

Heritage Academy

TIMES

Jewish Community Day School



Summer 2006;
Sivan/Tammuz 5766
Volume 3, Issue 3

FROM THE HEAD OF SCHOOL

This is the third in my three-part series outlining the new, exciting *Enrichment Program* now available to Heritage Academy students. You may recall that in my first column, I explained that this new *Enrichment Program* would have Type I, Type II, and Type III enrichment. I then went on to further explain in those first two columns both aspects of Type I enrichment.

This column is about Type II enrichment. Type II enrichment was provided in the classroom for those students who were assessed to have already mastered certain skills and concepts of their grade-level curriculum. Those students were then provided with alternative instruction, at their instructional level. In this way, students would broaden their understanding, and not be bored by having to do curriculum they already mastered.

In general studies, Type II enrichment was provided first in math, and later in the year, also in language arts and writing. Claire Sholes, the Enrichment Coordinator, provided this instruction. In Judaic studies, Iris Mastey, Yossi Mastey, and Yehuda Edry provided Type II enrichment in Hebrew and *Chumash*. In this way, Heritage Academy continues to differentiate curriculum and better address the particular learning needs of our students. Educational excellence is key to all we do.

Type III Enrichment will begin to be implemented next year, under the guidance of our Enrichment Coordinator, Claire Sholes. Type III Enrichment will be available for identified gifted and talented, or high-potential students that need even more challenge and diversity to their learning. Additionally, Claire Sholes and I are looking into the possibility of participating in *Destination Imagination* next year. Preliminary information was sent home with your child's Report Card.

I wish you all a happy, safe, and relaxing summer. Do not forget to have your children do their Summer Reading. I look forward to welcoming you all back in the fall. Heritage Academy is the place to be. Tell your friends. We have room to grow.

Gul#Gherudk#U1#Vwduu



Congratulations
to our
graduates!



JUDAIC STUDIES CURRICULUM COORDINATOR

Shalom,

What a wonderful year it has been! This year, for the first time, all Judaic Studies teachers had the same improvement goal. The objective was for improved Hebrew language instruction, in order to emphasize the Hebrew language more as a second language, as opposed to a foreign language. Throughout the year I have conducted several workshops with the teachers. We learned the differences between first, second and foreign language, we learned the principles of teaching second language and learning a second language, I exposed the teachers to a few second language teaching techniques, we evaluated the Hebrew curriculum and discussed how to evaluate the student's achievements in their Hebrew language.

The Tal-AM 1 and 2 programs provide 1st and 2nd grades with a rich, interactive, complete Judaic Studies curriculum in Hebrew. Through *Chaverim Be'Ivrit*, our new Hebrew program in 3rd through 8th grades, the students have improved their ability to communicate in modern Hebrew and converse in Hebrew in different situations. Additionally, teachers were instructed to manage all everyday routines in class in Hebrew.

This year was jam-packed with hands-on activities and learning experiences in the Judaic studies department. *Rosh Hashanah* Assembly, Enjoyable *Sukkah* fest, *Simchat Torah* celebration, inspiring *Shabbat* Assemblies, an amazing combined live and video multi-media *Chanukah* Show, *Tu B'Shvat* community *Seder* and *Tu B'Shvat* stations activity, *Megilah* Reading and Joyful *Purim* Carnival, Passover Model *Seder*, *Mesibbat HaSiddur* for Kita Alef, *Yom HaShoah* and *Yom HaZikaron* Memorial Assemblies, Israel Bee, *Israel* Independence Day Carnival, *Lag BaOmer* Field Day, and *Shavuot* Assembly.

This year I have coordinated along with Tali Edry, *Sulamot* Family Education Director, family programs. Each program was a culmination of a unit studied in class as part of the curriculum. The teachers designed beautiful programs: *Mesibbat Chanukah* for the *Gan-Yeladim*, *Mesibat HaChumash* with Sofer STaM for Kitah Beit, family evening for Kitah Gimel, from Slavery to Freedom for Kitah Hey, and Adolescent Dilemmas for the middle school. I am proud to say that all of the programs were very successful; well designed and well attended.

In addition to all that, we had Type I Enrichment Programs in Judaic Studies. The *Kol HaYam* singers from

Israel performed for our middle school students. This enriched the students' study of Naomi Shemer in Hebrew and Israel Studies classes. A workshop with *Sofer STaM* allowed the middle school students to learn a lot about the laws that are involved in the *Torah* writing process. Hebrew conversations with teenagers from *Afula* gave our students an opportunity to practice their Hebrew. A Holocaust Survivor told his personal story, *Achai VeReai*, Jewish agency representatives, made Israel Independence Day an exciting adventure for K- 5th graders, and led a stimulating talk show program of the Ideal Zionist for the middle school.

As part of Type 2 Enrichment program, I was working along with the classroom teachers on pre-assessment of students in their regular curriculum areas. Students who were already proficient in the material to be taught were given alternate, enrichment materials and activities, and a work plan has been designed for them. I also have designed an enrichment program for some of the 7th and 8th graders, which I was teaching myself.

Since the beginning of the year we were involved with numerous Tzedakah Projects. We collected grocery items and clothes for the Hurricane Katrina victims. We collected grocery and toiletry items to distribute to our current American military personnel, which middle school students presented in person when they went to Westover Air Force Base. The middle school students collected grocery items, toys and toiletries, for children in the Jefferson Avenue Shelter. We joined the Jewish Federation's drive to collect winter outerwear for children up to age 12. The outerwear was distributed to children in need at Springfield's Boland School, as well as to Somali refugees. Our last project was on *Shavuot*. We collected cereals and fruit for Rachel's Table. When the fruit was delivered to the Springfield Rescue Mission, they were so appreciative they wanted to hug the driver.

In addition, as a school-wide Tzedakah project we are sponsoring Sigal Zana, an Ethiopian student from Afula, Israel. This project was possible Through the *North American Conference on Ethiopian Jewry*. It is a delight to see our children giving Tzedakah. They all are very enthusiastic about helping Sigal. We collected \$400,

Our middle school students contributed *Sheat Chesed*, acts of loving-kindness through community service- **Personal Commitment to My Community**. This program is designed to provide our MS students with opportunities to actively participate in challenging, community-based projects. This program helps to educate our children to be giving members of their community and truly understand the Jewish values: Tzedakah and Chesed, and became more active participants in their Jewish community. Students adopted residents at Ruth's House, organized Kabbalat Shabbat



Services at the Nursing Home, tutored fellow students, helped at Shabbat Junior Congregations or sold Raffle Tickets for the PTA. This program is an excellent example of values in action at Heritage Academy, which will hopefully have a positive impact on our children throughout their lives.

As you all heard, my family and I are going back to Israel. After four years here, we feel that we are part of the community. I would like to thank all of you for the love and support you have given us. We will miss you all very much and we hope that you will keep in touch and visit us in Israel.

I wish you all a safe and enjoyable vacation.

[Iulv#Pdwh](#)

ENRICHMENT COORDINATOR — CLAIRE SHOLES

Our first year of the Enrichment Program is drawing to a close, and I've been amazed at some of the things our students have accomplished. Some fifth graders wrote missing adventures from *The Phantom Tollbooth* and ads for brand-new food products. Fourth graders played word puzzles and solved analogies. Fourth and fifth grade math students have been solving problems, figuring out logic grids, making origami cubes and finding patterns. Third graders have written poetry, worked on geometry and measurement, solved mind benders and worked on reports. Second graders made timelines for their biography reports, solved math problems and logic grids, graphed coordinates and studied about spiders. First graders wrote poems and prose, developed vocabulary, and did lots of problem solving. I hope they all enjoyed our enrichment activities as much as I did!

Next year, we will be refining our identification process, adding some independent projects and hoping to field a Destination Imagination team or two. More information on that program will be coming home and I will hold an informational meeting for parents and students early next fall. Anyone who feels that they may be interested in this program can contact the office and leave a name so that I can be sure to get you any further information.

Keep those brains working over the summer and I look forward to seeing many of you next fall!

MIDDLE SCHOOL ENGLISH AND LANGUAGE ARTS—GLORIA ROY

This has been a very productive year. Students have worked hard completing reading selections from all the literary genres—poetry, short story, drama, novel, essays, speeches, biography, autobiography. The year began with poetry and ended with nonfiction. Students were required to read novels of their choice and assigned novels as a class. Grade 8 completed the year with A Separate Peace, Grade 7 with Across Five Aprils, and Grade 6 with The Pearl. The highlight of our study of literature was a visit by Shakespeare and Company.

Students wrote literary analysis papers, essays, book reviews, autobiographic narratives, plays, poems, research papers, and speeches. The grammar difficulties encountered in student writing were addressed individually and as a class. All writing was graded with rubrics so that students could determine how to earn a good grade. Conferencing was initiated during the spring session. Students were able to rewrite papers after discussing their writing with me. This method has proved very effective, so it will continue next year. Grades 6 and 7 ended the year with the writing of a research paper about an author of their choice. Grade 8 ended the year with a unit on public speaking and speech writing.

Vocabulary development continued all year and included participation in a Readers Digest contest. The middle school students were introduced to analogies at various levels of difficulty. Many students continued to do extra credit work to the end of school by adding words from their reading.

The Summer Reading Program was individualized this year. After learning about how students read and process information, I was able to identify skills that needed to improve. Each student has received a folder with identified individualized exercises to address that student's needs. Completing these should increase all students' reading speed and comprehension.

A new English/Language Arts Curriculum has been completed this year. Next year it will be monitored and evaluated. If necessary, modifications may be made to enhance the quality of English instruction and content.



JUDAIC STUDIES – SHIMON SHUSHAN

For this edition of the Heritage Times, I asked the students to summarize the highlights of the year.

6th grade:

Revital: Some of the main issues we learned in Chumash were the counting of Bnei Israel, the kohanim duties and the Menorah.

Josh: In Shemuel A Ariel and I worked together on an assignment about the Holy Ark.

Ariel: We learned about the first Jewish king: Shaul.

Josh: In Mr. Shushan's class I learned about my religious history and my ancestors. Bible class was fun but at the same educational.

Jackie: All together it was a very exciting, educational and successful year.

7th Grade:

Nate: We have learned many things in Mr. Shushan's class. In Chumash Bamidbar, we build models of how the people were split into different tribes.

Rachel: We did some power points about the stories in the bible.

Yitz: In Mishna I learned how to be a better person.

Andie: In Mishna we learned things that taught us a lot about life.

Jenna: I learned how a person should treat others.

Ethan: On Fridays we learned about the parasha.

Elliot: We learned how the prophet contributed to the Jewish Society.

Glenn: We learned the Jewish laws.

8th grade:

Jacob: I learned about King Solomon, the temple and Elijahah the Prophet.

Shiran: in Talmud we learned an extreme amount of laws, traditions, and opinions on many different aspects in Judaism. I know that with this knowledge and much more I'll be able to excel in my Judaic studies and history.

Sarah: My favorite chapter was Elijahah because he did so many good things. Another subject we studied in Talmud was Relationship between parents and children. During the middle of the year we had a parent student breakfast where we discussed the topic of relationship between parents and children.

MIDDLE SCHOOL MATH

JOHN LOMBARD

Indirect Measure: Hands On Math

This spring, math students were given a hands-on problem to measure the height of the school's flagpole. This type of calculation is called indirect measure because the object cannot easily be measured without climbing up the object or using a special measuring device. Architects, engineers, and other professionals can be faced with situations where they must calculate the height of vertical objects (telephone poles, hills, and power poles). Our students were challenged to find the height of various objects using basic tools such as a ruler, protractor, mirror, pencil, and paper. It is true that accurate infrared measuring devices can give quick and accurate measurements for vertical heights, but these tools are not always handy and batteries can die.

Indirect measure with similar triangles

One of the first indirect measurement techniques is to measure the shadow of the flagpole, which we will say is 5 ft. Next to the flagpole, students will place a ruler on the sidewalk and measure the shadow of a ruler, which we will say is 3 in. Since the sun's angle over the flagpole and ruler is at the same angle, students can set up a proportion of the ruler's shadow of 3 in over its height of 12 inches and the pole's shadow of 4 ft over its unknown height. Students can then solve for the height of the flagpole.

Indirect measure with trigonometry

Finding the height of the flagpole can be achieved when there is no shadow in overcast weather or in twilight by using trigonometry, a protractor, meter/yard stick, and a trigonometric calculator. Each student stood 20 feet from the base of the flagpole. One student sites onto the top of the flag pole with their protractor and assistance of a friend reading the protractor they can get a fairly accurate measurement of their angle of elevation from their point to the top of the flagpole. If they measure 40 degrees for their angle of elevation and they know that their point to the base of the flagpole is 20 feet then they can use the Tangent ratio to find the height of the flagpole. All middle school students learned three of the basic six geometric ratios: Sine, Cosine, and Tangent.



FOURTH GRADE GENERAL STUDIES MISS REISH, TEACHER

This year, the 4th grade general studies class worked to learn strategies, content and conceptual understandings in the following subject areas: Open Circle (social competency program), math, science (ornithology), social studies (American history-up through the Revolutionary War), reading (word identification, fluency, comprehension, critical thinking), writing (expository writing). Throughout the 4th grade year, students collected pieces of their work to represent their learning in the above subject areas. The students each have a collection of their work that shows how they have grown as learners from the first day of school in fourth grade to the last. As a compilation of student work, the portfolio helps each child show growth over time, evidence of reflection and experience as a learner. It also helps students find depth and gain new perspectives, and represents the uniqueness of the individual child. Some of the specific requirements of the portfolio include:

- **Reading** - work that shows skill level and comprehension (must include written analyses of unfamiliar words, response to reading log and a written summary on a novel read in reading group)
- **Writing** – at least two pieces of writing that show the writing process (brainstorming, planning, drafting, revising, edit/proofreading, and publishing)
- **Mathematical Investigation** – documentation that shows how one has identified, solved and presented a problem that employs at least one of the concepts covered in the 4th grade
- **Social Studies Investigation** - an in-depth study or research project that demonstrates an understanding of at least one of the concepts covered in 4th grade social studies
- **Field Trip Log** – a list of learning experiences outside of the classroom and a summary of each
- **Artistic Creation** – documentation that shows a piece of artwork produced or participation in an artistic performance.

Students are encouraged to share their portfolios with family and friends and to specifically point out those pieces of work that represent strength, improvement and roadblocks. The fourth grade general studies students have made significant progress in their learning and studentship. Their portfolios are filled with achievement. I encourage you to ask a fourth grade student to share his/her portfolio with you. You will be inspired by the effort and dedication to learning.

FIFTH GRADE GENERAL STUDIES MISS REISH, TEACHER

This year, the fifth grade general studies class worked to transition into a middle school setting. The students continued to work to learn strategies, content and conceptual understandings as well as working to become competent independent learners. The students consistently self-assessed their style of learning were coached to self-advocate to achieve a higher level of success. The fifth grade class worked to fill their “learning tool box” before heading off to the middle school. Also, throughout the fifth grade year, students collected pieces of their work to represent their learning in different subject areas. The students each have a collection of their work that shows how they have grown as learners from the first day of school in fifth grade to the last. As a compilation of student work, the portfolio helps each child show growth over time, evidence of reflection and experience as a learner. It also helps students find depth and gain new perspectives, and represents the uniqueness of the individual child. The fifth grade portfolios are required to represent basic technology literacy such as word processing and Internet research. Some of the other specific requirements of the portfolio include:

- **Character Letters** – three letters from adults (two of which are not related to student) describing ways the student has demonstrated the *Characteristics of School Success* (organization, flexibility, persistence, reflective, active, attentive)
- **Field Trip Log** – a list of learning experiences outside of the classroom and a summary of each
- **Reading** - work that shows skill level and comprehension (must include written analyses of unfamiliar words,



response to reading log and a literary analysis that shows a clear and deep understanding of an unfamiliar text)

- **Writing** – four pieces of writing that show the writing process (brainstorming, planning, drafting, revising, edit/proofreading, and publishing)
- **Mathematical Investigation** – documentation that shows how one has identified, solved and presented a problem that employs at least one of the concepts covered in the grade appropriate math group
- **Social Studies Investigation** - an in-depth study or research project that demonstrates an understanding of at least one of the concepts covered in 5th grade social studies
- **Artistic Creation** – documentation that shows a piece of artwork produced or participation in an artistic performance.

Students are encouraged to share their portfolios with family and friends and to specifically point out those pieces of work that represent strength, improvement and roadblocks. The fifth grade general studies students have made significant progress in their learning and studentship. They are ready to move on in their careers as middle school students. Their portfolios are filled with achievement. I encourage you to ask a fifth grade student to share his/her portfolio with you. You will be inspired by the effort and dedication to learning.

THIRD GRADE NEWS – MRS. Z.

It is hard to believe that the school year is drawing to a close. The third grade has accomplished so much this year and they have grown in so many ways. It seems like yesterday they were walking into First grade.

We have all enjoyed learning about Indians and the different states in our United States. The students have learned how to put together a report using both the Internet and textbooks. They have also had the chance to read many kinds of literature and even do a literature study on one. They all enjoyed the Rent a Third Grader, which came from the reading of a book. They were very excited when they made their donation to Rachel's table.

In Math and in Language Arts many of the children had a chance to work with Mrs. Sholes. They were able to enrich all of the things they learned and loved doing that.

In Social Studies we did an in depth study of Massachusetts. All of the students now know more about the state they live in.

This year ends on a bit of a sad note, as they will be losing one of their classmates. Daphna Bloch will be moving back to Israel with her family in August. The third grade surprised her with a going away party and a book to take along with lots of memories. We all wish Daphna and her family well.

SECOND GRADE NEWS

MRS. KRAMER

It's hard to believe that the school year is over!!! It has been an exciting, fun, filled year in our 2nd grade classroom. The children have blossomed both socially and academically.

We began the year learning about the Pilgrims and the first Thanksgiving and then studied the great continent of Africa. The children learned through literature, drama, arts and crafts, reference books, and the Internet. The students also learned about many famous Americans who helped mold our country into the great nation it is today.

In science the children discovered how the dinosaurs roamed the land millions of years ago and finished up with a unit on life cycles. It was very exciting to watch the excitement on the children's faces when the eggs hatched into chickens after they nurtured the eggs in the incubator for 21 days.

Creative writing continued throughout the year and this past semester the children acquired a love for poetry by reading and writing poems almost daily.

Math time was always filled with creativity and problem solving. Please continue to practice facts during the summer months so that skills can stay sharp!

I have enjoyed my year with these wonderful children and I would like to thank all the parents for their assistance with parties, field trips and constant support.

I hope you all have a safe and happy summer vacation.



KITAH BET – MR. ASULIN

It is hard to believe that the school year has come to an end. It seems like yesterday that we were learning the words to, “Baruchim HaBa’im.” (Welcome to Kitah Bet) We have grown together over this year and the following are a few of the memories that I have from this wonderful group of children.

In the fall, we celebrated our “Misibat Chumash” with confidence and pride. It was a very exciting moment for each of the students when they approached the Torah for their first aliyah and recited the opening lines of Bereshit. With a bit of honey and a room filled with family, friends, and their rabbis, these students learned the sweetness of learning Torah and of sharing it with others. An extra treat that day was a visit from a sofer (scribe) and the chance to design a yad as a keepsake and a tool to use throughout their years at Heritage.

Tal Am 2 was implemented for the first time at Heritage. The excitement of this program was visible from the first day of school as the students entered the classroom to walls filled with posters and pictures of the characters that made up the lessons. Tal Am books quickly became an integral part of our classroom, especially those that were connected to the Jewish holidays and the “Parshat HaShavuah” Big Book. Tal Am 2 continued where Tal Am 1 left off last year and the songs that the students had already learned were mixed with the new songs that we sang this year. Their Hebrew skills have matured greatly due to their hard work and the creative program that has been added to Kitah Bet.

We enjoyed the routine of speaking Hebrew in the classroom. Through our program, “Tov BaKitah V’BaBayit,” (What Is Good In School And At Home”) we developed our conversational skills by discussing life in the classroom, as well as with our families. The students were so enthralled with the program that they began to write their own books. Samples of our authors’ work entitled “Tu B’Shevat,” “What I Can Do By Myself,” and “My Gan Eden” became permanent additions to our library.

As part of our study of Israel, we learned about Theodore Herzl’s dream of a homeland for the Jewish people. This coincided with the students’ study of Martin Luther King and his dream of equality for all people. It proved to be an incredible way to integrate the Judaic curriculum into their Secular studies.

Thank you to the parents who gave me the opportunity to teach and learn from your children. I wish you a safe and happy summer and look forward to seeing you all in the fall.

FIRST GRADE NEWS – MRS. Z.

The 1st grade has been a very busy class this year. It seems like yesterday when all the parents came to the 1st grade for open house to hear about their child’s year. Some of you looked lost and others had a look of disbelief. I hope that you all have seen the success and growth in your child this year.

We have had many fun times. We celebrated the Jewish holidays, of which there were many. We had a Day 100 celebration. We went to see a play in a real theatre. We learned to add, subtract, tell time, measure, solve word problems and read, books, and books and more books!! So many different kinds of books. We wrote in our diary, shhhh! only for us to see. We sent Flat Stanley traveling and Oh! the places he went. We planned Kindergarten step up Day and taught the Kindergarten a little about 1st grade. We have grown from those small dependent Kinder bears into those independent 1st graders ready to face the second grade challenges.

I wish you all a very Happy and Healthy Summer. See you in September!!

KINDERGARTEN REFLECTIONS – MS. FRAN AND MORAH TALI

As Morah Tali would say: “WOW WA WEE WAH” describes the year we had in Kindergarten. Small instructional groups offered differentiated learning opportunities to encourage, support, and reinforce skills and concepts. Just recently, pretzels and M&Ms helped to teach differences in math, while in science, we observed the life cycle of the Painted Lady butterfly. It was an extraordinary experience to witness their changes, and finally release the butterflies as we recited the shehechyanu. A field trip to Magic Wings in South Deerfield, a butterfly conservatory, completed the unit.

Celebrating a child’s birthday on Shabbat invited families to share in the simcha. The beauty of Shabbat filled the room when we recited the b’rachot, blessings over the candles, “wine”, and challah. Singing Shabbat songs followed by dancing was a wonderful way to finish each week.

Finally, our heartfelt gratitude to Karen Auerbach, our fabulous Kindergarten assistant. Her smile, patience, and hard work helped to make it an extra fabulous Kindergarten year!



HERITAGE ACADEMY 2006-2007 CALENDAR
FINAL – JUNE 21, 2006 (SUBJECT TO CHANGE WITH NOTICE)

Wednesday, August 30 – Teacher in service #1	
Thursday, August 31 – Teacher in service #2	0 School days
Monday, September 4, 2006 – No school, Labor Day	
Tuesday, September 5, 2006 – First day of school , Kindergarten orientation, Board meeting	
Monday, September 11, 2006 – 911 Commemoration	
Tuesday, September 12, 2006 – Back to School Night (Grades K-5)	
Thursday, September 14, 2006 – Back to School Night (Middle School)	
Wednesday, September 20, 2005 – Kindergarten Parent Welcome Breakfast	
Friday, September 22, 2006 – 1:00P.M.dismissal; <i>Erev Rosh Hashanah</i>	19 school days
Monday, October 2, 2006 – No school; <i>Yom Kippur</i>	
Tuesday, October 3, 2006 – Board Meeting	
Friday, October 6, 2006 – 1:00 P.M. dismissal; <i>Erev Sukkot</i>	
Monday, October 9, 2006 – No school, Teacher in-service # 3 (Columbus Day)	
Wednesday, October 11, 2006 – <i>Sukkah-Fest!</i>	
Friday, October 13, 2006 – 1:00 P.M. dismissal; <i>erev Shemini Atzeret</i>	
Thursday, October 19, 2006 – Middle School Open House	
Thursday, October 26, 2006 – Tots R Us (1:30 P.M.)	
Monday, October 30, 2006 – Report cards mailed	20 school days
Friday, November 3, 2006 – begin Friday 2:30 P.M. dismissal	
Monday, November 6, 2006 – Board meeting	
Sunday, November 12, 2006 – Sunday Funday (<i>Chaver l'chaver</i>)	
Tuesday, November 21, 2006 – Family Thanksgiving Luncheon (Grades K-5)	
Wednesday, November 22, 2006 – 1:00 P.M. dismissal, pre-Thanksgiving	
Thursday, November 23 – No School; Thanksgiving	
Friday, November 24, 2006 – No school; Thanksgiving break	20 school days
Monday, December 4, 2006 – No school, Teacher in service # 4 (Day School Conference)	
Tuesday, December 5, 2005 – 1:00 P.M. dismissal, Parent/Teacher conferences	
Wednesday, December 6, 2006 – 1:00 P.M. dismissal, Parent/Teacher conferences	
Thursday, December 14, 2006 – Tots R Us (1:30 P.M.)	
Wednesday, December 20, 2006 – Chanukah Show	
Thursday, December 21, 2006 – Chanukah Show, snow date	
Monday, December 25-Friday, December 29 – No school, winter break	15 school days



Monday, January 1, 2007 – No school; New Year’s Day	
Tuesday, January 2, 2007 – School resumes; Board meeting	
Monday, January 15, 2007 – Martin Luther King Day – School open	
Monday, January 22, 2007 – Preschool Educators’ Breakfast	22 school days
Monday, February 5, 2007 – Board Meeting	
Friday, February 16, 2007 – Report cards mailed	
Monday, February 19-Friday, February 23 – No school; mid winter break	15 school days
Thursday March 1, 2007 – Everything You Always Wanted to know About Heritage Academy Middle School (but were afraid to ask!)	
Monday, March 5, 2007 – Board Meeting	
Thursday, March 8, 2007 – Tots R Us	
Friday, March 16, 2007 – end Friday 2:30P.M. dismissal	
Monday, March 19, 2007 – No school; teacher in-service # 5	
Wednesday, March 21, 2007 – Science Fair	21 school days
Monday, April 2 – Tuesday, April 10 – No school; Passover break	
Wednesday, April 11, 2007 – School resumes	
Monday, April 16, 2007 – 1:00 P.M. dismissal; Parent/teacher conferences	
Tuesday, April 17, 2007 – 1:00 P.M. dismissal; Parent/Teacher conferences	
Thursday, April 19, 2007 – Tots R Us	
Monday, April 30, 2007 – Board Meeting	14 school days
Monday, April 30-Friday, May 4, 2007 – IOWAs (subject to change)	
Friday, May 11, 2007 – Grandparents’ / Special Friends Day	
Thursday, May 17, 2007 – Scholarship Dinner	
Tuesday, May 22, 2007 – 1:00 P.M. dismissal, <i>erev Shavuot</i>	
Wednesday, May 23, 2007 – No school; <i>Shavuot</i>	
Thursday, May 24, 2007 – No school; <i>Shavuot</i>	
Friday, May 25, 2007 – No school in service # 6	
Monday, May 28, 2007 – No school, Memorial Day	18 school days
Monday, June 4, 2007 – Board Meeting (Installation of Officers)	
Thursday, June 21, 2007 – Graduation of the 8th graders	
Friday, June 22, 2007 – Awards Assembly, 1:00PM dismissal, LAST DAY OF SCHOOL	
Monday, June 25, 2007 – Teacher work day	16 school days

Notes:

Calendar has 180 school days, and 6 teacher in-service days (2 before school.)
 No Education, Finance or Development Committee meetings are on this calendar
 Board meetings, when available, are the first Monday of the month
 Specials Breakfasts (where specialists are featured for parents) will run 5 Thursdays, beginning
 Thursday, October 5, 2006















