Jewish child in our community has full access to his or her inheritance.

As a community day school, Hillel Community Day School serves the Rochester area as a school for both general and Judaic studies, with children coming from all segments of the Jewish community as we make every practical effort to accommodate individual needs of each child. We strive to develop a well-balanced Jewish individual, knowledgeable in and committed to the principles of Jewish living and those in our democratic society. We endeavor to preserve and enhance our people, our religion and our heritage through knowledge of nurturing-based experiences.

## OVERVIEW

Hillel Community Day School seeks a permanent Head to continue its 75-year mission of uncovering the specialness in every Jewish child it educates, while ushering it into the next phase of the school's development.



## SCHOOL HISTORY

Hillel Community Day School was founded in 1947 by Jewish leaders looking to ensure that the Greater Rochester area's Jewish families had access to a world-class Jewish and Secular education for their children. The founders believed that hands-on and engaging Torah values learning that was integrated with general studies was invaluable to a child's overall Jewish identity.

## THE SCHOOL

Hillel Community Day School provides an excellently trained staff, a low student-to-teacher-ratio, a team-centered approach, and a well-honed Family Engagement Program that is the cornerstone of the organization's mission and contributes to the sense of community.

Hillel School students in Grades K-8 complement their coursework with cultural experiences that inspire them to pursue their passions, connect with others, and transform the world. Daily life at Hillel is vibrant, rewarding, and full of opportunities for growth. Hillel School supports a vast array of co-curricular and extra-curricular activities, including community service, student clubs, athletic teams, school trips, and social events. Hillel School has a track record of graduates who go on to the best high schools and top tier universities and ultimately become distinguished leaders in their communities.

Hillel's students represent a wide range of synagogues across the Greater Rochester area, and Hillel welcomes all Jewish families regardless of affiliation. Some of Hillel's students arrive already speaking Hebrew fluently, and some not at all. Others have knowledge in Jewish history, living, and text, and others have no prior experience. Regardless of their background, when students leave Hillel School, they will have established a lifelong love of learning, strong sense of responsibility and empathy, lasting commitment to the Torah, and mastery and appreciation of Hebrew through its study and application.

Each student is provided with a rich and supportive 10-month program of rigorous academics, art, music, science, STEAM, Modern Ivrit, Chagim, Jewish History, Tefilla, Yahadut, Chumash, Talmudic Studies, Jewish life cycle studies, Math, and physical fitness. Special Education Services, together with counseling and nursing services are integral to the school's dynamic programming.



## ACADEMICS

Hillel School's Judaic and General Studies academic curriculum is rooted in the belief that children learn best in an environment where they feel safe and accepted and where learning is fun. Units of study are chosen based on students' interests and developmental levels while following modified New York State standards.

The language arts curriculum incorporates both a balanced literacy program and a multi-sensory, phonetically based approach to reading and writing. A multi-sensory approach to math encourages students to learn math through "hands-on" projects. Manipulatives, expert visitors, field trips, and visuals aid children in learning concepts and help them to understand how to fully transfer these concepts in their lives. Hillel's science, STEAM, broadcast & media, and sustainability & garden curricula are all inquiry-based. All projects involve hands-on interactions, experiential learning, and emphasize student exploration.

Technology also plays an important role in the education program. Teachers and children have access to SMART and Triumph Boards, Google Chromebooks, iPads, and more to supplement instruction. Children are provided developmentally appropriate instruction in the use of the computers and the internet. Computer games and learning programs are used to reinforce skills taught in math and reading, while other programs are used to teach keyboarding skills and enhance writing and research.

# ARTS AND ATHLETICS

The Visual and Performing Arts play a valuable role at Hillel School. Music and art give our Jewish children another way to express themselves and participate in a different setting.

Hillel School's "Wolfpack" physical education program allows our students to stay healthy and active, beyond daily recess.

Hillel School's association with Destiny Christian School gives our Jewish students an opportunity to take part in New York State Section 5 soccer, basketball, football, golf, and volleyball.



## Sorting into Tribes

During the first week of the school year, all of the students gather for the sorting ceremony. To kick things off, all of the Tribe leaders (older, returning students and/or faculty/staff from each House) make a speech to the incoming students before they're sorted, explaining each Tribes "ethos" and their vision for the Tribe. This is a big moment and honor for the student leaders. After this, the sorting begins! Incoming kindergartners (or new students at our school) spin a wheel to be sorted into a Tribe at random. The random nature of the wheel is by design: We believe that this process has to be left to fate. Students shouldn't feel "assigned" to a Tribe, but "chosen" by Hashem to be a part of one. It might create an imbalance in Tribe sizes, and that is okay! This can be a reminder to students that the world is not always fair, but that they have to learn how to adapt and push through with faith and the blessings, as well as challenges, they are given.



The wheel is designed with the four Tribes evenly divided around it, and a series of pegs on the outer edge to stop and select the Tribe that the student will be sorted into. (There can also be point values and "levels" on the wheel, which we'll discuss in Section 3: The Point System). Spinning the wheel is a huge moment for the new students, and they should be surrounded by all of the older students and the faculty and staff from each of the Tribes; the current Tribe members should get excited and cheer the spinning student on, encouraging them as they spin the wheel, and hoping that the wheel places more students in their own Tribe! At Hillel, whichever student is asked to spin last is the child that our faculty/staff says that we see the most potential in at that point in time — this makes even the last child to spin feel incredibly special.

We also believe it is important to assign mentors for all of the incoming students after they are sorted into their Tribes. Our eighth graders and upperclassmen work with the youngest students in special meetings on developing courage and giving back, participating in community service projects, and more. It helps develop leadership for the older students and helps the younger ones instantly feel like a part of their Tribe and our school

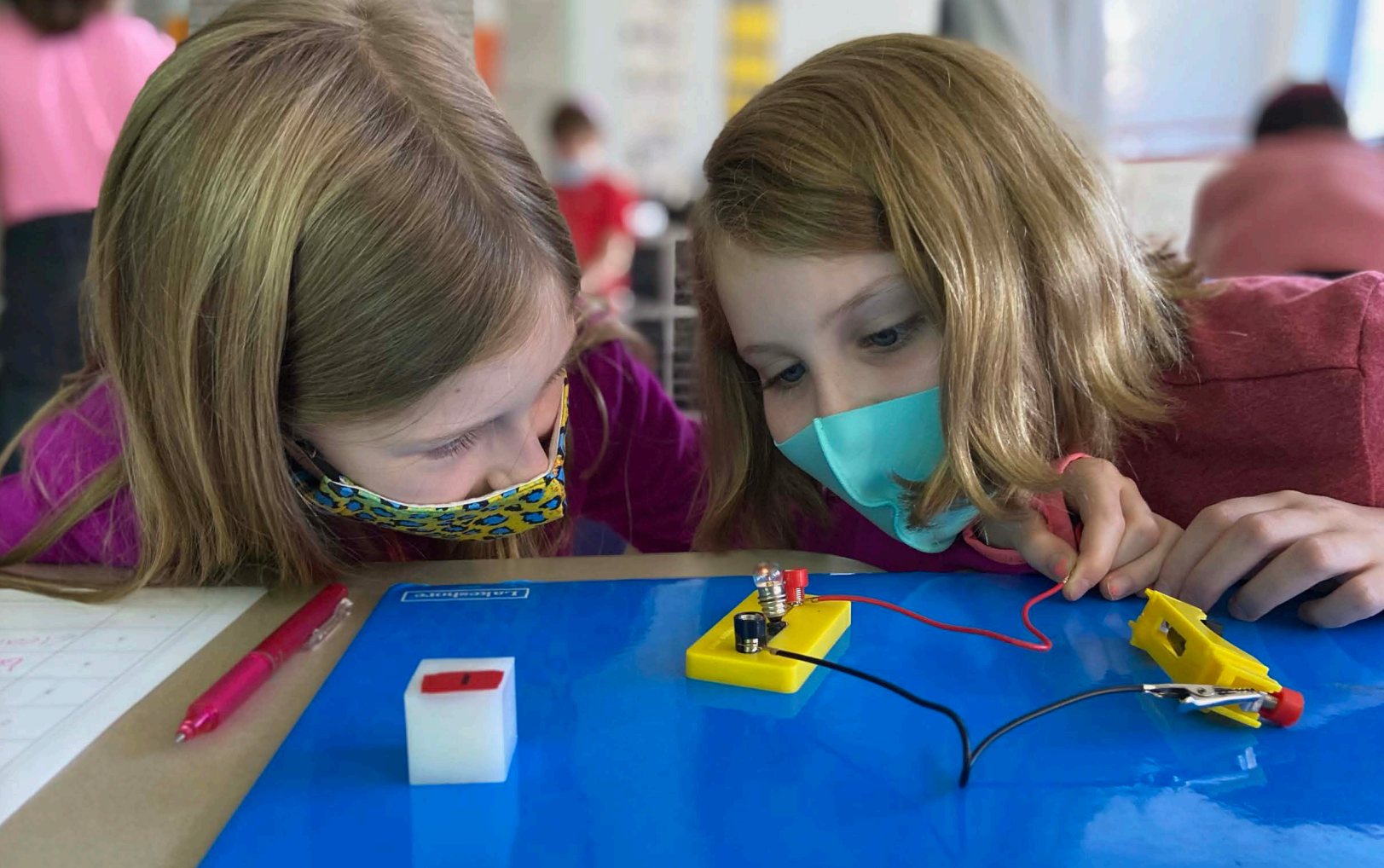




## STRENGTHS OF THE SCHOOL

There are many unique and strong aspects to our program.

- Diversity of programs within the school.
- In addition to the classroom teachers, there are district provided occupational therapists, speech therapists, vision specialists, and special education staff that have a resource room in our building. Unique to the Hillel School model, our full-time school counselor and nurses integrate mindful and healthy strategies into the classroom to ensure skills are practiced throughout the day.
- Highly integrated approach among all staff in relation to each individual student's needs and goals.
- The faculty is described as "incredible" and are given the trust and flexibility to do what they think is in the best interests of each student
- Faculty have been implementing the A.P.T.T. [Academic Parent Teacher Team} model, and are in frequent communication with the families to ensure seamless coordination between school and home.
- Part of an "Alliance of Small Jewish Day Schools" formed to ensure deep peer connections and the implementation of a middle school "Equal Justice/Empathy" curriculum and benchmark travel experiences.
- The school has a committed board who has helped ensure that the school is in a very strong financial standing with no debt, no mortgage, and a growing endowment.
- The staff works closely together, has professional development support, and report that they feel valued and appreciated both as professionals and as individuals.



## OPPORTUNITIES

Key priorities for Hillel School's next Head of School include:

- Developing Hillel School's next 5-year strategic plan including consideration the expansion of its physical plant to include a new sanctuary space and programs
- Increasing student enrollment
- Designing a strong marketing and communications program to increase the school's brand recognition as it seeks to attract more families and potential employees
- Enhancing its administrative functions (including finance, development and communications) so that they are emblematic of the best iJewish and independent schools
- Continuing the school's focus on high quality academics and innovative programming

## DESIRED QUALITIES AND QUALIFICATIONS

- A caring, compassionate and passionate Jewish leader who demonstrates a commitment to the education of all students
- Expertise in the institutional areas of policies, procedures, organizational structure, marketing, budgets and fundraising
- Is an educational leader who feels an affinity for working with children, their teachers and their parents to promote Jewish identity, Torah values, and immersive engagement in learning



- Ability to function as the chief articulator of Hillel Community Day School's mission, its values and its differentiating factors to ultimately broaden Hillel's brand recognition
- Visionary leader and experienced manager. Develops and inspires staff; sets strategic direction
- Experience working in a best-practices partnership with a private school board of Trustees
- Prior experience and training in Hebrew language learners and Special Education is a plus, but not required
- Able to drive and implement strategic considerations including factors involving expansion (including real-estate, financing and building operations)
- Understands the demands of classroom teachers, school nurses, and staff
- An approachable, accessible, warm individual who is a great listener and can relate well to the many segments of the Hillel School community
- An inclusive, collaborative decision maker who seeks input, when possible, but can make decisions independently when needed
- Effective delegator, trusts the knowledge of faculty and staff to make decisions

## CONCLUSION

This is an exciting opportunity for a strategic leader to build on our 75-year history of educational excellence and set the strategy for the next phase of the school's evolution. We are on strong financial footing and are poised to consider expansion opportunities. Hillel School changes lives – we want someone who is passionate about making an impact and will ultimately enhance our brand in the community, as a school for local Jewish families, and employer of choice for staff.





Hillel School is a member of Prizmah and works with COJDS, JEIC, Hebrew at the Center, iReady, SuperKids, BetterLesson, Unpacked for Educators, and a variety of other organizational partners to ensure innovative, differentiated, and cutting-edge programming.

## TO APPLY

Interested and qualified candidates are invited to contact Hillel's H.R. Director in confidence. Candidates will ultimately need to submit the following materials as separate PDF documents:

- A cover letter expressing interest in this particular position;
- A current résumé or CV;
- Educational philosophy statement including your approach to differentiation and integration for Jewish K-8 student populations;
- A list of three professional references, including name, relationship, phone number, and email address of each (references will be contacted only with the candidate's permission) to:

**Ms. Eva Weissman**

H.R. and Business Director for Hillel School  
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(585) 271-6877