



Education

Bet Haverim provides comprehensive Jewish education for children and adults. Haverim Beyahad (Friends Together) offers children's religious school classes from August through May. Classes focus on instilling a sense of Jewish community and Reconstructionist values, including respect for diversity. Children learn to incorporate Judaism into their lives through activities that focus on Jewish culture, spiritual values, Hebrew language skills and religious knowledge.

Adult education includes study programs exploring Jewish topics in a Reconstructionist context, member-led classes on special topics and preparation for adult B'nai Mitzvah.

About Haverim Beyahad

We are committed to pluralism in our education program and in our daily lives. Our school actively celebrates the richness of our differences. We, therefore, welcome families who practice and experience Judaism in a variety of ways. Haverim Beyahad has children enrolled from a range of social and cultural family orientations: interfaith families, single parents, Jews of color, families with adopted children of color, and families with heterosexual, lesbian and gay parents.

Intergenerational Learning

At Haverim Beyachad, we strive to live out what our name means-Friends Together. We encourage all parents to participate fully in the school's planning and decision making. We strongly emphasize the importance of family learning. Every month, the entire school community gathers together with family, friends, and members of the congregation for an Intergenerational opening. These openings allow the whole community to learn together.

During the rest of the month, our younger grades begin every school session with an opening that includes their parents. Older students devote additional time each week to Hebrew and prayer study, but continue to learn with their families through classroom family education sessions. Classes often join together for enhanced learning experiences, including school outings for

learning, social events and tikkun olam.

We also offer intergenerational learning events. On these days our regular schedules are suspended and we invite the entire CBH community to join us in a Family Education style learning opportunity. Themes are chosen for the event and guest speakers and presenters are asked to participate. Past themes include celebrating Shabbat in the home, Gay and Lesbian Celebration Day, Israel Day, and more.

School Structure

Haverim Beyahad classes for K - 7th convene weekly, B'nai Mitzvah classes are biweekly, and for preschoolers & teens there are monthly classes.

Our weekly curriculum embraces many areas of Jewish learning. We place a strong emphasis on Hebrew language and T'filot (prayer). Additionally, our students learn about Jewish holidays, culture and ritual; the Jewish people, Israel, Jewish history and the Tanach (Bible). Additionally, our teachers weave lessons about diversity, tolerance, and respect for others into every class.

Jewish learning does not end with a Bar or Bat Mitzvah, and therefore, Haverim Beyahad is committed to keeping our students connected. There is a teen program and youth group offered for students who are post bar/bat mitzvah age which is scheduled at regular intervals throughout the year. The Rabbi and a Youth Group Leader facilitate these meetings.

Preschool children are invited to join the Parent 'n Me Program which is held once a month during the school year. This is a fun, friendly way for our young students and their parent(s) to learn about some of the foundations of Jewish practice in an experiential manner. The program includes song, dance, crafts and more.

Our Faculty

Haverim Beyahad has a small invested faculty that is committed to teaching Judaism to our students in a way that is relevant, exciting and innovative.

The staff includes the Rabbi, Education Director, teachers for Kitah Gan (Kindergarten) through Kitah Zayin (7th grade), a Hebrew Specialist and a youth director. The school also works closely with the congregation's music director to

bring singing and music into the classrooms on a regular basis.

Additionally, our Education Committee meets monthly to help support the Education Director, the school and our students. The Committee makes policy decisions and consistently finds ways to improve on our current programs.

Class Curricula

Kitot Gan and Alef (Kindergarten and First Grade)

Kitot Bet and Gimmel (Second and Third Grade)

Kitot Dalet and Hey (Fourth and Fifth Grade)

Kitah Vav (Sixth Grade)

Kitah Zayin (Seventh Grade)

Kitot Gan and Alef Kindergarten and First Grade

1. Jewish Living Skills and Celebration

Children will explore the Jewish Holiday cycle, including Shabbat and Havdalah, with an emphasis on the story behind each holiday. They will learn the symbols, food, songs, and any games associated with each holiday.

2. Values and Ethics

Children will learn about values related to the holidays as well as exploring other Jewish values through literature and projects (i.e. Shmirat Dibbur- guarding one's words, Shalom Bayit- peace in the home, Tzedakah).

3. Prayers, Blessings and Spirituality

In Building Jewish Life: Prayers & Blessings, Melanie Berman writes, "Schools can help students learn the meaning of prayers. They can give students a place to talk about God and develop the details of their own faith . . . but families are the only place to learn that saying blessings is one of the ways we celebrate being a Jewish family (it is part of how we spend important moments together) and that praying is something that will give meaning to your life."

With this in mind, families will be encouraged to incorporate prayers/blessings into the natural daily rituals at home (i.e. mealtime, bedtime, morning). We also encourage families to attend our Children's services as often as possible, enabling the children to become familiar with the sounds of the prayers/blessings/songs, and feel a part of the larger congregational community. In class, children will explore their perceptions of God and focus on God in nature. They will learn to recite/sing the following prayers/blessings found in the

basic Kabbalat Shabbat (Welcoming Shabbat) service with an emphasis on understanding their meaning:

- Blessing for studying Torah
- Erev Shabbat blessings for candle lighting (p. 5), wine , and challah
- Blessings for foods including fruits, vegetables, bread, grains, meat, dairy
- Blessings and related to Hanukkah, Sukkot, Pesach
- Eliyahu Hanavi in conjunction with Havdallah (p.521)
- Shalom Aleyhem (p. 13)
- Barechu (p. 57)
- Shema (p. 65)
- O Se Shalom (not in siddur)
- Veshameru (p. 85)
- Hiney Mah Tov (p. 535)
- Mah Tovu (p. 141)

4. Peoplehood and Israel

The children will learn about the people and places in Israel through literature. They will learn the biblical account of entering the land of Israel. They will be able to identify the shape of Israel and location of mountains, deserts, and seas. They will learn about the Israeli flag, the Jerusalem Gates, the Kotel, and archaeological digs.

5. Hebrew

Children will become familiar with the alef bet and each letter's sound through a variety of sensory experiences and activities. They will begin to write the letters in print. Children will learn key vocabulary words (auditorally, not through reading) relating to each letter and/or holiday. They will recognize their Hebrew name in print.

6. Jewish Texts

Children will explore the stories of creation, Adam and Eve, Cain and Abel, Noah's Ark, and the Tower of Babel with an emphasis on concepts such as an appreciation of nature, being created in God's image, choosing to do the right thing, and the mysteries of life. Children will also hear many stories throughout the two year cycle related to God and holidays.

7. Diversity

Incorporated throughout the curriculum, students will:

- Listen to ways in which each other's personal experiences are different.

- Explore how differences impact our lives from feelings of discomfort to acceptance and enrichment.
- Use Torah stories, literature, other Judaic lessons, and guest presentations to build understanding, respect, and a sense of value for the many ways in which we have different identities (i.e. gender, religion/interfaith relationships, family configurations, sexual orientation, race, national origin, physical characteristics, abilities, talents, opinions, etc.) Children will have an opportunity to engage in dialogue and ask questions.

Kitot Bet and Gimmel Second and Third Grade

1. Jewish Living Skills and Celebration

Children will explore the Jewish Holiday cycle, reviewing the story and concepts behind each holiday with an emphasis on learning rituals associated with each holiday. They will focus on creating their own Jewish holiday symbols, learning about symbols associated with the synagogue and prayer (Talit, Kippot, bima, Aron Kodesh, Siddur, Chumash, Parts of the Torah, Tefillin, rabbi), and learning about symbols in the home (mezuzah, mizrah: symbol hung on the eastern wall of the home, Yahrzeit candles, Magen David, and Hamsah).

2. Values and Ethics

Children will use a variety of stories from different sources including midrashim, aggadot from the Talmud, Jewish folk tales, and Hasidic tales to explore the Jewish values of a Brit (covenant), Derekh Eretz (respect), Shmirat ha-Teva (guarding nature), Ahavat Yisrael (love of Israel), Tzedakah (Justice), simchah (joy), Shabbat, and Havdallah (separation) with an emphasis on how these values relate to their own lives. A service project may be included.

3. Prayers, Blessings and Spirituality

In *Building Jewish Life: Prayers & Blessings*, Melanie Berman writes, “Schools can help students learn the meaning of prayers. They can give students a place to talk about God and develop the details of their own faith . . . but families are the only place to learn that saying blessings is one of the ways we celebrate being a Jewish family (it is part of how we spend important moments together) and that praying is something that will give meaning to your life.”

With this in mind, families will be encouraged to incorporate prayers/blessings into the natural daily rituals at home (i.e. mealtime, bedtime, morning). We also

encourage families to attend our Children's services as often as possible, enabling the children to become familiar with the sounds of the prayers/blessings/songs, and feel a part of the larger congregational community. In class, children will learn to recite the following prayers/blessings with an emphasis on understanding the general structure of the Kabbalat Shabbat (Welcoming Shabbat) and Shabbat Ma'ariv service and the meaning of the prayers and blessings:

- General structure of Kabbalat Shabbat (Welcoming Shabbat) Service
 - Shalom Aleyhem (p. 13)
 - Explore what a Psalm is
 - Psalm 96—Yismehu hashamayim (p. 27 only)
 - Lehad Dodi (p. 41-47, 1st pg., 1st verse on intervening pgs., last 2 verses)
 - Psalm 92—Tov lehodot (p. 49)
 - Hatzi Kaddish (p. 55) and its marking of the end of the Kabbalat service
- General structure of Shabbat Ma'ariv Service:
 - Barechu (p. 57)
 - Shema and Ve'ahavta (p. 277)
 - Veshameru (p. 465)- explore importance of Shabbat
 - Adon Olam (p. 132)
 - Mi Sheberach (p. 684-693) Meanings and times one can be said

4. Peoplehood and Israel

The children will review the biblical account of entering the land of Israel, learn why Israel is important to the Jewish people and explore various geographic areas of Israel including the Negev, Kibbutz, Judean Desert, the coast, and the Galilee.

5. Hebrew

The children will begin by combining 2 and 3 letters together with vowels to decode syllables in Hebrew, eventually moving into decoding longer syllables and real words. They will continue building their Hebrew vocabulary related to Holidays and Hebrew letters. Students will continue learning print writing in Hebrew.

6. Jewish Texts

Along with a look at literature from various Jewish sources described above under Values and Ethics, the children will explore the stories of Abraham, Sarah, Rebecca at the well, Jacob and Esau, Jacob's Ladder, and Jacob and Rachel with an emphasis on the lessons to be learned and the lineage in this part of the Torah. A mini-unit on how a Torah is made and how it is treated will be included.

7. Diversity

Incorporated throughout the curriculum, students will:

- Listen to ways in which each other's personal experiences are different.
- Explore how differences impact our lives from feelings of discomfort to acceptance and enrichment.
- Use Torah stories, literature, and other Judaic lessons, and guest presentations to build understanding, respect, and a sense of value for the many ways in which we have different identities (i.e. gender, religion/interfaith relationships, family configurations, sexual orientation, race, national origin, physical characteristics, abilities, talents, opinions, etc.) Children will have an opportunity to engage in dialogue and ask questions.

Kitot Dalet and Hey Fourth and Fifth Grade

1. Jewish Living Skills and Celebration

Holidays are reviewed with an emphasis on the minhag (custom) and mitzvot (commandments) associated with each holiday. A unit on Jewish Life Cycles will be included.

2. Values and Ethics

Children will use a variety of stories from different sources including midrashim, aggadot from the Talmud, Jewish folk tales, and Hasidic tales to explore the Jewish values of Mitzvot (commandments), Z'mrot (song), Gemillut Hasadim (lovingkindness), Kavod (honor), Talmud Torah (the study of Torah), Vikuah (Argument), Shmirat Dibur (guarding one's speech), and Aseret ha-Dibrot (10 Commandments). A service project may be included.

3. Prayers, Blessings and Spirituality

In *Building Jewish Life: Prayers & Blessings*, Melanie Berman writes, "Schools can help students learn the meaning of prayers. They can give students a place to talk about God and develop the details of their own faith . . . but families are the only place to learn that saying blessings is one of the ways we celebrate being a Jewish family (it is part of how we spend important moments together) and that praying is something that will give meaning to your life."

With this in mind, families will be encouraged to incorporate prayers/blessings into the natural daily rituals at home (i.e. mealtime, bedtime, morning). We also encourage families to attend services as often as possible, enabling the children

to become familiar with the sounds of the prayers/blessings/songs, and feel a part of the larger congregational community.

In class, children will focus on learning the formula for a brakhah (blessing) and understanding each part's purpose. They will be creating their own blessings using this formula. The students will take a deeper look into the Shehehianu and explore the spiritual and ethical issues out of which the brakot (blessings) for foods and naure grew. Students will recite the following prayers/blessings with an emphasis on understanding the structure of the Shabbat Ma'ariv and Shaharit service and the meanings/historical backgrounds of the prayers and blessings.

- General structure of Shabbat Ma'ariv Service:
 - Barechu (p. 57)
 - Shema and Ve'ahavta (p. 277)
 - Veshameru (p. 465)
 - Adon Olam (p. 132)
- Mi Sheberah (p. 684-693) Meanings and times one can be said
- Blessing for studying Torah
- General structure of Shaharit Service:
 - Birhot hashahar—pg. 140, 152
 - Baruh She'amar—pg. 177
 - Hatzi Kaddish—pg. 245
 - Barechu and Yotzer — pg. 247
 - Shema and Ve'ahavta— pg. 65
 - Ahavah rabah—pg. 273
 - Friday Evening Kiddush

4. Peoplehood and Israel

The students will explore Old Jerusalem including the Dung Gate, Western Wall, Dome of the Rock, Temple Mount, Shuk, Hezekiah's Tunnel, and Tower of David. They will also learn about Modern Jerusalem including Hebrew University, Yad Vashem, Meah She'arim, Hadassah Medical Center, Israel Museum, Mahaneh Yehudah, Knesset, Midrahov, and Open House (Gay and Lesbian Center). Students will engage in a Family History project including creating a Family History Museum where they will act as docents for other students and parents in the school.

5. Hebrew

Students will continue to increase their decoding skills, building a knowledge of common grammatical structures. They will begin to read parts of prayers/blessings, increasing sight word reading of key siddur words. They will also learn key sight words in Hebrew related to specific Torah stories taught (see Jewish Texts). Students will continue reinforcing their Hebrew writing skills using print.

6. Jewish Texts

Students will study the stories of the Torah, from creation to Rebecca, with an emphasis on “introducing students to the process of close-reading and showing them how the Torah conveys its message both in its stories and in the way its stories are told.” (from Being Torah) Students will develop a personal sense of ownership of Torah as they are asked to give commentary, suggesting their own interpretations and explanations, finding meaning, and learning lessons or values which they can “live” in their own experiences.

7. Diversity

Incorporated throughout the curriculum, students will:

- Listen to ways in which each other’s personal experiences are different.
- Explore how differences impact our lives from feelings of discomfort to acceptance and enrichment.
- Use Torah stories, literature, and other Judaic lessons, and guest presentations to build understanding, respect, and a sense of value for the many ways in which we have different identities (i.e. gender, religion/interfaith relationships, family configurations, sexual orientation, race, national origin, physical characteristics, abilities, talents, opinions, etc.) Children will have an opportunity to engage in dialogue and ask questions.

Kitah Vav Sixth Grade

1. Jewish Living Skills and Celebration

Holidays are reviewed with an emphasis on exploring biblical references and the Hagaddah. Students will explore the Jewish calendar, learning the names of the months and how the holiday cycle fits into the calendar and the seasons. They will learn about Rosh Chodesh, including participating in a Rosh Chodesh ritual.

2. Values and Ethics

Children will use a variety of stories from different sources including midrashim, aggadot from the Talmud, Jewish folk tales, and Hasidic tales to explore the Jewish values of Siddur (order), Tikkun Olam (repair of the world), Emanuh (faith), Pikuah Nefesh (saving a life), Heshbon ha-Nefesh (ethical, moral self examination), K’dushah (holiness) , Rodef Shalom (pursue peace), and Neshamah (soul). A service project may be included.

3. Prayers, Blessings and Spirituality

In *Building Jewish Life: Prayers & Blessings*, Melanie Berman writes, “Schools can help students learn the meaning of prayers. They can give students a place to talk about God and develop the details of their own faith . . . but families are the only place to learn that saying blessings is one of the ways we celebrate being a Jewish family (it is part of how we spend important moments together) and that praying is something that will give meaning to your life.”

With this in mind, families will be encouraged to incorporate prayers/blessings into the natural daily rituals at home (i.e. mealtime, bedtime, morning). We also encourage families to attend services as often as possible, enabling the children to incorporate their growing knowledge and skills, and feel a part of the larger congregational community.

Students will look at what traditional Judaism and Reconstructionist Judaism says about the concept of chosenness through the Aleynu, Torah Blessings, and Kiddush. They will explore the double-meaning (ethical and spiritual) of brachot (blessings) learned. Special attention will be given to Birkhot Ha-Hehenin (“Pleasure Blessings”) and the Jewish concept of giving blessings for God’s creations which give us pleasure. They will look at Birkhot Mitzvah (“Mitzvah Blessings”) and compare them to Birkhot Ha-Hehenin (“Pleasure Blessings”). They will also explore the centrality of Tzelem Elohim (“In God’s Image”) to Judaism.

Students will practice reading previously learned prayers and blessings as well as the following:

- Birhot hashahar—pg. 140, 152
- Torah Blessings
- Eyn Keyloeynu—pg. 443
- Aleynu
- Kiddush
- Kaddish

4. Peoplehood and Israel

Students will study about Haifa, Tel Aviv, and the Twelve Tribes. They will engage in a unit on Jewish cultural diversity.

5. Hebrew

Students will continue to learn grammatical structures including the root system. They will begin building fluency in prayer reading and integrate their skills into using the actual siddur. They will continue practicing print writing.

6. Jewish Texts

Students will study the stories of the Torah, from Rebecca to entering the promised land, with an emphasis on “introducing students to the process of close-reading and showing them how the Torah conveys its message both in its stories and in the way its stories are told.” (from Being Torah) Students will develop a personal sense of ownership of Torah as they are asked to give commentary, suggesting their own interpretations and explanations, finding meaning, and learning lessons or values which they can “live” in their own experiences.

7. Diversity

Incorporated throughout the curriculum, students will:

- Listen to ways in which each other’s personal experiences are different.
- Explore how differences impact our lives from feelings of discomfort to acceptance and enrichment.
- Use Torah stories, literature, and other Judaic lessons, and guest presentations to build understanding, respect, and a sense of value for the many ways in which we have different identities (i.e. gender, religion/interfaith relationships, family configurations, sexual orientation, race, national origin, physical characteristics, abilities, talents, opinions, etc.) Children will have an opportunity to engage in dialogue and ask questions.

Kitah Zayin Seventh Grade

1. Jewish Living Skills and Celebration

Students will discuss the underlying meaning and biblical/historical references for holidays. Students will work with their families and the rabbi to explore the meaning of Bar/Bat Mitzvah. Students will explore Biblical references to Kashrut, learn about rabbinic Kashrut, and explore its ritual significance and relevancy to our lives as Jews. This may include a guest speaker, fieldtrip, and personal home experiment.

2. Values and Ethics

Students will look at the Jewish concept of Middot and engage in an in depth look at T'Shuvah (repentance), Erekh apayim (being slow to anger), honoring parents, and Derekh Eretz (respect).

3. Prayers, Blessings and Spirituality

Students are required to attend 12 complete Saturday morning services in the year prior to Bar/Bat Mitzvah. During Sunday sessions, the focus of prayer study during one year will focus on the Shema, its creation, where it is found in the siddur, its surrounding blessings and the differences between the surrounding blessings in the morning and evening service. They will learn the structure and themes related to the Shema including creation, revelation, redemption, and monotheism.

During the following year students will focus on the Amidah—translating and reciting the first three and last three brachot (blessings). Students will explore Talmudic midrash relating to concepts in the Amidah including praise, our forefathers, perceptions and images of God, attributes of God, God’s will, holiness, worship, thanksgiving, and peace.

They will also look at the historical origins of the Amidah and explore Reform, Conservative, Orthodox, and Reconstructionist views relating to concepts of chosenness, resurrection, and liturgical wordings. Students will have an opportunity to talk about the importance and relevancy of prayer in their lives. Students in their final year before Bar/Bat Mitzvah will also take a mid-week class from the rabbi which will focus on the Torah service— it’s meaning and blessings. Additionally, students will review the following prayers/blessings:

- Birhot Hashahar (p. 140, 152)
- El Adon (p. 253)
- Or hadash (p.269)
- Ahavah rabah (p.273)
- Mi Hamohah (p.291)

4. Peoplehood and Israel

Students will study the Balfour Declaration, Rav Kook, David Ben Gurion, the birth of Israel, Five Aliyot, Theodore Hertzl, the Kibbutz, the history of Jewish immigration since 1948, Golda Meir, the Yom Kippur War, the Six-Day War, Henrietta Szold, and Palestinian and Israeli conflict.

5. Hebrew

At this level, Hebrew instruction is completely integrated into the Prayers, Blessings, and Spirituality section, enabling students to work directly with the Siddur and supplemental Siddur based texts. Students will focus on meaning, grammatical structure, and fluency through an in depth study of major cores of the worship service— the Shema and its blessings, the Amidah, and the Torah Service and its blessings. Students may also be asked to read key words, phrases, or sentences from the weekly Torah portion in Hebrew.

6. Jewish Texts

Students will learn the general structure of the Hebrew Bible called the TaNaKh consisting of Torah, Nevi'im (Prophets), and Ketuvim (Writings). They will spend time learning about the Prophets and Kings. They will also get an overview of what Talmud is, Midrash is and how to look at Rashi commentary. They will have an opportunity to create their own Talmudic Tractate relating to Bar/Bat Mitzvah.

7. Diversity

Incorporated throughout the curriculum, students will:

- Listen to ways in which each other's personal experiences are different.
- Explore how differences impact our lives from feelings of discomfort to acceptance and enrichment.
- Use Torah stories, literature, and other Judaic lessons, and guest presentations to build understanding, respect, and a sense of value for the many ways in which we have different identities (i.e. gender, religion/interfaith relationships, family configurations, sexual orientation, race, national origin, physical characteristics, abilities, talents, opinions, etc.) Children will have an opportunity to engage in dialogue and ask questions.

B'nai Mitzvah

Our congregation welcomes members of any age (over 13) who want to further their knowledge of Judaism by preparing to become a Bar/Bat Mitzvah. It is our hope that through the process of preparing for the event, participants will discover their Jewish voice and bring a fuller meaning to their practice of Judaism. It is also important to us that an individual becomes a Bar/Bat Mitzvah in the context of our community.

In Jewish tradition, one does not have a Bar/Bat Mitzvah; one becomes a Bar/Bat Mitzvah. Bar/Bat Mitzvah literally means "Son/Daughter of the commandment," and ritualizes the time during which a Jewish child accepts responsibility for following the mitzvot (commandments) and becomes an adult in the eyes of the Jewish community. We hope to create a meaningful rite of passage that balances challenging our youth appropriately and celebrating who they are.

The Bar/Bat Mitzvah experience loses much of its meaning when considered as an event unto itself. The process leading up to the event is as important, if not more so, as the day itself. Our guidelines for Jewish education are intended to set the stage for meaningful Jewish learning. This is why we require a

foundation of Judaic knowledge and learning necessary for becoming a Bar/Bat Mitzvah. The Bar/Bat Mitzvah experience offers not only the child but also the whole family a rewarding year of growth and study. We have outlined a minimum three-year education requirement designed to empower young Jewish adults with Jewish knowledge. CBH encourages all members to consider preparing for a Bar/Bat Mitzvah. Adults who would like to participate in a Bar/Bat Mitzvah ceremony may arrange a course of study with the Rabbi.

We acknowledge that there are circumstances where these guidelines may be overwhelming. For example, for children and adults with special learning needs, CBH offers the opportunity to design a process together with the individual and/or his/her family that will sufficiently challenge but not occur as a barrier. This can be easily designed with the guidance of the rabbi and the approval of the education committee.

At CBH, we affirm that all Jewish people are entitled to become a Bar/Bat Mitzvah.

B'nai Mitzvah Guidelines

At Congregation Bet Haverim, we see becoming Bar/Bat Mitzvah as an event and a process that involves the entire family. Non-Jewish parents and relatives are invited and encouraged to participate in meaningful ways. CBH acknowledges the entire family's contribution to the growth and development of the child.

Our understanding of Jewish life places a premium on family involvement. Indeed, the Bar/Bat Mitzvah experience at its best provides the entire family with new opportunities for growth, both spiritually and in other ways as the family embarks on a new phase in their lives.

The Bar/Bat Mitzvah experience is also significant in the life of our community. At CBH, while there are many facets that encourage individual growth, it is our belief that an important component of the coming of age experience involves becoming an individual within a community. Therefore, we see the Bar/Bat Mitzvah as a community celebration.

With the importance of family and community involvement in mind, the following additional guidelines were developed:

1. Since we believe becoming Bar/Bat Mitzvah to be a community event, it is important that the family be members at CBH for a minimum of a full year prior to the Bar/Bat Mitzvah year.
2. The family (not just the Bar/Bat Mitzvah) should attend adult Shabbat morning services with the child in the two calendar years leading up to the Bar/Bat Mitzvah ceremony.
3. Each Bar/Bat Mitzvah family will meet individually with the Rabbi to prepare the service for the Shabbat of the Bar/Bat Mitzvah. This becomes an opportunity for the family to put some of their own creativity and interpretive understanding into the general framework of the Shabbat morning service. It is an opportunity for the unique personality of the Bar/Bat Mitzvah and the family to emerge within the communal context of our congregation.
4. It is important that the Bar/Bat Mitzvah process be respected and valued. In the unfortunate circumstance that all of the above mentioned guidelines (Guidelines for Educational Foundation, Bar/Bat Mitzvah year, and Family and Community) are not met, the Rabbi, the Education Committee, and/or the Board can choose to delay the Bar/Bat Mitzvah service. This is not meant to be punitive, but rather, it upholds the value of the Bar/Bat Mitzvah process.

B'nai Mitzvah Education

The Educational foundation for becoming a Bar/Bat Mitzvah is defined in the following way:

1. We require at least two years of formal Jewish learning immediately preceding the beginning of the Bar/Bat Mitzvah year. This schooling can be at Haverim Beyahad or at a Jewish Day School, with the understanding that Day School students and their families are active members of Congregation Bet Haverim. If a family has recently joined CBH, prior religious education will be acknowledged. However, in most cases it is required that a Bar/Bat Mitzvah candidate attend at least two years at Haverim Beyahad prior to the actual Bar/Bat Mitzvah ceremony.
2. While a student is enrolled at Haverim Beyahad, consistent attendance is an expected part of the foundation for the Bar/Bat Mitzvah process.
3. During the school year including or leading up to the Bar/Bat Mitzvah ceremony, students will attend a mid-week class in addition to attending Haverim Beyahad on Sunday mornings. In this class, they will concentrate on the meaning of the Bar/Bat Mitzvah ceremony, the prayers of the Shabbat service, and being a Jewish adult.

4. In general, we expect that all students will continue in Haverim Beyahad through the completion of Kitah Zayin, regardless of when his or her ceremony date occurs. Student will also need to complete a full cycle of the midweek B'nai Mitzvah class.

Bar/Bat Mitzvah Year

The Bar/Bat Mitzvah year is defined in the following way:

The Bar/Bat Mitzvah preparation year is a year of intensive Jewish living and learning, modeling the opportunities for kedusha (holiness) that Jewish life offers adult members of the community.

1. During the actual Bar/Bat Mitzvah year, students receive at least six months of individualized and group education focusing on the ritual skills (reading Torah, leading the Torah service, the prayers of the Shaharit (morning service) that will allow the Bar/Bat Mitzvah to take a significant role in leading services the Shabbat of his/her Bar/Bat Mitzvah. Some of this preparation will be with an outside trope tutor, and some will be part of the mid-week class.
2. During the two years leading up to the Bar/Bat Mitzvah year, students will attend at least fifteen (15) Shabbat morning services at CBH. At least 9 of these must be adult services; up to 6 junior congregation services can count, although we encourage adult services in the 6 months before the Bar/Bat Mitzvah. During the Bar/Bat Mitzvah year they will have the opportunity to lead sections of the service.
3. As part of their preparation, the Bar/Bat Mitzvah will receive outside private tutoring to learn trope (how to chant the torah portion and blessings before and after the Torah reading). Families may obtain a list of tutors from the CBH office. The expense of tutoring is the responsibility of the family.
4. Each Bar/Bat Mitzvah student will engage in a Tikkun Olam (repairing the world) project related to the Bar/Bat Mitzvah's developing sense of ethical/Jewish obligation. The Rabbi as well as the congregation's Tikkun Olam committee can be helpful resources in this process. The project should occur over the course of the Bar/Bat Mitzvah year. The rabbi will need to approve the project.
5. Each Bar/Bat Mitzvah will prepare a D'var Torah. The D'var Torah can take many forms (i.e. speech, play, etc.) and should communicate a discussion of key idea(s) in the Torah portion for that Shabbat as well as comments on the personal significance to the Bar/Bat Mitzvah. It can also comment on what being a Jew means personally for the Bar/Bat Mitzvah. Finally, the D'var can include information regarding the significance of the Bar/Bat Mitzvah's special project.

Students will learn the principles of giving a D'var Torah in the midweek class; the Rabbi and parents will assist students in their preparation.

6. We urge continued Jewish learning, participation in Teen Programming, and continued involvement with Congregation Bet Haverim following the Bar/Bat Mitzvah, as the Bar/Bat Mitzvah embarks on their journey as an adult member of our community.