



# THE UHI BULLETIN

The Weekly Newsletter of United Hebrew Institute, Wilkes-Barre, Pennsylvania, USA

## MESSAGE FROM THE PRINCIPAL



Rabbi Nemetsky Two weeks ago I wrote about one major component of the school's financial structure, external funding. External funding is financial support that is not generated by charges (tuition and fees) or fundraising (Shofar, Mitzvah cards, etc.). The funding that arrives at the school from outside sources has declined significantly. In the last two years, the impact to the school's finances has been dramatic. In this week's article, I will continue to examine the school's financial situation and offer some short and long term solutions.

First, all of us who wish to see UHI continue for the students currently enrolled and for students yet to come should understand how most day schools operate. There are only two ways to close a budget gap. Raise income or reduce expenses. Only the Federal government can simply print more money or operate on a permanent deficit.

The overwhelming majority of the expenses of most Jewish day schools, 75%, is directly related to staffing and payroll. This includes salaries, matching FICA (social security), workman's compensation insurance, and other expenses. The next greatest expense, between 15%-20%, is the physical plant and its associated costs. These include rent, maintenance, office expenses (copier, postage, etc.). After that, everything else consumes approximately 5%-10% of the budget.

On the income side, there is a basic rule of thumb that tuition should cover the payroll costs, that is, approximately 75% of the expenses. Some schools can dip as low as 65% if they have better than average fundraising or external funding. UHI receives only 25% of its budget from tuition. You can see the problem facing our school. At this rate, the school cannot continue to keep its doors open.

Over the last many years the school relied on an endowment that covered the yearly operating deficit. That endowment is almost expended and from this point forward the school will need to raise the amount of money to cover the actual expense for its operations. This is the issue that I wish to address in this article.

For the truly long term solution, the only source of significant funding is from the government, either through school vouchers or tuition tax credit. For this to happen, parents must register, contact their representatives, and vote. After all, we are all paying for public school education that we are not using. While this goal seems remote now, the political climate is getting better for this change to occur. I will address this issue in the future. However, this long-term solution will not solve the immediate issue.

In the short term, the school must raise significantly more funds than it has in the past. This can be divided into two basic categories: fees and contributions. The fees that parents pay for tuition and other assorted costs do not reflect

the cost of educating the students. Even if every parent paid full tuition, it would not cover the operating expenses; and most parents do not pay full tuition. If parents wish their children to benefit from a superior education with individualized attention, it will require greater sacrifice to support the school.

While the school has as its mission providing a Jewish education to the Jewish children in our area, we will not be able to continue this mission unless our current parent body is willing to commit to our cause. I will pick one example, but parents can apply it to their own circumstances. Many parents who request tuition assistance have cable / satellite TV service. In essence they are asking others to fund their child's tuition for the amount of that monthly charge. For if they cancelled that service and paid that amount to the UHI, the parents would be paying a fairer share of the cost of educating **their own children**. You can apply this to vacations, luxury items, or a host of other expenditures.

In the future, I will discuss how other parents can generate income for the school without incurring any expense. In the meantime, I welcome your feedback and input.

Shabbat Shalom

*The Shofar honoree for 2011  
is Mr. Patrick Lehman.*



*Mrs. Carole Panunzio will receive the  
Excellence in Teaching Award.*

### UHI DELAY POLICY

**It is UHI policy that we do not delay for cold weather. If other school districts do so, please try to arrange to bring your child/children in. If this is not possible, the bus service will be on a two-hour delay.**

**When the delay is a result of snowy or icy roads, UHI will delay and will be listed on TV and radio stations.**



### CALENDAR OF EVENTS

Feb. 7 Science Fair 7:00 PM UHI  
Feb. 21 No Classes Presidents' Day

Partnering to Learn about Our Past  
Mrs. Barbara Welch, Teacher

Recently, Dr. Robert S. Gardner and his Education 360 class of Wilkes University visited the United Hebrew Institute for the purpose of teaching Mrs. Barbara Welch's fourth and fifth grade students the early history of the original thirteen colonies. The university students researched and prepared their lessons for the first meeting with UHI's students.

After learning the history of these colonies, Welch's students extended what they had learned by further researching not only the early history but also compiling additional information into a brochure inviting the reader to visit their state. The students learned that William Penn, founder of Pennsylvania, advertised inviting people to come to his colony to settle; and UHI's students, in turn, wrote a brochure highlighting the positive aspects of their state.

Once the sections of the brochure were written, the information was forwarded to Gardner's students; they read and proofed these initial drafts for content, grammar, and mechanics. Members of Gardner's class returned to UHI to share their suggestions for revision.

Here are some of the elementary students' reflections of Dr. Gardner's class's visits to UHI:

"I learned how to draw people in to get their attention when I write."

"I learned how to do research."

"When I worked with Wilkes, I had a lot of fun and learned a lot."

"I loved the experience with Wilkes, and I can't wait until they come back."

"A few of the things that I learned during this experience were how to make my words flow better and how to switch words for better ones."

"I felt as if I were working with my best friends."

"All of the Wilkes students are very knowledgeable and kind."

"I have never learned so many interesting things."

"I am very excited to work with Wilkes again in the future."

Over the past semesters, UHI has enjoyed an ongoing partnership with Gardner's Wilkes University students. This academic year, this partnership has been expanded to include not only the instruction of middle school students but also UHI's elementary students.

Pictured from the left are Dr. Robert S. Gardner, Assistant Professor of Education, Wilkes University; Kaitlyn McGurk; Ariel Miller; Katie Wolcott; Mary Siejak; Kelly Glodzick; Lisa Lombardo; Nicole Capoccia; Nicole Clarke; Samantha Zastko; Emily Parks; Mrs. Barbara Welch, Social Studies Teacher; Ali Butash; Michelle Dubbs; and Rabbi Raphael Nemetsky, Principal, UHI. Missing from photo are: Aubrey Madara and Alison Weidman.



Multiply the Fun  
Grade 3

Carole Panunzio, Teacher

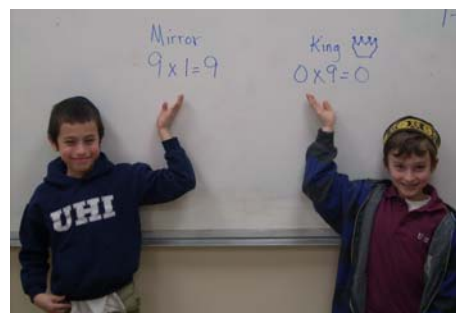
During the past several weeks, the third grade students have been learning about multiplication facts through  $5 \times 10$ . They have used these facts to multiply numbers and cents by 0 to 5 and for finding missing factors and solving multi-step problems. They have also become familiar with the terms factor, product, multiply, and double.

Because remembering multiplication facts can sometimes be a difficult task, several of the students have been using mnemonic devices to help them find the correct answers.

Natalie Zarad can remember that  $4 \times 4 = 16$  when she recalls that you have to be 16 years old to drive a 4 by 4. Jonny Rutta knows that he can count by 5 to help him remember the multiplication facts for the number 5. Dovid Seewald thinks that 1 is like a mirror because when you multiply any number by 1, the number is reflected right back at you. Jacob Sarnevitz thinks that 0 is like a king because when multiplied by any number, it takes over the number's identity and the answer always becomes 0.

Coby Kornfeld and Olivia Roth both agree that 2 thirty 6's multiply to give you 36 ( $6 \times 6 = 36$ ), and Sinclair Ogoff reports that if a person eats two fish shaped like 5's the person will smell fishy for 25 days ( $5 \times 5 = 25$ ).

We will be carefully applying multiplication as we begin the chapter on division. The students are already aware that division reverses the process of multiplication. It will be interesting to see if the students develop any new phrases to help them solve their homework problems.



Adventure In Space  
Mrs. Jennifer Ripka, Teacher

“Pluto is not a planet; it is a planetoid or a dwarf planet”, were the words spoken by the children of planet Ripzel. Planet Ripzel, (our classroom) has a population of 9; the main languages are English and Hebrew. Recently, the children of planet Ripzel were very hard at work learning about space. As a reward they went on an adventure around planets Ripzel, UHI, and JCC. On planet Ripzel the children learned several space facts and songs, how many planets there are and their order from the sun, and the difference between rotating and orbiting.

On launch day of our exploration the children got into their space suits and helmets and prepared for lift off. The children explored the classroom and then stepped out into planet UHI. They discovered several classrooms and a playground. There was much excitement in the air when water was discovered on planet JCC. The water discovered was the JCC pool, but the children were happy to see new sights they do not see in a typical day. The planets’ natives (JCC staff and members) were very impressed with the songs the explorers sang for them.

During the weeks preparing for the adventure the children decorated their own space suits and helmets. The helmets were made out of milk jugs and the suits were made of paper bags. Both the helmets and suits were wrapped in foil. Making paper mâché planets was a highlight of our space lessons. The children made, decorated, and named their planets, which are now hanging from the classroom ceiling. It was exciting to see the children having a great time while learning. Check out our bulletin board with the pictures of our adventure!



Computer Classes  
Karen Traver, Teacher

UHI Preschool students will have the opportunity to learn or gain more practice using the mouse and keyboard. The 3Y-4Y class will visit educational websites such as Fisher Price, PBS Kids, and PEEP and the Big Wide World which is geared to teaching science to preschoolers.

Older students will be learning or improving their keyboard skills in addition to gaining experience using *OpenOffice*. *OpenOffice* is an open source package that is not only similar to MS Office (and other office software suites) but also compatible with them. What students learn in *OpenOffice*, they will be able to apply to MS Office. The main focus for Kindergarten through third grade students will be word processing while fourth through eighth grade students will learn the spreadsheet program.