



Inspiring the next generation!

“Where a lantern is placed,
those who seek light gather around
- for light attracts.” (*Hayom Yom, 13 Teves*)

The Moshiach Model

Introduction

As we near completion of our fourth year at Lamplighters Jewish Academy (-subsequently referred to as “LL”), we have launched a seemingly impossible task. We seek to put into words that which is *beyond* any words or description. **The Moshiach Model** was written with the hopes of putting the magic and beauty we have experienced at Lamplighters on paper. Our intention is to preserve and enhance our “*Moshiachdik’eh*” culture until the ultimate Geula - may it materialize even before this writing is complete!

What is Lamplighters?

We are **not** a school.

We are...

1. A Learning Center
2. A HomeSchool Group
3. A Family
4. A Community
5. A place overflowing with Meaningful Learning, Engagement, Connection, Positivity, Respect, and Gentleness
6. A place where **Moshiach** is not a mere fantasy, it is a *concrete reality*.

Living with Moshiach

At Lamplighters we pay close attention to the Rebbe’s plea that we prepare for the imminent redemption by “living with Moshiach”. Living with Moshiach means to behave already now in that mode of lifestyle that will be the norm in Geula times. At Lamplighters we never give up! No matter the challenge, we hold the dream of Geula close and do all within our power to make it a reality.

The Moshiach Circle

Each Friday, we gather the entire school (students and staff) and sit in a large circle. Teachers and students of different ages are dispersed, lending a wonderful multi-age Moshiachdike feel. The group leader opens with a prompt or an open-ended question, for example: "I want to acknowledge ...for..." "I hope to be a Lamplighter over the weekend by..." "I learned so much this week, I learned..." "I had a Moshiachdike moment when...". There is no need for anyone to raise their hand and ask permission to speak. Why? There is a high level of respect as the discussion builds. One can speak only when no one else is speaking. Participants listen closely to the comments of others and wait for a moment when there is a pause. By making eye contact and carefully looking around at the body movements of others - the participant feels out when they can take a turn to share. S/he articulates his/her thoughts and responds to the thoughts of others in a most respectful and loving manner. Seeing is believing - join one of our Moshiach Circles any time, or [take a peek here!](#)

The Moshiach Model - Sourced

The Rambam gives us a detailed description on what the world will be like when Moshiach comes. Here it is, from the original text:

ובאותו הזמן לא יהיה שם לא רעב ולא מלחמה ולא קנאה ותחרות שהטובה תהיה מושפעת הרבה וכל המעדנים מצויין כעפר ולא יהיה עסק כל העולם אלא לדעת את ה' בלבד ולפיכך יהיו ישראל חכמים גדולים ויודעים דברים הסתומים וישיגו דעת בוראם כפי כח האדם שנאמר כי מלאה הארץ דעה את ה' כמים לים מכסים:

(Rambam, Mishneh Torah, Hilchot Melachim 12:5)

"In that era there will be neither famine nor war, neither envy nor competition, for good things will flow in abundance and all the delights will be as freely available as dust. The occupation of the entire world will be solely to know G-d. The Jews will therefore be great sages and know the hidden matters, and will attain an understanding of their Creator to the [full] extent of human potential; as it is written [Yeshayahu 11:9], "For the world will be filled with the knowledge of G-d as the waters cover the ocean bed."

At Lamplighters, we learned these words and asked ourselves: How can we create an environment where this description comes to life? An environment where a visitor would need to "pinch themselves" to see if they are dreaming or if the Geula indeed arrived? R' Mendel Horodok had to open his window to "smell" if Moshiach had arrived, because within his home the atmosphere was a Geula-energy. Below we list each phrase of the Rambam's words, and the practical ways we have come up with to bring it to life.

No Famine - לא רעב

We aim for every student, staff member and parent to be well-satiated, always.

How is this accomplished?

1. We offer hot water at lunch so children can enjoy oatmeal or soup. We'll bring the hot water urn with us wherever we go!
2. We offer to warm up sandwiches for our students so they can enjoy another option of a warm meal.
3. If a child forgot their lunch or snacks, we go the extra mile to satisfy them.
4. We find every opportunity possible to show appreciation to staff with lunch, treats, notes, gifts and more.
5. We form a Whatsapp Group for every individual child. The group includes the parents, lead teachers and Educational Director. Its purpose is to have constant contact with parents, checking in that the needs of each family are met to the best of our ability.
6. Parent Teacher Conferences are a platform for teachers and parents to connect and rejuvenate that shared goal of educating the student as a team. Both parent and teacher walk away feeling that the time together was productive and meaningful.
7. Assessments, grades and report cards are to be meaningful and "fill" the need for both the student and parent to be in the know of the student's progress.
8. If a child needs a different curriculum, a different style, anything different than what is being "served" - we do our best to support and cater to their specific need.
9. A child's specific family circumstance is taken into consideration. If his Mommy just had a baby - we go the extra mile to give additional ingredients of TLC, etc. We reach out and see if they need support - we are family.
10. Staff members have regular opportunity to get support from their Educational Director.
11. We make sure our class is "full" by counting our students regularly. We follow up with students who are missing or absent that day. We make sure they know they were missed.
12. We love feedback, we "cherish criticism" - it helps us make things even better!

No War - ולא מלחמה

We choose the peaceful route - always! There is no confrontation to be found in this "Geula-Bubble". We teach and model how we are ["כאיש אחד בלב אחד"](#).

1. Although it may be age-appropriate and "normal" for children to argue, bully or tease - we seek to create an atmosphere where that is non-existent.
2. We listen with all ears during snack and recess time to conversations in order to monitor the kindness level.
3. If a student acts in a mean way to another, we address it right away. Parents and teachers will work together until the issue is resolved.

4. We model humility and respect.
5. All learning stops when a conversation about inclusion, politeness and respect is needed.
6. Parents, staff and students collaborate to make things better for the two who may have a dispute. We hold the "no war" goal very close.
7. Sibling rivalry is normal in a "family," yet we deal with it immediately by:
 - a. Having each side write a 3-part apology (I'm sorry I..., It was wrong because..., In the future I will). After a teacher approves, the apologies are given to each other.
 - b. We decide on respectful things to do and say when someone bothers us. ("I don't like it when you ...")
 - c. If the behavior continues, a team meeting with parents, teachers, and children may be called to strategize.
8. Our dress code and tznius standards are maintained, with a positive approach.
 - a. Students are collaborated with when not dressed to code "it sure can be annoying to wear tights. How can we help you make it happen?"
 - b. Parents in a conversation , "Wow, you daughter has grown so tall it seems her skirt isn't long enough anymore! How can I help you get the right size...?"
 - c. To a staff member, "I need your help upholding the rules of the school. Reminder that skirts need to cover the knees at all times."
9. Physical and Emotional safety
 - a. Fire drills, earthquake drills.
 - b. We keep our eyes on the children at recess.
 - c. We play with the children, talk to the children, laugh with them, especially during recess and lunch.
10. Lots of smiles and laughs!
11. There is a specific system for getting quiet that all teachers use across the board and it works - no need for the battle.
12. Everything - yes EVERYthing - can be said in a positive way. And ONLY soft, calm voices are used, with the exception of an emergency.

When communicating with...	Instead of saying...	We can say...
A Student	Don't run!	We walk
A Student	Excuse me! Quiet down!!	(Whisper)...do you hear my soft voice...? That's the voice we need now in order to support everyone's learning....

A Student	That's rude!	We speak respectfully. I want others to respect you too!
A Student	You are late	How can we help you come on time tomorrow...? We missed you this morning!
A Student	This is incomplete	When can we work on this further? I can't wait to see your completed work!
A Parent	We need to talk	When can we discuss ____?
A Parent	Your child is misbehaving	I would love for us to collaborate on how we can help your child succeed
A Parent	Your child is just not getting it	I wonder what we can do to be clearer in our communication with your child?
A Staff Member	This is not working!	How can we make this work better?
A Staff Member	You left your work area a mess!	I'm wondering how we can have this work area ready for the next class after a project...?
A Staff Member	You're late from your break!	I was counting on you to start the next activity on time.

Neither Envy Nor Competition - ולא קנאה ותחרות

We want there to always be good feelings and a healthy self esteem.

1. Spelling Bees, Shorashim Bees, etc, are structured in a way that everyone who puts in the effort is rewarded. Everyone who deserves 1st place, gets it.
2. Among staff we offer compliments and positive feedback aiming for everyone to feel appreciated and acknowledged.
3. Acknowledgements are given in a group setting at the end of the day on Friday, at our Moshiach Circle.
4. Multi-Age classrooms allow us to be able to put kids in centers based on their levels. The 3rd grader struggling doesn't have to feel pressured or embarrassed to be working with a 1st grader. Groups are named Junior, Senior, etc. to allow for multi-grade and multi-age participation.
5. We love the educational and emotional benefits found in a multi-age

classroom.

6. "Cliques" - While some children tend to be closer friends with some over others, there's no exclusion at LL. Games can only be played if everyone who wants to play can join. All children of a class are invited to birthday parties. LL is accepting all types of Jewish students, and we all belong equally to the family.
7. All concerns at LL are handled with the utmost respect and seriousness. If there is a problem, administrators reach out to start the communication. If a parent reaches out with a complaint, an administrator immediately sets up a time to talk in person (or on the phone). Parents are encouraged in all email communication to reach out with concerns. We love solving problems while they are small, so we don't need to manage huge crises.
8. Chavrusa learning and helping each other is a natural way of learning. If you have a question, you can usually ask a friend first, and if they can't help, then ask a teacher.
9. We believe in Fair, not Equal. Fair means that everyone gets what is best for them as an individual. If a child feels something isn't fair, we assess if that child does indeed need, or could benefit, from what the other child has.
10. If there will be no competition in Geula times, it would be ironic to put any sort of "copyright" on this Model. Our hope is to have as many educators as possible copy what they'd like!

שהטובה תהיה מושפעת הרבה - Good Things will Flow in Abundance

We aim to be generous

1. Whenever the answer can be "yes" and it is not harmful to say "yes", and we can afford to say "yes", we say "YES"! This is for supplies, trips, projects, requests of any types from child, parent or staff.
2. Portions are generous, celebrations are generous, we aim to have everyone feel happy.
3. Our Graduates enjoy a very generous [trip to NY](#) when they complete their final Senior year of Middle School.
4. Classrooms are set up with abundant ways for children to learn with bean bag, pillows, rugs, etc. Supplies that are used regularly are kept well stocked in an accessible place.
5. Children don't want to miss a day! There's always something exciting happening that they want to be a part of in the learning adventure and the extra-curricular activities.
6. We are generous with compliments. We grab any opportunity to offer detailed and specific compliments. For example:
 - a. To a mom: on her patient and loving parenting
 - b. To a staff member: on her creativity and dedication
 - c. To a student: on his hard work
7. We grab opportunities to snap a photo of a happy and productive student and forward it to the Educational Director or Head of School to forward to

- the child's parent. Good feelings flow abundantly!
8. Learning environments are abundant. When helpful, a class may take place in a different room, on pillows, outside, on the harbor, at the beach, or even at Coffee Bean.
 9. We bring in instructors and special opportunities whenever possible like dance, art, music etc.
 10. We have a yearly [Camping Trip](#) for the LL Family!
 11. [Fun, fun and more fun](#). Learning is fun! [Mitzvot is fun!](#) Being a Lamplighter is fun!

Delights will be as Freely Available as Dust - וכל המעדנים מצויין כעפר

Treats and "mundane" rewards are considered "dust".

1. We don't use a treat as a reward for a child's hard work. Rather, there may be a treat enjoyed by all, to celebrate a special day.
2. We aim to not have an environment where treats and rewards are "craved." Rather, we provide them as often as necessary to enhance a lesson, so it is "freely available" and not craved excessively.
3. Acknowledgement for good effort is through points of which we have an unlimited supply. The points may be used towards a meaningful reward, but the main focus is on the acknowledgment of effort.
4. We prefer a raffle over the teacher choosing the student who "did best" - because Hashem is the true Judge.
5. There's nothing that's "just for fun" - everything has meaning and toychen.
 - a. A trip to the [GARDEN](#) for Yud Shvat (Basi Legani)
 - b. [Merkava Day](#) - bring your wheels to school
 - c. Lechatchileh Ariber- a walk over the bridge
 - d. A camping trip under the stars - for 20 Cheshvan
 - e. A [moon bounce](#) for Rosh Chodesh Adar
6. A Lamplighter knows that "שכר מצוה מצוה" - the reward for a mitzvah is the opportunity to do *another* mitzvah! S/he may receive a ticket when behaving well, for a raffle of winners who get to go sing to the elderly at a convalescent home! And yes, s/he is excited to win!
7. Since treats and worldly pleasures are like "dust," rewards at LL look more like an opportunity to:
 - a. Go on mitzvot
 - b. Be the Chazan/Chazanit
 - c. Hold a teacher's baby ;-)
 - d. Be the line-leader
 - e. Help the Educational Director
 - f. Have Chassidus class at [Coffee Bean](#)
 - g. Gain a few extra minutes to work on your favorite subject.
8. [Click here](#) to see the joy in the children's faces when they complete their Davening Chart and earn a chance to daven at the waterfront the following day. They are rejoicing in their accomplishment, not the reward.

9. We avoid "surprises" because we have seen that they may come along with high expectations, or expectations for material pleasure. Instead we say it straight out: "When we finish this chart, we are going on a special Mivtzoyim trip!"
10. In general - we want all learning to be **meaningful**. No rewards are needed when learning **itself** is a treat.
11. Graduations are made meaningful. Graduates will:
 - a. ...visit the Ohel and 770 with their Morah/s and tour New York City.
 - b. ...know that this trip is a gift! It is an opportunity to culminate their LL experience! There is no stress on any fundraising goal.
 - c. ...be given the opportunity to gift back to the community and school with a project, tool, or "thing" of their choice - using their capabilities and talents to the max! - Lamplighter style!

The Occupation - Solely to Know G-d - ולא יהיה עסק כל העולם אלא לדעת את ה' בלבד

At LL - we love to learn and know more about Hashem!

1. The environment is such that children are excited about what they learn in school. They bring their work home to share with family and friends because they are proud.
2. Instead of assigning "dreaded" homework, students ask for permission to take their work home so they can advance on their own.
3. Children are given choices and are empowered so they take ownership over their learning. A "Choice Wheel" is used as a way for children to feel empowered and be productive at all times.
4. With positive reinforcement, and positive influence from our older students, children find that they are motivated to progress in their learning.
5. We strive for an environment where children need to be pulled away from learning to go to recess because they are so engaged and learning is so fun!
6. It is for this reason that students at LL LOVE their teachers! Students want to learn, and their teachers are there to help them!
7. Teachers are not the "Sage on the Stage," rather the "Guide on the Side" - the hero who helps the child accomplish what S/HE wants to accomplish - learn, learn and learn!
8. Three aspects of learning are listed here in order of importance at LL:
 - a. Love for learning
 - b. Skills to learn on their own
 - c. Actual material being learned
9. Because students LOVE to learn and LOVE their school, they feel empowered to help tidy up and respect. At Lamplighters we respect all:
 - a. Staff
 - b. Students
 - c. Stuff
10. A clean-up chant of ours sums it up well:

- a. "Floors are clear!
Surfaces too!
Chairs tucked in, 'cuz we love our school!
We're working as a team!
Shelves are lookin' clean!
2,4,6,8,10
We're building a beautiful home for Hashem!"
- 11. Lamplighters are mekusharim, connected to our Rebbe
 - a. On select Chassidische Yomim Tovim, the students write letters and are given an opportunity to learn an Igros.
 - b. Rebbe pictures are present..
 - c. Rebbe stories are shared.
 - d. Rebbe videos are watched.
 - e. Students are encouraged to establish a relationship with a Mashpia
- 12. [Chitas time](#) is given after Davening, and students are encouraged to connect with this important directive. Shabbos Mevorchim Tehillim is highly encouraged as well.
- 13. We utilize every opportunity of cross-curricular collaboration whenever possible to show "בכל דרכיך דעהו" (that everything is part of our service of Hashem).
 - a. Learning how to write a 5-paragraph-essay via writing a D'var Torah.
 - b. A counting-tzedakah math lesson
 - c. The human body science class tied in with translating Asher Yatzar.
 - d. Interviewing Shluchim/[Leaders of America Project](#).
- 14. Chassidische YT's come to life. We re-experience it!
 - a. [Click here](#) to see an activity we did for 12-13 Tammuz.
- 15. [Farbrengens](#) are fun and cool to be at! Singing and dancing is uninhibited! A taste of the Farbrengens of old and the Farbrengens of the future...
 - a. [Click here](#) to see our Cheder Minyan dancing excitedly to the Rebbe's Kapitol!

The Jews will Be Great Sages - יהיו ישראל חכמים גדולים

We find opportunities for children to be leaders as often as possible

1. An 8-year-old may be paired up with a 6-year-old to help him/her with reading
2. A High Schooler may be given the opportunity to "sub" in the 6-8 year old Classroom on 22 Shvat when the Morah is out of town for the Kinus.
3. Students are chosen to read the Dvar Torah in front of the class. Children get to share their projects to their class, and the entire school when possible.
4. Students are trainable - if they are not behaving the way we have taught - we haven't taught it well enough! We teach, reteach, and teach again. We practice behaviors. We never lose patience - because each child can succeed.

5. Staff are trainable - they are eager to learn new techniques all the time.
6. We hold the standards of a Chassidishe Cheder, yet accommodate those families who seek a Day School experience. All provide equal opportunity for a student to become a "great sage" in Torah while also having the credits needed to move on to college if s/he so choose.
7. Children are given opportunities to collaborate with adults on creating policies to protect the Geula-Bubble and Moshiachdik'eh Culture. Instead of rules being dictated, policies, procedures and protocol are set in place with student involvement and collaboration.
8. That child who in a typical school might be "sent to the principal" and be considered a "burden" chv"sh...in LL is a powerful person who has lots to share with us! We channel his/her energy by having 1:1 collaborative interactions to help them grow. "Misbehavior" is a way of communication. We love to communicate with such a child and hear what's at the core of their behavior!
9. Graduates participate in a very meaningful project during their 8th grade year, where they get to be the "Sage" and create something special for others.
 - a. Class of 2016 - [Perfect Timing](#)
 - b. Class of 2018 - [Challah with a Twist](#)

Know the Hidden Matters - יודעים דברים הסתומים

1. We don't let the age of the student stop us from teaching them the deepest of concepts.
2. A child who can learn more is challenged further! Or given an opportunity to join a higher-level group, even if she is younger.
3. Learning for life - We look for opportunities to try out the learning in real life:
 - a. [Kashering demo](#) when learning about the topic in Chumash
 - b. Blind faith [mystery walk](#) when learning about Avraham and his command to "Lech Lecha"
 - c. Lechatchileh ariber [jumping over a box](#) filled with notes listing our challenges

Attain an Understanding of their Creator - ישיגו דעת בוראם

1. Conversations about Hashem and Hashgacha Protis are constant.
2. Life lessons are held with most importance.... Pointing out Hashem's plan in this world, etc.
3. Life lessons are more important than any knowledge or skills!
4. When things go wrong, we show them how to make it good!
 - a. Need to move out of our building? School in the park!
 - b. Low on staff? We enjoy groups joining.
 - c. Raining? Let's [splash in the puddles!](#)
5. Children love to thank Hashem for their food! They say their brachos and after brachos carefully and with enthusiasm. Teachers on duty use snack

time as a bonding opportunity:

- a. "Apples are healthy! That's a Ha'etz!"
- b. "Did you bake that? It must be mezonos!"
- c. "I am looking forward to saying 'amen' to some brachos now!"
- d. "Yup, having bread means a long bentching... but it also means fulfilling a 'de'oyraysah!"

[Full] Extent of Human Potential - נפי נח האדם

1. We are committed to seeing children BUSY.
2. Tzivos Hashem - is a fantastic tool that the Rebbe taught us is the best way to teach children kabbalas ol. We utilize it and encourage it at every opportunity.
3. Mashpia Program - we have Morahs or older students dedicated to connecting with students periodically to see that they are filling their potential.
4. No boredom allowed. We always have that "Choice Wheel" if a student is unsure of what to do next.

Overflowing Goodness and Learning

"For the world will be filled with the knowledge of G-d as the waters cover the ocean bed." - כי מלאה הארץ דעה את ה' כמים לים מכסים

1. LL students LOVE to share their knowledge with others!
2. Opportunities like [Project Flame](#), Spa for the Soul, and [Mitzvah Auctions](#) allow Lamplighters to shine.
3. Mivtzoyim and Challah Deliveries on Fridays give them the confidence they need to spread the light further
4. We grab opportunities for Tefillin or Neshek while on a field trip

The Not-Yet-Geula-Moments

Yes, there will be times that we have a reminder that the Geula is not here yet... How do we handle these moments at LL?

1. Voice notes are reserved for logistics and compliments. Any criticism or not-positive messages to a parent or fellow staff-member are to be in face to face conversations, a phone call, or a text asking when is a good time to talk.
2. Raise our voices only when there is an immediate safety concern.
3. Constant head-count to make sure a child isn't wandering or having trouble in the bathroom, etc.
4. Very detailed protocol for recess and lunch to ensure safety and healthy conversations.
5. A child is sent home only if there is an extreme behavior challenge and they are not following directions from any of the adults in charge.
6. When communicating with a parent about their child's misbehavior, we use

utmost sensitivity.

- a. Collaboration collaboration collaboration. ("We would love your help to figure this out." "Together, I hope we can help your child reach potential..")
 - b. Parents walk away knowing how much LL loves and appreciates their child
 - c. Parents know that LL wants to help
 - d. Child's strengths are highlighted
 - e. Progress and successes are highlighted ("We know s/he can do this! S/he is already making progress..")
 - f. Collaboration on setting the child up for even more success
7. Staff is one step ahead - initiating a phone call with the parent when an issue arises instead of waiting for the parent to call with the concern.
 8. We have web protection to protect our students' internet use.
 9. Video surveillance cameras are up and running.
 10. We aim to put out the match before the fire (Problem Solving vs. Crisis Management).

I am a student at Lamplighters

I love to learn new things
 I love my teachers
 I love to succeed
 I love to make my teachers and parents proud
 I love to come to school each morning
 I love to work on my projects at home too
 I love all of my friends and schoolmates
 I love to spread the light to others

I am a teacher at Lamplighters

I love to come to work each day
 I love my students
 I love to educate (not teach) - ללמד
 I love my work
 I love being a part of the LL Staff Team
 I love to plant seeds each day

I am a parent at Lamplighters

I love knowing my child is happy and learning
 I love the staff that I trust so much
 I love the open communication
 I love that I am heard
 I love hearing my child's excitement in his/her learning
 I love that emotional health is valued above all

We love
 that the whole world
 will soon enjoy the
 Lamplighter energy
 with Moshiach's imminent arrival!

