



Shalom Sunday Handbook

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1 Secular Jewish Circle of Puget Sound Mission Statement

The Secular Jewish Circle's mission is to bring people together to celebrate Jewish culture and heritage in a non-religious setting. We are committed to building our community and improving our world through cultural and educational activities and social activism.

We take tremendous pride in the values and culture developed by our people through the ages. We seek to preserve and strengthen our connection with this heritage, while further developing our Jewish historical and cultural traditions in the modern world.

We believe:

Judaism is the evolving culture and civilization of the Jewish people. It draws its strength from a wide variety of cultural roots and social movements.

We have the power and the responsibility to shape our lives according to our evolving individual beliefs and values independent of divine authority.

Community is integral to Judaism.

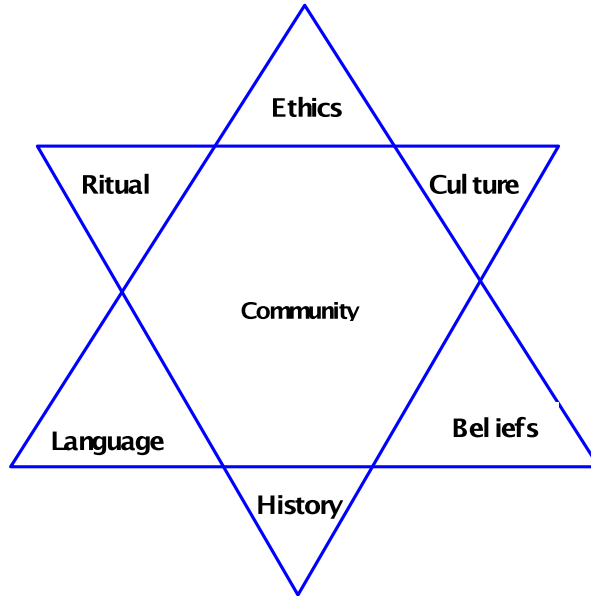
Jewish culture and education are essential to the continuity of our community.

Social action is an important and necessary expression of our Jewish values and traditions.

The Secular Jewish Circle of Puget Sound, established in 1994, welcomes all who identify with the history, culture, and future of the Jewish People.

2 SJC Shalom Sunday (SJCSS) Program Overview

Shalom Sunday began in the late 1990's with a small group of children and one teacher, who was also the Madricha of SJC. Over the years, we have added several classes, and a community service component that includes all of the SJCSS families; and we have become a vital part of the SJC community.



2.1 Shalom Sunday Program Goals

- Develop and nurture a strong personal identification with the Jewish people, Secular Humanistic Judaism, and SJC.
- Facilitate character development through the core values and ethics of personal dignity and self-esteem, social justice, care of the world and all living things, critical thinking and life-long learning, family and community.
- Encourage a lifelong fascination with and love for Jewish culture through language, dance, song, art, food, and stories.
- Promote a personal philosophy based on the beliefs that each of us is responsible for our own life, independent of divine authority, and each of us has a responsibility to try to make things better for ourselves, our families, our community, and our world.
- Expose students to significant events, trends, and themes of Jewish history.
- Develop identification with Jewish traditions through celebration of non-theistic holiday and life-cycle rituals.

2.2 Shalom Sunday Program Objectives

A student graduating from Shalom Sunday should be able to:

Community

- 1) Build and experience community by participating in group activities including circle time, and cultural and community service events.
- 2) Describe the importance of family and community, family roots, diversity, connection to the larger community of secular humanistic Jews.
- 3) Experience Jewish culture by actively participating in and creating Jewish art, song, dance, and food.

Ethics

- 4) Describe and experience through SJC activities the core values through which secular humanistic Jews approach our lives, including:
 - *Personal dignity and self esteem*
 - *Pikuach Nefesh*, Saving a Life
 - *Tzedekah*, Social justice; Righteous Way to Give
 - *Gemilut Hasadim*, Acts of Loving Kindness
 - *Bikkur Cholim*, Visiting the Sick
 - *Hiddur P'nai Zaken*, Honoring the Elderly
 - *Ger, Hachnasat Orchim*, Identifying with and Welcoming the Stranger
 - *Care of the world and all living things*
 - *Bal Tashchit*, Do Not Destroy
 - *Tikun Olam*, Repair of the Earth
 - *Shomrei Adamah*, Keepers of the Earth
 - *Tza'ar Ba'alei Chayim*, Kindness to Animals
 - *Life-long learning, critical thinking, and the application of science and rationalism*
 - *Talmud Torah*
 - *The importance of family, community, and continuity*
 - *Mishpacha*, Family
- 5) Give examples of Jews whose lives illustrate these values, including those who have made contributions to major political movement, social movements, science and technology, medicine, and social science.

Culture

- 6) Tell selected stories from Jewish mythology and Yiddish folklore with an understanding of the non-theistic values they represent.
- 7) Describe, explore, and actively experience Jewish culture through food, literature, poetry, theater, film, humor, music, dance and the fine arts.

Language

- 8) Sing songs in Hebrew, Yiddish, and Ladino. Recognize common Hebrew, Yiddish, and Ladino words and phrases. Recognize Hebrew writing.

Beliefs

- 9) Describe Secular Humanistic Judaism in terms of its:
- core beliefs
 - we have the power and the responsibility to shape our lives according to our evolving individual beliefs and values independent of divine authority,
 - we have the responsibility to try to make things better for ourselves, our families, our community, and our world
 - pluralism is what lends vitality, creativity, and the chance of survival to Judaism
 - historical roots and the modern movement, and
 - similarities with and differences from other branches of Judaism.

History

- 10) Use examples from our history to demonstrate how Jews have adapted and developed vibrant, thriving communities as they moved throughout the world, and how Jews have survived during difficult times.
- Describe anti-Semitism and its effect on Jewish and non-Jewish communities, past and present. Give historical examples of anti-Semitism and the Jewish response. Explain how the experiences of anti-Semitism fueled Jewish commitment to freedom, tolerance, and social activism.
 - Describe the Enlightenment, its impact on Jewish life and thought, and its relationship to secular humanistic Judaism.
 - Describe the Zionist movement and development of the statehood of Israel. Identify Israel on a map and describe its geography and culture. Discuss the complexity of relationships between peoples in Israel, including relationships between the various classes and cultures of Jews; relationships between Jews, Muslims, and Christians; relationships between Israelis and Palestinians; and the relationship between Israel and the United States.
 - Describe the Jewish immigrant experience around the world, in America, and in Seattle.

Ritual

- 11) Describe the stories, meaning and rituals from a secular humanistic perspective of the following holidays: Shabbat, Rosh Hashanah/Yom Kippur, Sukkot, Hanukkah, Tu B'Shevat, Purim, Passover, Yom Ha'Atzmaut
- 12) Describe the purpose of a secular humanistic bar/bat mitzvah.

3 Logistics

3.1 Shalom Sunday Location

Currently SJC's Shalom Sunday meets at the Mercer Island Strom Jewish Community Center at:

3801 East Mercer Way
Mercer Island, WA 98040
Phone: 206.232.7115
Fax: 206.232.7119
info@sjcc.org
<http://www.sjcc.org/>

3.2 Class Dates and Times

Shalom Sunday typically meets from 9:30 am – noon on the first and third Sunday of each month. In April we examine the school calendars for neighboring public school districts and adjust our calendar to avoid school vacations whenever possible. SJC then works with the facility to schedule these dates (adjusting as necessary).

The classroom dates are sent to the parents and updated on SJC's website as soon as we have an agreement with our rental facility. Parents will be notified of any changes as soon as they occur.

3.3 Inclement Weather

SJC's Shalom Sunday has the following system regarding inclement weather on school Sundays.

1. If it is snowing or below 32 degrees and icy, first call the facility to see if they are open. In the case of the Mercer Island JCC call after 5:30 am to find out if they are open. The number is 206.232.7115. If they are closed, we will not be having classes.
2. If the facility is open, SJC will make a determination as to whether classes will be held based on weather reports from families in outlying areas and the ability of teachers or appropriate substitutes to make it to the facility in a timely fashion. By 8:15 am we will send out an email whether or not we are meeting. It is possible that we could delay our starting time until 10:00 am.
3. If parents have any questions, they should contact either the Education Committee Chair or Education Manager.

If we miss one class due to inclement weather, we will have a make-up day scheduled a week or two after our regularly scheduled class. This make up day will be determined at the same time as the rest of Shalom Sunday's class schedule. Alternative arrangements will be made if we miss more than one session.

3.4 Registration and SJC Membership

In the spring, the Education Committee Chair will ask which Shalom Sunday families are intending to return the following year. This will help with our budgeting process.

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The Shalom Sunday registration period will begin once tuition has been determined for the following year. Parents will be sent registration forms or told where to find them on our website.

Registration forms for returning parents are due by two weeks before the start of the new Shalom Sunday school year. This will give our registrar an opportunity to create our classroom rosters, necessary for the teachers.

It is expected that Shalom Sunday families are a part of the SJC community as a whole. To that end, Shalom Sunday families are also required to be members of the SJC and send in their membership forms by August 31 of that year for the following year.

3.5 Tuition

Tuition for the following Shalom Sunday year is determined in the spring. Tuition is determined as part of the budget process, based on projected student registration and expenses.

Tuition may be paid by the parents in 1, 2 or 4 installments. Due dates for tuition is as follows:

1 installment: First class session.

2 installments: First class session and November 1

4 installments: First class session, October 1, November 1 and December 1.

SJC will send out tuition reminder notices for anyone paying in 2 or 4 installments.

3.6 Scholarship fund

Shalom Sunday welcomes all families who want to join our program, regardless of ability to pay. To inquire about or apply for a scholarship, please send a letter stating circumstances for the scholarship need and the amount being requested to the chair of SJC steering committee **by October 1** of that school year. The family applying for the scholarship will then be informed as to how SJC can help them out.

Shalom Sunday also welcomes donations to the scholarship fund at any time. Please contact the Education Committee Chair if you wish to donate to this fund.

4 Curriculum

4.1 Circle Time

Shalom Sunday has a community circle time for 1/2 hour during the session. Circle time is part of the Shalom Sunday class day and all students are expected to attend. We also encourage parents to stay for Circle time as a community building event. The circle time curriculum is developed by the Education Manager and may include singing, dancing, stories, speeches, community service or other projects, and tzedakah. Although we try to limit the administrative and logistics information at circle time, some time may be devoted to announcements for Shalom Sunday families.

Suggestions are welcome for circle time activities. People with suggestions for circle time should contact the Education Manager or Education Committee Chair.

4.2 Class Descriptions

Shalom Sunday classrooms are currently comprise two grade levels each. The curriculum rotates such that each student who attends two (2) full years of each class will get the entire curriculum for that class.

Students will be placed in Shalom Sunday classes based on the grades they are entering in the fall. Exceptions to this rule must be arranged with the Education Committee Chair and teacher.

4.2.1 Pre-K(/K) Co-op

Community is vital, even to the youngest members of Secular Jewish Circle. With enough interest, Shalom Sunday is able to rent space during the Shalom Sunday period for parents to meet in a classroom with their pre-school aged children to allow them the free time to explore. Parents of this class are responsible for coordinating the set up, activities and clean up for these gatherings.

4.2.2 Kitah Gan (Grades K-1)

Fostering a positive Secular Humanistic Jewish identity in each student is the theme of the curriculum for our combined grades K-1 class. The primary focus of learning is on Jewish holiday observances, Jewish calendar, and culture (including folk tales, music, dance, food). The values of family, freedom, dignity, and personal responsibility are integral to a secular humanistic identity, and are important components of our approach. Students will learn about Jewish people, fictional and real, who are role models for these values.

4.2.3 Kitah Aleph (Grades 2-3)

In Kitah Aleph students will begin with a brief review of holidays - moving into how they are celebrated a their own home - and by their grandparents. This begins the discussion of Jewish geneology, names and where they came from. Immigration to the U.S. from around the world is the general theme - moving from the personal to the more abstract and historic. Anti-Semitism is noted as one influence on Jewish emigration and immigration, and the value of

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social justice is underscored. How the Jewish people thrived despite adversity is emphasized. Other themes include: Tzedakah, the importance of family and community, the development of Jewish philanthropic organizations, the values of 'caring for the world', and the emergence of Secular Humanistic Judaism in modern-day life. Throughout the 2-year cycle, Jewish folklore (including Yiddish folklore) is woven into the curriculum to emphasize how culture, geography, circumstances and language influenced stories (and vice versa!) and how these stories also illustrate key Jewish (SJC) values. The teacher will incorporate the themes of the Rosh Hashanah/Yom Kippur, Chanukah, and Passover holidays into the curriculum in a manner that meets the needs of her/his class.

Kitah Aleph is on a two-year rotating schedule.

Year 1: Jews in your family and where they came from - immigration to the "New World"

Year 2: Jewish life around the world post-Middle Ages - and immigration

4.2.4 Kitah Bet (Grades 4-5)

The story of the Jews is the story of an amazingly ancient and resilient people. The early Jewish people lived during the time of the Hittites, Canaanites, Phoenicians, Assyrians, and Babylonians. Throughout the centuries and against all odds, only the Jews have survived. Throughout the world Jews have also often flourished, as shown by their contributions to the intellectual, scientific, artistic and commercial development of the regions in which they lived.

In the two-year course of learning this history, the students will explore Jewish values, life and contributions from ancient history through the 15th century. They will also explore the intersections of Jewish holidays with history. Information about the Jewish religion is taught in an historical context, and we use history to illustrate that human beings are capable of and responsible for determining moral behavior and addressing the problems of the world.

Year 1: Jewish values, life, and contributions of heroes and "sheroes" from mythology through the Roman conquest.

Year 2: Jewish values, life and contributions of the Jews from the Roman Diaspora through the 15th century.

4.2.5 Kitah Gimmel (Grades 6-7)

In Kitah Gimmel, students will be encouraged to explore their own identities as Secular Humanistic Jews. Kitah Gimmel is designed to ensure the students meet the Shalom Sunday Program Objectives by the end of their 7th grade year.

Kitah Gimmel contains units of study including The Roots and Beliefs of Secular Humanistic Judaism, Contemporary Issues and a Secular Humanistic Response, Israel and the Middle East, and Anti-Semitism and the Holocaust.

Year 1: The Roots of Secular Humanistic Judaism, Contemporary Issues and a Secular Humanistic Response and Israel and the Middle East

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Students will learn about the historical roots of Secular Humanistic Judaism, including influential figures and their contributions to Secularism, Humanism, and Secular Humanistic Judaism. Students will also study the beliefs and practices of Secular Humanistic Jews. Students study Secular Humanistic celebrations of Jewish holidays and then use the main themes of the holidays to discuss contemporary issues. Students will explore the similarities and differences between Secular Humanistic Judaism and other Jewish movements. In addition, students will have some exposure to comparative religion to further understand how being a Secular Humanistic Jew is similar or different from other religions. Students will be challenged to consider how they identify as a Jew, and are asked to write an essay describing their Jewish identity.

Students will study the history of the State of Israel from its independence through modern day conflicts. They will learn about influential leaders in the development and history of Israel, history of the conflict between Israel, the Palestinians, and neighboring countries, and Israel's role in a global economy.

Year 2: Jews in their Context through the Ages

The story of the Jewish people is explored by examining how others interacted with them through the ages. Students will review how Jews were viewed in the ancient world and the middle Ages, learn about the development of anti-Semitism, and the response to anti-Semitism as other world religions appear and establish themselves; Russian and European treatment of Jews in the 1800's and continuing through WWII including an in-depth look at the Holocaust;

B'nai Mitzvah program

SJC's Shalom Sunday *B'nai Mitzvah* is an optional two year program for students enrolled in *our Kitah Gimmel* class. The program focuses students' attention on:

- studying the beliefs and values of Secular Humanistic Judaism and determining what is relevant and important to them;
- experiencing Jewish culture, including food, music, theater, humor and film;
- participating in Secular Jewish Circle community events and programs;
- participating in community service and social action projects;
- annually setting and meeting a personal goal;
- annually planning and preparing a Jewish holiday celebration and meal;
- designing, completing, and presenting a project rooted in Secular Humanistic Jewish values, and
- preparing and leading their *Bar/Bat Mitzvah* ceremonies

The *B'nai Mitzvah* program has six components: self, family, community, *tikkun olam*, Jewish learning, and celebration. The *B'nai Mitzvah* program requirements are a combination of group classroom work, group field trips and community service, and individual study and action. Using elements of the traditional *Bar/Bat Mitzvah* ceremony as a framework, SJC *Bar/Bat Mitzvah* ceremonies reflect our community's humanistic values and are personalized to create meaning to each *B'nai Mitzvah* student and family.

If you would like more information about the B'nai mitzvah program, please refer to the separate *B'nai Mitzvah Program Description* document.

4.3 Shalom Sunday Pedagogy

In implementing our curriculum, we look to our teachers, parents, and students to:

1. Create an environment that reflects respect, enjoyment, participation, responsibility, achievement, and honesty.
2. Create an environment that encourages critical thinking, love of learning, and striving for self-improvement.
3. Relate all that we teach to the Secular Humanistic Jewish experience and, when appropriate, relate that experience to a larger world context.
4. Model ethical action in the classroom.
5. Encourage open discussion of opposing ideas and values and use the methods of critical thinking to debate and evaluate their relative merits while guiding toward respect for those with whom they disagree and toward rational explanations for their beliefs.
6. Teach in an age-appropriate manner, adapting subject matter to the cognitive and developmental abilities of the students.
7. Give students opportunities to reflect on and make sense of their learning.
8. Create opportunities for students to practice what they learn.
9. Honor a wide variety of learning styles and abilities.
10. Model and nurture community and an understanding of the child's role in it, encouraging cooperation rather than competition.
11. Acknowledge that we thrive in an atmosphere of experiential learning, kindness, and community.
12. Build positive Secular Humanistic Jewish identity without rejecting other traditions.

4.4 Holidays

Shalom Sunday may celebrate, either in the classroom or as a community the following holidays:

- Rosh Hashanah
- Yom Kippur
- Sukkot
- Hanukkah
- Tu B'shevat
- Purim
- Yom Haatzmaut

5 In the Classroom

5.1 Classroom Maintenance

As a condition of our use of the facility, the members of Shalom Sunday (teachers, students, parents, siblings and administrators) shall return the spaces used in the facility to the same condition in which they were found, except for reasonable wear and tear. Shalom Sunday and its families are liable for any repairing any damage to the facility.

The Mercer Island JCC contractually agrees to set up rooms based on Shalom Sunday's needs. Initial "room set ups" are detailed (on a form provided by the JCC) 2 weeks prior to the first week of class. Room set ups may be changed during the school year if a change request form is turned in with a minimum of 1 weeks notice. (Please note that since we meet on a Sunday, the changes must be in to the facility TWO Fridays before Shalom Sunday meets.) There is a fee charge for changes made without giving the minimum notice.

5.2 Classroom Behavior

We strive to create an environment that is conducive to learning for students of all learning styles. To that end teachers are asked to make their expectations of appropriate behavior known and clear to all students and their families. In the classroom, the student is expected to:

- be ready to learn
- respect others that are there to learn
- be on time
- bring supplies and return materials as necessary

Other expectations may be set by the teacher.

If problem behaviors arise there are incremental steps to be followed in order to assure that every child is getting what he or she needs from our program.

1. Identify the issue and try to solve it in the classroom. This may involve having a student move to a different seat, giving that student an alternate task or activity, having a private talks with the student, having a "class meeting", etc.
2. Involve the Education Manager by having her/him observe conference with the student and/or the class as a whole and follow up at the next session. After the Education Manager spends time in the classroom assessing the situation, the parents will be contacted by the Education Manager so the parent can become a partner in solving the problem.
3. If the problem persists and disrupts the other students, the student will be asked to write a reflective piece about his or her involvement in the class and school and an interview will be held with the student and the Education Manager.
4. If none of the above resolves the problem, there will be a conference with the student, the parents, the teacher and the Education Manager. The situation will be discussed, along with everyone's expectations. A contract may be drawn up and signed by everyone spelling out what the school can do and what the student can do to improve the situation. (Following this step the teacher will send home a brief report on the

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student's behavior after each class, for at least three sessions. One sentence will be sufficient. Hopefully, most students will become cooperative and the notes will serve as positive reinforcement.)

5. If the problem remains unresolved, it will be referred to the Education Committee for resolution. Suspension, expulsion, or some course of action may be recommended.

5.3 Attendance

Student attendance will be tracked by the teacher and Education Manager. If you know your child will be absent, please notify both the Education Manager and the child's teacher in advance.

Students should not attend class if they are not healthy. Please keep your child home if they have the following symptoms:

- **Head Lice** - If your child has Lice or nits in his/her hair.
- **Eyes** - Thick mucus or pus draining from the eye, or pink eye.
- **Vomiting** - Vomiting on two or more occasions in the last 24 hours.
- **Sore Throat** - Especially if associated with a fever or swollen glands in the neck.
- **Diarrhea** - Three or more watery stools in a 24 hour period, especially if child acts or looks ill.
- **Rash** - Body rash not associated with heat, or allergic reactions, especially with fever or itching.
- **Appearance/Behavior** - Unusually tired, pale, lack of appetite, difficult to wake, confused or irritable.
- **Fever** - Temperature of 100° F or higher and with a sore throat, rash, vomiting, diarrhea, ear ache, irritability or confusion. Students must be fever free for 24 hours before returning to Shalom Sunday.

5.4 Books and Supplies

In general, Shalom Sunday will provide classroom materials. If students take home materials, please bring them back the following week.

5.5 Parent-Teacher communication

Teachers are asked to provide a brief e-mail summary to parents after each class. Parents may also discuss class issues with teachers before or after the 10-noon sessions or by e-mail.

5.6 Snacks and Classroom Break Time

Snacks and classroom break time are an optional privilege for the students.

It is expected that students bring their own snacks to Shalom Sunday. It is up to the teacher's discretion whether the student may eat in class, or during recess, if the teacher gives the students a break. (Breaks generally occur for 5-15 minutes around 11am, depending on the teacher's lesson plan.)

Student snacks are to conform to any requirements set out by the building from which Shalom Sunday is leasing space. For instance, in our contract with the Mercer Island JCC it specifically

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states that all food consumed on the JCC premises will adhere to JCC procedures (dairy or Kosher meat) and not to mix the two. Furthermore, students will follow guidelines on where peanut products may be consumed.

Students are responsible for cleaning up after eating their snacks. If they are unwilling or unable to do so, their right to bring and eat a snack may be revoked.

Occasionally teachers may include the making or eating of specific food in their lesson plans. Teachers should communicate this with the parents prior to the lesson. Parents should inform the teacher if the student has any food allergies or other problems.

5.7 Classroom observations

Parents are welcome to observe a Shalom Sunday class at any time with prior agreement from the teachers. Parents are expected to observe quietly, not disturbing the class.

Parents are also welcome to help in the classroom, by request and with prior arrangement with the teachers.

5.8 Teacher Evaluations

Positive comments for a teacher are always welcome as is constructive criticism. Should a problem arise between a teacher and a parent or student, the parties involved can work with the Education Manager to resolve the issue.

Teachers will be formally evaluated in the spring of each year. The teachers will be observed in class, as well as evaluated by the students and parents of students in that class. The Education Manager will meet with the teacher to review the results of the evaluation, after all the data has been collected.

Teacher evaluations will be used as one of the criteria in the decision whether or not to extend an offer to re-hire a teacher for the following year.

6 Resources

6.1 Forms

Forms for membership, registration and employment are at SJC's website:
<http://www.secularjewishcircle.org/documents.html>

6.2 Supplies and Equipment

The teachers will have access to supplies and equipment prior to and on the day of class. At the Mercer Island JCC, we have been permitted the use of a storage cabinet in the closet under the stairs near the Auditorium.

A list of existing supplies will be sent to the teachers prior to the start of the school year. Each teacher is given a classroom budget prior to the school year for purchasing additional supplies and equipment. Teachers will be reimbursed for supply purchases up to the amount of this budget. Reimbursement is accomplished by submitting an "Employee Supply and Mileage Reimbursement form" that is available on the SJC documents website.

Any extra supplies should be returned to the supply cabinet at the end of class for use in the future. Any equipment (such as the boom box) **MUST** be put back into the supply cabinet and locked at the end of our Shalom Sunday session.

Prior to the school year start, the Education Committee Chair will inventory the classroom supplies and provide a list for the teachers and Education Manager.

6.3 Library

SJC maintains a library of books, CDs, DVDs and other media that are useful to the Shalom Sunday community and SJC. This is a fantastic resource for the teachers, parents, children and administrators in the group.

Currently this library is located in a storage cabinet at the Mercer Island JCC. The Library Volunteers are in charge of organizing and cataloging all of the library's assets.

People who would like to check out a book, should ask a library volunteer who will use the library laptop to log the transaction. If a library volunteer is not available, borrowers should leave a note in the library cabinet or email a library volunteer with your name, title, and the author of the book or material borrowed.

Resources may be checked out for one month and may be renewed if no one is waiting. If a resource is checked out and you would like to reserve it, please contact one of the library volunteers. A notice regarding overdue book is sent out in May. Currently there is no system in place for fine for overdue or lost books; however one may be implemented if this becomes an issue.

The library is full so we are not accepting donations of books at the present time. Library donations (when accepted) are acknowledged by a letter from SJC as well as in the newsletter.

6.4 Society for Humanistic Judaism

Secular Jewish Circle is an affiliate of the Society for Humanistic Judaism (<http://www.shj.org>). As such, we have access to the resources from our parent organization.

One such resource is grovesite which houses curriculum and educational materials from SHJ and from member organizations. The Society also provides the educators-shj list maintained on [yahoogroups.com](http://groups.yahoo.com/group/educators-shj/). To learn more, visit <http://groups.yahoo.com/group/educators-shj/>.

7 Resources

7.1 Education Committee Chair and Education Manager

SJC and Shalom Sunday are primarily volunteer organizations.

The Education Committee Chair provides administration for Shalom Sunday, supervision of the Education Manager (staff position), and coordination of volunteer positions. The Education Committee Chair reports to the SJC Steering Committee.

The Education Manager:

- Hires, manages and provides supervision to the Shalom Sunday paid staff (teachers and contractors)
- Works with the Education Committee Chair to develop the budgeting
- Provides liaison function to the landlord:
 - Providing the landlord with a complete description of Shalom Sunday's space needs, including room set up, storage, and audio-visual needs.
 - Working with the landlord to develop an emergency plan for Shalom Sunday
 - Working with the Education Committee Chair to make determinations about snow days and communicate them to the Shalom Sunday community and the landlord.
 - Welcoming Shalom Sunday families the first few sessions of class and to ensure that the building receptionist can identify Shalom Sunday parents.
 - Leading effort to determine alternate meeting location if the JCC is unavailable
- Ensures that the Shalom Sunday Treasurer has necessary information to bill and collect tuition
- Ensures that teacher requirements are met, and teacher time sheets are completed and paid
- Conducts teacher evaluations
- Maintains a list of substitute teachers who have gone through background checks

7.2 Education Committee

The Education Committee provides broad oversight and guidance the Shalom Sunday program, including administrative policies and procedures and academic content. The Committee meets between three and four times a year. Each year, the Committee is responsible for:

- developing a program budget,
- setting tuition,
- deciding on a location for the program,
- determining the School year calendar,
- assisting the Education Manager with hiring teachers,
- providing input into curriculum content,
- drafting a school calendar, including dates for community service and holiday celebrations, taking into account local school district vacation schedules
- working with the SJC assistant to develop the annual on-line and hard copy enrollment form, process registrations, and create and update a school roster
- providing guidance to other Shalom Sunday sub-committees, and
- developing administrative policies and procedures as needed

The Education Committee is comprised of chairs of the sub-committees listed below.

7.3 B'nai Mitzvah Sub-Committee

The Shalom Sunday B'nai Mitzvah Sub-committee is responsible for coordinating and running the B'nai mitzvah program, working with the parents and the madrikim. They will track the B'nai Mitzvah budget (and report back to the Education Committee Chair), assist in planning activities, coordinate necessary space for that program, delineate requirement and track student progress.

7.4 Community Service Sub-Committee

The Community Service sub-committee plans and coordinates Shalom Sunday community service events. Historically, there is an event in the fall and in the winter, and sometimes one in the spring. For the past several years, Shalom Sunday has participated in the Jewish Family Service Food Sort Event in October, and has engaged in an environmental project in conjunction with Tu B'Shevat. Other projects have included visiting people in a Jewish retirement home and conducting a toiletries drive for the Jewish Family Service. The Committee coordinates with the Education Director and teachers as needed.

7.5 Holiday Sub-Committee

The Holiday sub-committee plans and coordinates Shalom Sunday's holiday celebrations. Currently, these include Tu B'Shevat and Purim. The committee works the Community Service Committee members on Tu B'Shevat, which generally includes both a holiday program and a community service activity. The Committee plans the celebrations, recruits additional volunteers as needed, purchases supplies, and coordinates the events. The Committee coordinates with the Education Committee Chair, Education Manager and teachers as needed.

7.6 Library Sub-Committee

The Library sub-committee is responsible for the operations of the SJC Library, including acquisitions, storage, check-out and return procedures, and a database. This year, we are looking to the Library Committee to gather input from the Education Committee, Education Manager, teachers, and parents and use the input to develop a proposal for more effective storage and use of our materials.

7.7 Music Sub-Committee

The music sub-committee brings music to circle time. The music sub-committee has created a songbook for use by Shalom Sunday as well as SJC as a whole. There may be a need in the future to update the songbook.

7.8 Outreach Sub-Committee

The Outreach sub-committee creates and implements a plan to attract and welcome new families to Shalom Sunday. Each year, the Committee plans and coordinates an Open House. This year, we are looking to the Outreach Committee to develop and implement new strategies for outreach and welcoming.

7.9 Tzedakah Sub-Committee

The Tzedakah sub-committee tracks community circle tzedakah collections, brings ideas for how to spend the money raised, and implements the decisions.

7.10 Curriculum Sub-Committee

The Curriculum sub-committee works with the teachers and Education Committee Chair, as needed, to define the scope and sequence of the curriculum for Shalom Sunday, evaluates existing curriculum to determine how it can help in the development of lesson plans, and reviews lesson plans that are created by teachers/volunteers to ensure they are following the existing scope and sequence.

7.11 Hiring Sub-Committee

If a Shalom Sunday teacher or the Education Manager positions becomes available an ad-hoc hiring sub-committee will be formed. This committee will review the job description for that position, submit ads to local papers and websites, schedule and attend interviews that will include the candidate, a member of the hiring sub-committee, the Education Committee Chair and Education Manager. The hiring committee will submit a report with their recommendations to the SJC steering committee which will make final hiring decisions.

7.12 Student Volunteers

At times, Shalom Sunday uses student volunteers to assist the teachers in the classroom as well as to watch the students while they are on the playground during breaks. The Education Committee chair will maintain a list of potential post-B'nai mitzvah students who are interested in helping in this regard.