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MAY 6, 2021

Ida Crown Jewish Academy

Ida Crown Reinststitutes Mandatory In-School Shacharit

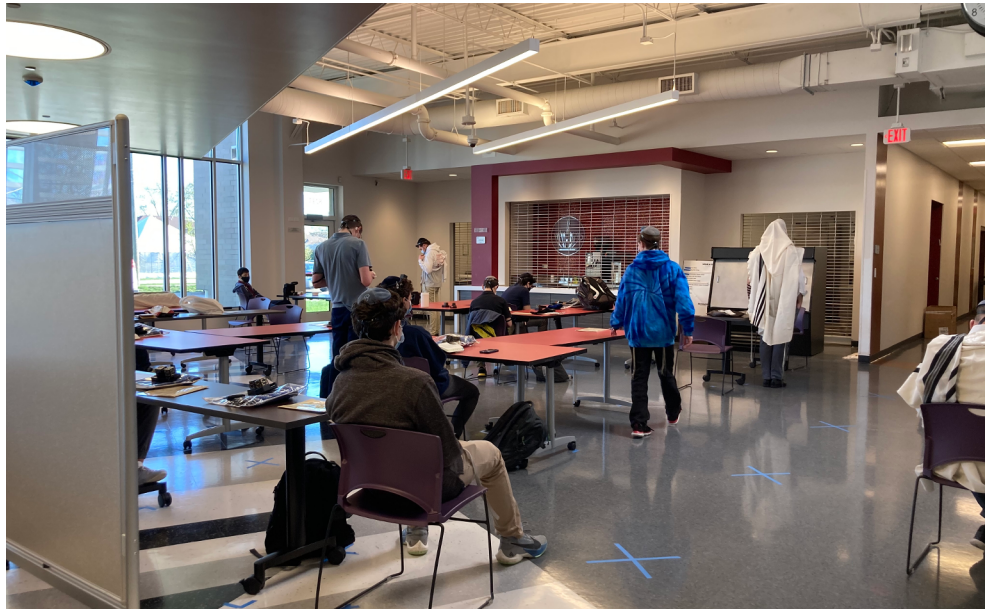
By Gideon Miller

After Pesach break, Ida Crown reinstituted mandatory Shacharit in school. The minyanim are divided in the same way as the Mincha minyanim. They are also in the same locations with the exception of the Mincha minyan in rooms 401 and 313 which are davening Shacharit together outside. Like last year, minyan starts at 8:05 every morning.

With the reinstitution of mandatory davening in school came the return of breakfast. In previous years, breakfast has not only been a time for eating: breakfast was a time for clubs to meet. Over the past year, the clubs that used to meet during breakfast have moved to other times and have often been conducted over Zoom. Although it is impossible to isolate the effect of Zoom, club meetings conducted over Zoom seem to have had lower attendance.

With the reinstitution of breakfast, clubs have regained the opportunity to meet in-person in the mornings. As of yet, no clubs have announced plans to return to breakfast-time meetings.

Ms. Sennett, the faculty advisor for the Israel Advocacy club, said that Israel Advocacy will not return to breakfast-time meeting this year. While she said she wished there was a way, Ms. Sennett said that logistically there would be no effective way for the club to meet in person while maintaining safety precautions. Other clubs, with smaller meeting attendances, could and might find a way to return to in-person meetings.



Above: Students at in-school davening (Rachel Margolin)

Before Pesach, the school had paused the requirement to attend Shacharit at school. This was because of the challenge posed by breakfast: Halacha dictates that one cannot eat before davening, and due to the novel coronavirus, breakfast in school would force the fifteen minutes allowed for students to be indoors unmasked to cover the time for breakfast in addition to lunch.

Now that spring has come while breakfast indoors remains impossible, breakfast

outdoors has emerged as a solution. During breakfast, students are expected to go outside to the tents or adirondack chairs and eat their breakfasts.

Because of mandatory in-school davening, first period is no longer the first activity of the day. If students are expected to come to school well before class starts, one can expect that they will not be as consistently late to first period as they previously were.

Band Moves Back to In-Person Practices

By Hadassah Bernstein

As of March 14th, the Ida Crown band has moved from Zoom to in-person music. Since the lockdowns and Covid pandemic, the band members have met on Zoom with their instructor Tommy Veronesi. The band met on Thursday evenings with the drummers from 6:40-7:10 pm, the keyboardists from 7:10-7:35 pm, and the guitarists from 7:35-8:00 pm.

On Zoom, the band recorded songs

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Above: the band practices in the gym

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Palm Trees, Possible Snow, and Family: An ICJA Student Pesach

By Hannah Stein

disclaimer all students who traveled shared their plans with Rabbi Matanky and the medical committee and made sure to maintain distance and mask-wearing throughout vacation.

Spring is almost in full swing, and what better way to welcome this season than with 30 degree weather and a forecast for snow?

Another name for Pesach is *chag ha'aviv*, or the spring holiday. The students of ICJA were "looking forward to Pesach not only because of the break, but because some are escaping to 'better' weather," remarked Carly Sorscher.

Many of the students at ICJA travel to Florida frequently. For Pesach, plenty of students headed there.

Freshman Joseph Rothner explained that he "left for Florida on the Thursday night before Pesach, and arrived back home the day before school started." Rothner also continued

to explain the COVID precautions his family took, "thank G-d, most of the adults in my family are fully vaccinated. We were also constantly masked and distanced from non-immediate family."

Junior Alex Schreiber also celebrated her Pesach in Florida. Schreiber and her family flew, but her family sat "strictly with their immediate family on the plane and wore N-95 masks."

While some traveled to the warm, some vacationed in colder temperatures. Aron Gottlieb, for one, spent his Pesach in New York. "My immediate family traveled to New York, but we made sure we distanced from non-family members and wore masks constantly," shared Gottlieb.

While there were those who escaped the cold for the warm, and some students who escaped the cold for the cold, there will always be those who spend their vacation at home.

Senior Simone Miller said that her family stayed home for vacation. "My family does typically travel, but we thought staying here would be a great option," began Miller "so we will be staying at home, having our seder with each other."

Additionally, Jordana Zwelling could not contain her excitement for Pesach because her new baby nephew came home. "My brother, his wife, and their baby Vigo spent Pesach with us," started Zwelling "I loved hanging out with them, and I especially loved seeing my new nephew because he is so cute."

Regardless of whether Pesach was being spent in the hot, the cold, or here, students at ICJA love Pesach because of its traditions. "I love spending Pesach with my family," said Ilan Blumenthal, "and taking part in the seder, which is full of family traditions."



Above: Florida over Pesach break (Hannah Rothner)



Above: Chicago over break (Hannah Stein)

Ida Crown Resumes In-Person Sports With Modifications

By Gabriel Gordon-Burstyn

The highlight of many students' high school experience is sports. This was largely put on hold due to the pandemic but for the first time in nearly a year Ida Crown students are able to play sports. The basketball season has come to an end but the baseball and boys soccer seasons are just beginning.

The basketball season was postponed for many months but eventually was approved to have a few games. Girls Varsity Basketball

had one game against Rochelle Zell, which they won by a blow out. Junior shooting guard Kayla Well said "Even though we only had one game I was thankful for the opportunity to play with my teammates."

The boys varsity team also played three games. The team was originally scheduled to play three teams: the Fasman Yeshiva, Rochelle Zell, and Northshore Country Day. After a Covid surge at North Shore Country

Day, that game was canceled and the season was trimmed down into just three games. The team played twice against the Yeshiva and once against Rochelle Zell. In their first game of the season they suffered a loss to Rochelle Zell but won their next game against the Yeshiva. It was a thriller that went into overtime and was won by the buzzer by Jon Okner. In the final game...

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Teacher Profile: Mrs. Zeffren- Ida Crown's Renaissance Woman

By Hannah Rothner

Whether you are a freshman in her Navi class, a sophomore in her JH class, a junior working with her for Student to Student, or a senior who is helping her plan the Senior Shabbaton, chances are you know Mrs. Zeffren.

Mrs. Zeffren serves a unique and vital role in Ida Crown, not only as a teacher, but also as a mentor for Student to Student and a lifelong member of the Skokie Jewish community. Mrs. Zeffren also attended high school at ICJA, which enabled her to connect and relate to her students. "This was the community I could relate to the most, and I felt like I could share Judaism, Tanakh, and Jewish History, but from a perspective that would be relatable to students that were similar to me when I was in high school," Mrs. Zeffren said.

In addition to teaching Tanakh and JH, Mrs. Zeffren also plays a prominent role in the planning of student activities. She explained that she became involved in student activities first as an eager teacher/chaperone, and then as an official member Student Activities board. Mrs. Zeffren mentioned that being a part of student activities makes her "feel like the relationships I build with students on shabbatons and activities transcend the classroom, but also come back to the classroom because I have stronger connections to my students who I work with as coordinators and also the students that I get to be with during those activities." Mrs. Zeffren is known for being the first to climb into a huge inflatable bubble for bubble soccer, and the first to recruit other students to join. Her involvement in

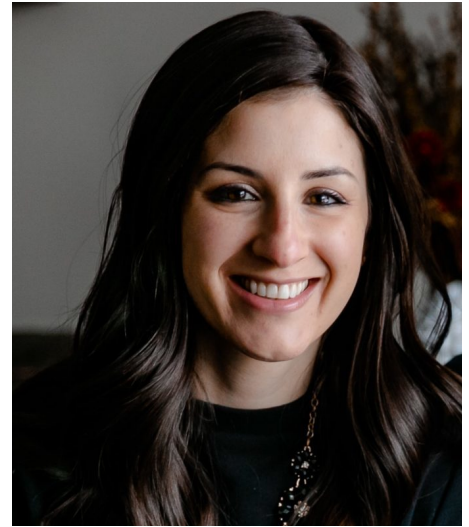
programs that go beyond the classroom are a testament to the fact that she is not just a teacher who is in school for nine periods, but one who truly cares about furthering her relationships and bonding with her students.

In order to further her influence as a teacher, Mrs. Zeffren revealed that she is pursuing an EdD in Jewish Educational Leadership and Innovation at Yeshiva University's Azrieli Graduate School. The program is fairly new, requiring four years to complete. Mrs. Zeffren was inspired to become a part of the program due to her love of learning, and believes that the program will allow her to "see school dynamics differently and better understand all of the interconnected parts that make up a school environment."

As an educator who teaches for nine periods, is working on her EdD, is running countless other programs at ICJA, and is also a mother, Mrs. Zeffren is always busy. When asked how she manages everything, Mrs. Zeffren replied that "they are all forcing me to access different types of thinking and creativity... each task is energizing in its own way, and when you enjoy what you're doing, you don't resent the time it takes." That being said, Mrs. Zeffren also mentioned that she is grateful to have such a supportive family.

Although the pandemic put a damper on the normal school experience, Mrs. Zeffren explains that it has actually allowed her ultimately be more involved because of the restrictions placed on in person obligations.

For example, the YU course she is taking would usually require in person intensive two day seminars that would be in New York, but since they are on zoom, Mrs. Zeffren is able to complete the course while teaching. Junior Laura Bellows said, "We are so lucky to have a teacher like Mrs. Zeffren at Ida Crown. She is always 100% invested in whatever she is doing, and that includes her students and all of the other programs she is a part of." Ida Crown is lucky to have such a dedicated and involved teacher!



Above: Mrs. Zeffren (Mrs. Zeffren)

Store Review: Ben's Tallit Shop; The Place to Buy Your Tzitzit

By Moshe Lodkin

When it comes to buying pairs of Tzitzit for many, or a new Tallit for a newly wed, there is no doubt that Ben's Tallit Shop is the place to buy. You won't get this many options in other stores, since the Tzitzit and Tallit are made before in a "one size fits all" fashion. Tzitzit are an essential clothing item worn by Jewish males, young and old, every single day. We mention this obligation every morning and night in davening, and we pass the fringes over our eyes. It is important to buy the right kind that suits your Halachic preferences and feel comfortable wearing it all day, without going bankrupt. Ben's Tallit Shop is located in Modiin, Israel, and from there, they make from scratch the custom Tallit/Tzitzit you're looking for.

For example, the Tzitzit are composed of the garment and the fringes attached. You can select from wool and cotton garment, stripes or no stripes, fringes on the bottom, V neck or round neck, and size. The options for fringes go from a dozen tying methods to thickness of strings. The shipping cost is low, and it ships in less than a week upon completion. Prices range from \$30 - \$100 for Tzitzit, depending on how big the garment is and how rare/complex the tying method for the fringes are. I personally waited 10 days after ordering 3 pairs. Senior Isaac Geifman wears Tzitzit from Ben's Tallit Shop, and he said that "I couldn't be happier with these. I spent \$35 on the pair I'm wearing right now, and it's so comfortable. It's (Ben's Tallit Shop) the

snazziest place in town!"

The kind people working there are happy to answer any questions you have through their website. On the website you will also find all kinds of Jewish items, like Shofars, Kippot, Tefillin, Siddurim, etc. It's main emphasis is on Tzitzit/Tallit, and nonetheless the quality of the other products are excellent and at relatively low prices. There is not, however, as much selection when it comes to these other products.

With low prices, great look, and great feel, Ben's Tallit Shop is truly "the snazziest place in town!"

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Youth Groups in the Pandemic; Adapting and New Programming

By Kayla Kupietzky

Due to the COVID-19 pandemic, our worlds have been turned upside down. Everyone has had to learn to adapt to the new normal that we are living in. Youth groups are a main aspect in the lives of Jewish teenagers, as freshman Jordana Zwelling said, "youth groups are amazing because they give me the opportunity to have fun and meet new people." Pre-COVID, many youth groups had Shabbatons and activities with Jewish teens from around the region; however, because of the world's current situation, in-person events have either been halted or changed drastically. Youth groups such as CTeen, NCSY, Bnei Akiva, and Yachas are making the most of the current situation and are doing their best to continue programming.

The CTeen youth group has been able to continue events with modifications due to the pandemic. Ida Crown sophomore Zack Miller is a CTeen board member and explained how CTeen is continuing this year despite all of the COVID-19 restrictions. Miller shared that "CTeen has been very vigilant in following all CDC and IDPH regulations to ensure the safety of their participants in continuous fun and meaningful programming throughout the pandemic."

NCSY has also been working hard to

continue programming whether it be via zoom or in person by following all of the required guidelines. Sophomore Charli Ernstein is the Vice President for the juniors and has been working hard to plan events. As Charli shared, NCSY typically organizes many Shabbatons throughout the year; however, due to COVID-19, they have been changed to fit the times. Charli explained that NCSY is "continuing to have Shabbatons, but they are over Zoom. On Friday before Shabbos, NCSY would have an introduction that included the chance to meet other people by going into breakout rooms." Charli explained that "the breakout rooms are the Zoom version of spending time with the people that we would be staying with over the Shabbaton." In addition to having an Erev Shabbos program, Charli shared that "NCSY also emails learning packets for Shabbos as well as swag such as an NCSY blanket and a pizza making kit." Charli added that while most of the events are in a virtual setting, there have also been a few in-person events with masks and distancing." As Charli explained, "NCSY is trying to do as much as they can while also being safe."

Bnei Akiva has been working hard to continue events for third through sixth graders. Junior and Rosh Aleph Sarah Friedman shared

how Bnei Akiva has adapted to the COVID-19 restrictions. Sarah explained that Bnei Akiva has "virtual events for 3rd through 6th graders. Some of the events have been cookie decorating, jeopardy, and planting trees."

Another popular youth group that has been able to continue programming throughout the last year is Chicago Yachad. Mia Herman, an Ida Crown sophomore and one of the Chicago Yachad Teen Board's presidents was able to share how Yachad has changed the programming to stay safe and better suit the peers and members. Mia Herman explained that "since March, we have had zoom meetings to connect with the members." Additionally, Mia shared that Yachad peers have been keeping in touch with the members by "texting and FaceTiming them." "All in all" Mia shared, "Yachad has made the most of the situation." Chicago Yachad has had the opportunity to collaborate with other state's Yachad programs for fun activities on zoom such as a Tefillah workshop and magic shows.

These Jewish youth groups throughout Chicago have been able to accommodate the restrictions of the pandemic and continue their usual activities and programming.



Top Left: Bnei Akiva meeting on Zoom

Bottom Left: CTeen event

Above: NCSY bowling event

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Ida Crown Temporarily Suspends Chesed Requirement, but Students Continue Chesed

By Simone Miller

Ida Crown will not be requiring 20 hours of chesed during this academic year, but students continue serving the community. Rabbi Fleigelman, who heads the school's chesed program, highlighted the ongoing chesed during the pandemic, saying that the "students of ICJA continue to do amazing volunteer service, even though the 20 requirement has been suspended this year."

Junior Sarah Freidman has been adapting her chesed to the pandemic by visiting Park Plaza members over Zoom. Although she has not been able to physically enter the assisted living facility, she said "I look forward to talking to the residents and it has become part of my weekly routine. Even though we do not have the chesed hours as a motivation right now, I feel fortunate to have the opportunity to still talk to the residents."

Sophomore Kayla Kupietzky works

as a Keshet peer buddy, participating in Zoom activities and hangouts with her peers in the Keshet program. She expressed her passion for chesed, saying "although chesed hours are not a requirement right now, I love spending my time as a Keshet peer. For me, being a Keshet peer is not about the credit that I may get, but the experiences I have and the friendships that I make. Hanging out with the Keshet students brings a genuine light to my life and I have had the chance to form close relationships with the students."

Senior Rachel Schwartz, a *mazkirah* at Bnei Akiva, is in charge of organizing and running youth events celebrating holidays and creating other activities. She explained that *snif* (Bnei Akiva's weekly youth meetings on Shabbat), are a common way for sophomores who act as *madrichim* to earn chesed hours. The meetings have been temporarily discontinued

during the pandemic. "That makes it harder for sophomores to get chesed hours," she clarified, "but several juniors and seniors have still been organizing virtual events because we value and enjoy our work with Bnei Akiva. Most of us already have the number of chesed hours that are required in an ordinary year, but we continue doing Bnei Akiva because we enjoy it."

Rabbi Matanky said that "Ida Crown is very proud of the fact that our students and their families have integrated chesed into their daily lives so much so that even in a year of COVID and despite our suspending the requirements, so many continue to do chesed."

The school plans to reinstate the mandatory forty-hour chesed requirement next year.

Standardized Testing

By Hannah Rothner

As the fourth quarter looms before I.C.J.A. students, juniors and seniors are preparing for the various dreaded A.P., S.A.T., and A.C.T. tests. But similar to many other events planned for the 2020-2021 year, the pandemic has created a host of questions for students: What will the college testing policy be? What are the options for students learning remotely? How does in person testing work? Finally, how do students feel about the new policies?

According to I.C.J.A. College Guidance Counselor Rabbi Fleigelman, "Many of the colleges that students typically attend have gone test optional this year, including Yeshiva University and the University of Maryland." In his Decisions class, a six week course offered to I.C.J.A. juniors, Rabbi Fleigelman explained that since many Ivy League schools are declaring themselves as test optional, he feels that other colleges will follow suit. Still, he recommends that each student take either the A.C.T. or the S.A.T., as it is a great opportunity to boost one's application and one can always decide to withhold his/her score.

The A.C.T. is only administering tests at registered test facilities and schools. For remote students, the options are limited to in-person testing, but according to the A.C.T. website, "A.C.T.'s new remote testing option will offer students even more flexibility when taking the A.C.T. test. Students who select remote testing will be able to take the test

online at home, or at other safe and convenient locations."

For the S.A.T. and A.P. tests, all run through the College Board, testing will be taking place mainly in school. For the S.A.T. and P.S.A.T., there is only an in person option that involves taking the test at a registered testing site (like the A.C.T.). But for A.P.s, there is a bit more flexibility; tests can be taken in school or digitally at home.

Many of the colleges that students typically attend have gone test optional this year, including Yeshiva University and the University of Maryland."

The College Board is offering three testing dates (Administrations 1, 2, and 3) for each subject between early May and mid-June. In Administration 1, all exams are paper and pencil, administered in school. In Administration 2, half of the subjects are paper and pencil, administered in school, and half are

digital, administered in school or taken at home. In Administration 3, most subjects are digital, administered in school or taken at home. Students do not get to pick their preferred testing option, this is selected by the school.

In-person testing will take place at I.C.J.A., since the school is a registered testing site. Most upperclassmen have taken the A.C.T. at I.C.J.A. with Covid policies in place. Senior Rachel Schwartz claims that "I took the A.C.T. in September and overall had a really positive experience. I was nervous about being able to take the test because of Covid, but thankfully Ida Crown's policies made it safe for myself and other students to do so." Procedures for standardized testing at I.C.J.A. will be the exact same as the procedures for a normal school day: masks will be worn and students are seated six feet apart from one another in adherence with Covid-19 guidelines."

Even though the pandemic has altered the daily lives of nearly everyone, students remain grateful that AP tests will be taking place at all. Junior Hershel Thomas remarked that he is "Thankful that I.C.J.A. is offering A.P. tests and that I am able to take them in order to receive college credit for all of my hard work." It is a testament to the I.C.J.A. community that students have been able to maintain a positive outlook on life amid the pandemic.

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Movie Review: The Last Dance

By Yael Appel

In the beginning of the Covid-19 pandemic, I struggled with the fact that sports disappeared. When I heard that there was going to be a film about the Bulls dynasty and Michael Jordan, I immediately knew I was going to watch it. What ultimately made me decide to watch *The Last Dance* was I didn't grow up in time when Michael Jordan was playing. Therefore, I grew up hearing he is the greatest player of all time and watched some clips, but I never understood what motivated him to be the best he can be. I thought that watching *The Last Dance* would be an opportunity for me to see what made Michael Jordan so great and how the Chicago Bulls were one of the greatest teams of all time.

The Last Dance, a film written by Thomas Caffey, captivates the entire Chicago Bulls dynasty and the legendary Michael Jordan. There are stories of indispensable teammates, inexplicable actions, conflicts between the key architect of the game who was Michael Jordan. The purpose of the film is to portray what made Michael Jordan who he is and what sets him apart from other humans. Michael Jordan focused on the game in a way his teammates never did. He was refusing to accept nothing less from those around him; the best that they can give. This showed him to be a great leader because he would push his teammates to the best of their abilities that they didn't know they were capable of achieving.

According to Los Angeles Times, Jason Hehir, director of *The Last Dance*, asked Michael Jordan "Why do you want to do this?"

He says that Michael's response was "'I Don't, because he was concerned people, specifically when they saw footage from the 1997-1998 would take it out of context.'" Michael thought this because they would see him getting on his teammates and swearing at them. Therefore, he thought people would think he wasn't accurate. Jason Hehir was able to convince Jordan to do the documentary because he said, "We have 10 episodes to cover everything and we will cover why you were so harsh on your teammates." Jason Hehir mentions that from the documentary the audience would see how passionate Michael Jordan is about his philosophy about winning and his philosophy about leadership.

In *The Last Dance*, there was one scene that spoke to me and taught me that people have challenges in their lives, but there's always light that will uplift a person in the darkest times. The scene that stood out to me was after the 1996 finals, Michael Jordan collapsed in the locker room and he was crying on the ground because it was the first time he won a championship without his father being there. Michael Jordan's father was murdered in 1993 while sleeping in his car on a highway in North Carolina. This scene stood out to me because I pictured Michael Jordan as this strong athletic guy, but he also had a side to him that was vulnerable. I didn't know he had a vulnerable side to him because I see all his aggressions and strength throughout the game and not his emotional side. This scene showed me how much Michael's father impacted him

and inspired him to be the man who he is today. Michael and his father had a very special relationship that is shown throughout the documentary. I learned from this scene that even the most talented people go through challenges, but they find a way to stay strong through it all.

According to Alyssa Appel, my aunt, "I eagerly anticipated the release of *The Last Dance* because it was covering an era in which I grew up in Chicago and I was excited to relive some of my fondest memories. What I found most interesting was a lot of the behind the scene content is where you learned so much about the team and the legendary Michael Jordan. I would definitely recommend people to watch *The Last Dance*, especially anyone in Chicago who grew up watching Michael Jordan."

After I watched *The Last Dance*, I felt motivated to get back up and play basketball even though the pandemic was occurring. I needed something in my life to distract me that my senior year in highschool would be different because there would be no sports and *The Last Dance* showed me to never stop believing in myself. If I had to rate this documentary I would give it a five out of five stars because it captivated a whole dynasty with only ten episodes and didn't leave out a single detail. I would highly recommend that people watch *The Last Dance* because it inspired me and I hope it can do the same for others.

Amanda Gorman; Hints of Yonah at the Inauguration

By Sarah Friedman

As I was listening to Amanda Gorman's inaugural poem, *The Hill We Climb*, I understood her themes regarding unity, peace, and justice. However, I was also reminded of a book that we read at Ida Crown.

This book was the Book of Yonah. The story of Yonah begins with Yonah being commanded to go to Nineveh and proclaim a wicked judgement upon the city. The journey was dangerous and hard, yet Yonah still had hope and faith in Hashem. During this dangerous journey, Yonah was swallowed by a large fish and was in the belly of the fish for three days and three nights. Yonah prayed to be saved and was eventually spewed out of the fish onto dry land. After proclaiming the judgement of the city, Yonah looked for shade as he waited to see what would happen to the city. Following much contemplation under the tree, Yonah realized the situation in which he was in and the fate of the city.

When analyzing the poem, *The Hill*

We Climb, some words from the book of Yonah may have sounded familiar. As the poem says:

When day comes, we ask ourselves, where can we find light in this never-ending shade?

The loss we carry, a sea we must wade.

We've braved the belly of the beast.

We've learned that quiet isn't always peace, and the norms and notions of what "just" is isn't always justice.

And yet, the dawn is ours before we knew it.

Somehow we do it.

Somehow we've weathered and witnessed a nation that isn't broken, but simply unfinished.

Do these words not sound familiar to Yonah's journey of trying to find peace, justice, and serenity in a chaotic country? Do words like sea, belly of the beast, and shade sound similar to the story of Yonah?

Amanda Gorman's allusion to the

story of Yonah may not have been accidental, but rather intentional. She wanted to highlight the great journey and triumphs of Americans and did so by subtly referencing a story in the Tanach.



Above: Amanda Gorman recites poem at the Inauguration

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Moshe's Leadership Was a Team Effort Between Himself and Hashem

By Kayla Kupietzky

Sefer Shemot is filled with lessons that we can apply to our lives.

In *Parshat Shemot*, when Hashem revealed himself to Moshe at the burning bush, He told Moshe to confront Pharaoh and tell him to let Bnei Yisrael be free (3:10), essentially asking Moshe to assume the role as the leader of Bnei Yisrael. Moshe immediately responded that he was not the right person to accomplish Hashem's request because he was of no importance: "Who am I that I should go to Paroh and free Bnei Yisrael from Egypt" (3:11). Hashem comforted him and said that He would be with Moshe every step of the way. Although Hashem's words may have cured his fear of confronting Pharaoh, Moshe still felt as though he was not fit to be a leader. Moshe, still anxious, responded yet again with self-doubt.

Again, Hashem reassured Moshe, comforting him by reaffirming his constant

support. When Hashem became aware that words are not helping Moshe's nervousness, He told Moshe that there will be three physical signs to prove Hashem's presence: turning Moshe's staff into a snake and then back into a staff, Moshe sticking his hand into his chest and pulling it out with tzaraat and then putting it back in and it to become normal again, and lastly having the water turn into blood (4:3-9).

Moshe continued to refuse Hashem's orders: coming forward to Pharaoh and introducing himself to the rest of Bnei Yisrael as their leader. Even as Moshe continually responded to Hashem with self-doubt, Hashem continued to provide him solace and gives him the tools and advice that he may need to accomplish His tasks.

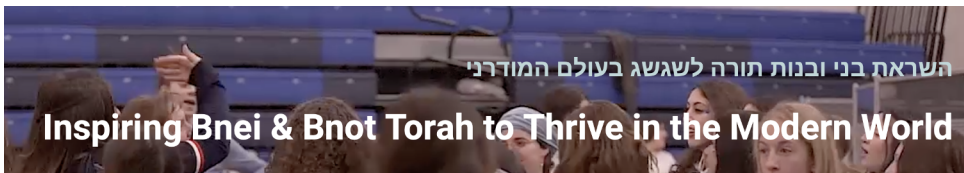
Despite all of the doubt that Moshe had in himself, Hashem never stopped

believing in him. As teenagers, it is so important to remember that Hashem is always there for us even if we can't see Him. Moshe fulfilled his potential and acted as a role model and a monumental leader in our history, a position achieved by him and his lifelong partner, Hashem.

As teenagers, we are the leaders of tomorrow and it is so crucial that we follow what we believe in. Whether it is a big test where a student is striving for an "A" or a class presentation that will determine their success in a class, Every student within Ida Crown has enormous potential and can accomplish anything that they put their mind to. Sometimes it can feel as though you are not strong enough or fully prepared for a task, but just remember that Hashem is there for you every step of the way.

Ida Crown's Tag Line Through the Eyes of Students and Faculty

By Hannah Stein



Above: The Ida Crown website displays the school's tagline (Simone Miller)

Ida Crown Jewish Academy's tag line is "to inspire bnei and bnot Torah to thrive in the modern world." What does it mean?

Students from each grade were asked what ICJA's tag line means to them.

Noa Gavant, new to school this year as a freshman already has formed her own opinions of what the tag line means. She said "all of the teachers at Ida crown help to prepare us for the world," Gavant explained, "throughout all of their lessons, they show us what it means to be a Ben or bat Torah in the world today."

Kayla Kupietzky, a sophomore, thinks that "to inspire Bnei and Bnot Torah to thrive in the modern world" means finding a balance between our Judaism and living in the 21st century," she said, "Sometimes it can feel as though we need to choose if we modernize or stick to our Jewish values, but Ida Crown gives us the skills to do both. The dual curriculum at ICJA gives us the ability to gain exposure to the outside world and gain the tools to succeed in

it, while continuing to strengthen our connection to Judaism and our belief in Hashem."

Carly Sorscher, when asked this question, answered almost immediately with a story: "A few months ago, I was at the grocery store with my mom and saw a few teenagers who were misbehaving," she began, "I did not know if these people were Jewish or not, but I was sure that almost any student or alumni of Ida Crown would not act this way in public." Sorscher continued by describing that "Ida Crown has taught us how to behave by teaching us meaningful Jewish lessons which only help us in setting a good example for the Jewish people in society."

Hershel Thomas who has already been at ICJA for three years, and explained the inspiration ICJA gives to its students as a "light." "Inspiring means to provide the necessary skills to seek something. It is similar to providing the spark to a flame in order for it to light," Thomas said, "Ida crown inspires me

to thrive in the modern world by giving me that spark to take advantage of my abilities and seek knowledge and skills to thrive in the modern world."

Hannah Wasserman who is a current senior believes that at Ida Crown, students are "inspired to be religious teenagers while also interacting with secular society."

Zeke Zwelling, a senior, explained that the tag line teaches students how to simply live: "It is not just a statement. It is an action," he said, "the staff of Ida Crown leads by example in showing each student how to live a Jewish life, but also being connected to the modern world. Whether it's the Investment Club, Israel advocacy, or even the sports teams Ida Crown shows their students that everything can be connected to their Jewish roots."

When Mrs. Kahan thinks about the tag-line she thinks back to her time in college: "I remember, when I was in college, I worked at an office with non-Jewish coworkers, and I was one of the only Jews. When looking back on that experience, I would have been lucky to go to ICJA because I would have learned the importance of being confident in a Jewish identity while pursuing modern endeavors." Kahan believes that the students at ICJA are lucky to have teachers and administrators who "exemplify what it means to be a practicing, proud Jew who thrives in the modern world."

MAY 6, 2021

Sustainability and the Pandemic; How COVID-19 Has Influenced the Environment

By Dahlia Matanky



Above: masks found in the ocean

The Coronavirus Pandemic has presented new challenges to every aspect of our lives, including serious environmental concerns. Although Ida Crown takes efforts to be environmentally conscious, such as introducing timed lights into the classrooms, there are always ways for our community to improve. Single-use masks, gloves, and bottles of sanitizer shielding us from the spread of COVID-19 are ending up on the streets, in the seas, and among wildlife. Our discarded waste is now strewn across parks, sidewalks, and roads, as people try to protect themselves and others from infection.

While it's understandable that sustainability practices backtrack in a crisis, said Richard Thompson, professor and director of the Marine Institute at the University of Plymouth, tackling the plastic waste crisis means not losing sight of the whole life cycle of a product — from design until end of life. Of course, disease and human life takes precedence, but we must not forget the long term dangerous effects of our environmental footprint.

Since the outbreak of COVID-19, medical waste generation alone has increased globally, a major threat to public health and the environment. For instance, Wuhan in China produced more than 240 metric tons of medical

wastes every day during the time of the outbreak (Saadat et al., 2020), which is almost 190 m tonnes higher than the waste pre-Pandemic (Zambrano-Monserrate et al., 2020).

Every month that the planet faces the coronavirus, an estimated 200 billion disposable face masks and plastic gloves are being disposed of and entering the environment (ACS Publications Environmental Science and Technology Journal). Not only can these synthetic PPE items hurt animals by entangling them, but they can also hurt and even kill animals who accidentally ingest them.

The WHO, and the CDC, as well as many physicians all agree that for everyday errands, wearing disposable plastic gloves is unnecessary during the COVID-19 outbreak. Instead, using hand sanitizer while out, avoiding touching your face, and then washing hands with soap and water when you get home is the most effective way to prevent contracting the virus from your hands.

Similarly, the WHO recommends that people wear reusable cloth face masks when going out in public — not surgical masks. Cloth masks can be cleaned and used over and over again, reducing the need (and disposal rate) of single-use masks.

Although the Pandemic will eventually end, our waste will prove detrimental long term. There are steps we as a community can take in order to benefit the future of our planet. Wear a reusable mask rather than a single-use one, washing it regularly will provide the same protection. If you are to use a single-use mask, ensure that you cut the strings to prevent dangerous effects on wildlife. Wash your hands regularly rather than wearing gloves, and refill your hand sanitizer bottles rather than discarding them. Our supplies for this Pandemic may seem disposable, but our planet is not. Do your part to protect your community, both during and after the Pandemic.

Band Resumes In-Person Practices

Continued from page 1

and have played them as some of the bell songs. Now, they are taking these songs—including *Together* by the Beatles and *Boulevard of Broken Dreams* by Geena--and practicing to play them live.

Veronesi stated: "I am excited that we are back in school and learning new songs to play. There is a diverse group of students who are passionate about their music and I enjoy working with them during either 5th or 6th period on Wednesdays."

Senior Noah Brody, a student involved in the effort to bring the band back to in-person playing, talked about the transition between band on Zoom and in school: "The change was hard considering that we had to get used to taking the equipment out if storage and setting it up before we could play instead of it already being ready in a room or our houses. However, we are getting used to it and it's all smoothed out. I'm excited to see where the band goes in the future and what other opportunities we can get to play."

Due to social distancing, the band has been meeting in the gymnasium so the instruments must be brought out to play which takes a bit more time than having them in their rooms on zoom.

Another key figure in the band is senior Moshe Lodkin. He is thrilled to be back in person and practicing playing the violin with the band and said, "Being back in person is great. Finally we can play and create together at the same time, and really feel the group dynamics working together. The transition has been seamless, it's so much easier to play and get real progress in person than over Zoom."

MAY 6, 2021

Op-Ed: Israel Should not be Criticized for the Vaccine Failures of the Palestinian Authority

By Isaac Shiner



Above: Michael Che makes joke about Israel's vaccine rollout

"Israel is reporting that they vaccinated half their population," said Michael Che during SNL's Weekend Update segment on February 20th. He continued, "and I'm going to guess it's the Jewish half." Now, this "joke" could - in my opinion - be "funny," but not for the same reason that Che likely found it funny.

In 1993, Israel and the Palestinian Liberation Organization (PLO), who represented the Palestinian people, agreed on their first set of peace negotiations. Part of this agreement, known as the Oslo Accords, included transferring certain administrative powers and responsibilities in the Palestinian territories from Israel to the newly established Palestinian Authority. Included in those administrative powers and responsibilities is "health," as mentioned in Article VI of the Declaration of Principles on Interim Self-Government Arrangements. The agreement that allows the Palestinians to govern themselves literally states that the Palestinian Authority is responsible for the health of the people in its territories. Thus, it's

on the Palestinian Authority - not Israel - to provide vaccines for the people in its territories.

The SNL joke is only ironic because, once again, the derelict Palestinian Authority is failing its people. While Israel purchased sufficient vaccines for its people, including Arabs, the Palestinian Authority did not.

Further, according to Kan Public Broadcaster, an Israeli media source, Israel generously offered to vaccinate Palestinian worshippers at the Temple Mount area. However, Palestinian Authority President Mohamoud Abbas refused the offer claiming

concerns that it would give Israeli officialdom a presence in the Al-Aqsa Mosque area. Then, Israel reportedly offered that the vaccines be administered by only Arab-Israeli paramedics wearing clothes that do not identify them as part of Israeli medical establishments. Again, that offer was refused by President Abbas.

So, the SNL joke is only ironic because, once again, the derelict Palestinian Authority is failing its people. While Israel purchased sufficient vaccines for its people, including Arabs, the Palestinian Authority did not. Then, Palestinian Authority President Abbas refused Israel's offer to vaccinate Palestinians at the Temple Mount. So, perhaps, the Palestinian Authority should fulfill its duties to take care of the health of its people. Maybe next week, in his Weekend Update, Michael Che could joke on how President Abbas is serving in his 16th year of a four-year term.

MAY 6, 2021

Science Across Grades

By Sarah Friedman

I interviewed a freshman and a senior, both interested in science, to see the similarities and differences between upperclassmen and lower classmen.

This is an interview with freshman, Benny Lowenthal. Benny is a freshman who has been involved in STEM for many years. Recently he has been interested in the hardware of computers. I asked him a couple of questions about his newest project, building a computer.

How long have you been working with computers and specifically how long have you been working on building computers?

I've been interested in computers for a couple of years now, but when I had more time in the beginning of 2020, I got a lot more interested in computers. My most recent project was actually building my first computer which consists of a 6 core 12 thread AMD processor with a Radeon RX570 Graphics card, which I do hope to upgrade to something more current.

What are you building and how did you create it?

There are 8 main parts you need to build a computer. You'll need a CPU and CPU cooler, a motherboard, at least a stick of RAM, an SSD or hard drive, a GPU, a power supply and a case.

The CPU is the heart of the system, it runs the commands. With such a hard task the CPU gets hot that's why it needs a cooler. There are two different ways of cooling the CPU: First method is through using copper heat pipes to transfer the heat away from the CPU the fans will blow out the heat. The second is through using liquid cooling this has also the same idea as the air cooling but instead of using copper the liquid coolant transfers it to the radiator and the fans of the radiator will blow the heat away.

The motherboard is the host of the computer, it interacts with every part of the computer. The motherboard's main purpose is to deliver power and signals through the computer. The RAM is the short term memory of the computers, so to run a single chrome tab you'll need about a terabyte of RAM. Next is the SSD or hard drive. This is where all of your storage is. The main difference between a hard drive and a SSD is that the hard drives are a lot slower than a SSD but have a bit more capacity than the SSD.

The graphics card or GPU is one of the most vital parts of a computer as it outputs the video and the quicker it does that the smoother it is. The power supply and case both speak for themselves as the power supply gets the electricality for the computer to work and the case surrounds your other component and ups it's look.

Do you hope to pursue computers as a career?

I actually do, as I would hope to be a computer engineer because I very much like playing around with computers and working with them in general.

If you could give your senior self a piece of advice what would it be?

If I could give my senior self a piece of advice to be up to date with my work.

Afterwards I interviewed senior, Noah Brody. Noah has been interested in STEM and continues to explore other extracurriculars relating to math and science. He has been involved with the robotics team, has taken many STEM classes, and hopes to pursue a career in this field after high school.

What influenced you to start coding?

My brother and father both work in the computer industry, so I have always been interested in computers. Then freshman year, I took a STEM class and found a passion for coding and engineering. That's when I really started to take coding and engineering seriously.

How long have you been 3D printing and specifically how long have you been working on this project?

I have been working with 3D printers since 7th grade, and working on a lot of projects that rely on that skill. Last year the school, a small group of 4-6 students joined an international robot and coding competition called botball. In this competition teams would have to build and code robots from scratch which could complete tasks around a board. For example picking up and moving foam cubes or picking up Pom poms from holes, etc. we started working on

the robots around the second semester last year.

What are you building?

The team and I are building two robots that work together to accomplish the most goals possible. Each robot is equipped with several sensors to help direct it across the board to make it completely autonomous.

Have you participated in coding more during the pandemic?

Due to the pandemic, botball was canceled/postponed, however Benny Grey and I continued to work on coding the robots. And over time when I was bored during quarantine I would look at the robots and continue working on them.

I also signed up for an online class at Harvard CS50, which is an intro in coding class. Here we learned several coding techniques, memory allocation, and several coding and computer ideas and 5 computer languages. The class also involved a web and game development section. This kept me busy during the pandemic.

Do you hope to pursue computers as a career?

I plan to major in Mechanical and Aerospace Engineering, which deal more with building and designing hardware. I do plan, however, to minor in Computer Engineering which deals with software.

If you could give a freshman interested in coding a piece of advice what would it be?

1. Take a stem course at ICJA early in your highschool career as then you can learn in the STEM lab the rest of your ICJA experience.
2. Make friends with Mr. Keller, the STEM/chemistry teacher, and Mr. Sears, the physics teacher. They are two genius, supportive, teachers who can help you along your path and help you learn and flourish in the STEM field.
3. One of the best ways to learn is to self study and have self projects. It's very important to start small. it's easy to just keep enlarging your idea but at first keep it small and complete small goals at a time.
4. Finally be patient, because you can't learn

MAY 6, 2021

Senior Reflections

By Simone Miller

As Ida Crown's class of 2021 concludes their high school experience, I asked several seniors to share with me their future plans and reflections on the past four years. Here are their responses:

What are your plans for after high school?

Alyssa Amrami: I plan to spend my gap year in Israel at Midreshet Harova. I then plan to attend IDC's international school of psychology in Herzliya.

Benny Grey: I'm going to study at Yeshivat Lev Hatorah in Israel and then college.

Dave Holman: I plan on attending Oakton Community College next year.

Elie Gaffen: I plan to attend UIUC and pursue a double major in political science and communications.

Yael Appel: I am going to Machon Maayan for a gap year in Israel and then I am attending UIC for college.

Enon Gurvich: Yeshivat Sha'alvim for one year and then YU.

Tali Yeger: I'm going to a religious Mechina next year in Sderot, Israel, near the Gaza Strip. Mechina translates to preparation, and it is preparation for the army, which I plan on joining after. After the army I hopefully have the motivation to continue pursuing an education and enter into the medical field, which has always been my dream. I want to mix medicine and technology or engineering and potentially be a medic in the army.

What is one thing you will always remember from high school?

Alyssa: Winning the RASG Miami tournament as a sophomore. It was 1 am, yet I never felt so awake in my life.

Dave: Playing baseball.

Elie: How my relationships with others slowly built up over time and how things changed over the past four years.

Yael: My friends because without them my experience in high-school wouldn't have been

as fun or interesting.

Enon: The amazing teachers and staff members.

Tali: The challenges I faced in high school from my community and friends because it taught me to become stronger and confident.

What is an accomplishment you are especially proud of from high school?

Alyssa: Being voted to the Chicago Prep Conference all-conference team last year.

Benny: Winning most improved player Sophomore year in baseball.

Dave: Being the person to bring energy to school and brighten my friends' days.

Yael: That I was on the basketball and soccer team for all four years of high school.

Enon: Getting the senior class to agree on a grade sweatshirt (if it works out).

Tali: The writing pieces from Mrs. Arons' class. She taught me to be a versatile and good writer, and some of my pieces made it into Charlotte's Web, which I'm very proud of because some of them were really personal and allowed me to be vulnerable.

Share a favorite memory from the past few years.

Alyssa: The ICGC silent disco.

Benny: Watching the Purim spiel on senior night with the entire grade.

Dave: Sitting outside in the sun during Mr. Cooper's class.

Yael: Going on the Mami Jewish girls basketball tournament: it was something special and I am so happy I was able to participate

Enon: Learning all of Derech Hashem with Rabbi Stromer.

How have you changed over the course of the past four years?

Alyssa: I feel that I have grown to think more analytically and creatively. I was privileged to learn AJSP with Mrs. Yitzchak and Rabbi Kurtz, who introduced unique concepts in

Judaism which serve as the foundation of my faith to this day.

Dave: Throughout high school, I have learned to care less about other peoples' opinions and to be more true to myself.

Elie: I have changed from always wanting to fit in and be like everyone else, to developing my personality and being proud of who I am.

Enon: I've developed maturely and religiously, and I've soaked up knowledge and wisdom, and I've discovered how to continue forward in life.

Tali: I matured throughout high school and learned to care less about negativity. I've become happier because I found myself more and more, and I feel that I'm more prepared for college now.

What advice would you give to future freshmen?

Alyssa: I would urge future freshmen to follow their instincts- there is nothing to be afraid of: join the soccer team if you are interested. Take the honors class if you feel that you can handle it. Don't let any fear hold you back.

Benny: Challenge yourself by taking difficult classes.

Dave: "You do you" and don't worry about what others think. Don't stop doing something if people are judging you; if you enjoy something don't worry about other peoples' opinions.

Elie: Be yourself--as cliché as that sounds. Every person is unique and special but very few people learn to embrace their uniqueness.

Yael: High school definitely provides a challenge and you should push yourself beyond your limits. Enjoy the challenges because they will make you stronger, and then you will be able to do anything you set your mind to.

Enon: Maximize your extracurriculars— those define your highschool years more than what you do in class.

Tali: You need to live in the moment. Also, find a way to live up to your potential without relying on others. Find good habits young so that you can continue to be the best you can be after high school. I also think it's very important to be different and be okay with being different.

In-Person Sports Resume

continued from page 2

of their season, on senior night, the Aces suffered a close loss to the Yeshiva.

Even though the season was shorter than normal many players were happy to just play and have a team. Junior point guard Joey Cohen said he "really enjoyed the time I got this year with the seniors. It was nice to have the feeling of family and camaraderie that comes with the team."

The boys baseball team began the

season with a new cross-town tournament against Rochelle Zell and the newly formed Yeshiva baseball team. The baseball team has a full schedule planned with over sixteen games, contrasted to last year's zero games due to Covid. Senior third baseman Zeke Zwelling said he's "so excited for baseball. Basketball was cut short because of Covid, but knowing that baseball is having a full season and even starting a tournament is a great ending to my four years at Ida Crown."

Ida Crown's newly formed boys soccer team also has a full season planned. The

team lost their first game to Rochelle Zell but hope to improve as the season goes on and players gain more experience. Even after the loss many players are excited to finally have the opportunity to play highschool level soccer for Ida Crown. As Junior Amitai Kakon said: "After many years of talking to administration I am happy to finally have a boys soccer team and hope it can continue for years to come."

A return to sports marks the beginning of a return to normalcy in Ida Crown and hopefully next year can be an even more complete year of sports for the Aces.

MAY 6, 2021

Keshet Programming Update

By Hadassah Bernstein

Keshet continues to bring education and fun for its students this year despite the pandemic.

In August of 2020, Keshet operated as a hybrid system where there were two groups of students, called pods, that attended school twice a week and met over Zoom the rest of the school week. However, as of Thanksgiving break, they have returned to online school.

Each student attends classes from 8:30 a.m. until 2:45 p.m.. Tova, a junior in the Keshet program, explained her daily schedule and an important class to her. She stated, "I am a part of the reading group and Morah Shirley reads *Charlotte's Web* to the students and I follow along in my book. When we finish a few chapters, we watch the movie and fill out our packet of reading comprehension questions."

Keshet students also work on their vocational and life skills, which are modified this year, so that they can keep up with the curriculum from a normal school year. They also spend time together every morning

davening.

All of the Keshet programmings are also online such as their peer buddy programming with Ida Crown students, their recreation events, and their Sunday school.

Keshet has recreation programs on Zoom and Tova explained, "On Monday night I do drama and on Thursday I do Keshet Peer Buddies and music."

Keshet Peer Buddies allow Ida Crown students and students from Keshet to come together and do fun activities with each other. "I feel happy because I love to talk and socialize with my peers and teachers on Thursday at 7:00 pm for Peer Buddies," Tova stated. "It means a lot to me that my friends come even with so much homework and long days of school." Birthdays are also celebrated during the meetings of Keshet Peer Buddies.

Junior Maya Wasserman, a Peer leader said, "I have been involved in Keshet for years and I have loved the opportunity at Ida

Crown to continue to grow my relationship with the Keshet program and its students. I love that I am still able to connect with them during this crazy time."

There are many differences between Keshet this year and last year. The students work at quiet places in their homes, rather than in classrooms at school. The students also miss the events and programming that Ida Crown does involving Keshet.

Sarah Paul, a teacher at Keshet, stated, "I miss the Peers popping into my classroom and the pizza party in the beginning of the year with all of the Keshet students and peers."

Even though Keshet is different this year because of the pandemic, Lori Zisook, the Program Director, said, "We are working to make sure that the students continue to learn, gain life skills, and grow this year."

Getting to Know a Department Chair: Mrs. Kraft

By Sarah Friedman

Welcome to Getting to Know a Department Chair, where we will be getting to know the department chairs around the Academy.

This week, I interviewed Mrs. Kraft, the Tanach Department Chair, Israel Guidance Counselor, and one of the Machanot.

What is your job as the Tanach Department Chair and when will a student come to you?

I oversee the department, which includes many different responsibilities: supporting the teachers in the department, reviewing and revising the Chumash and Navi curriculum in each grade, making sure the students are learning successfully in each class, etc. Student would come to me if they wanted to request a track change or to help resolve an issue with a teacher.

Do you do anything at ICJA in addition to being the Department Chair?

I am one of the Machanot for the girls, a program in which we strive to enhance the culture and spirituality of the female community in Ida Crown, combining fun, Torah and chesed. I am also an Israel Guidance Counselor for the girls, which is similar to

College Guidance, but instead of helping the students choose the colleges that are the best fit for them, I help them choose the seminaries in Israel that are the best fit for them to attend during their gap year. I guide the girls in determining what their goals are for their year in Israel and in finding those seminaries that would help them achieve those goals.

Where did you grow up and where did you teach before Ida Crown?

I grew up in Lawrence, New York and I attended SKA High School for Girls in Long Island. I subsequently taught there my first year as a teacher, and then taught in MMY and Sha'alvim for Women in Israel, and then in Ma'ayanot Yeshiva High School for Girls in Teaneck, NJ.

Now for some fun facts, what is your favorite color, food, hobbies, and books in Tanach?

My favorite color is orange. My favorite foods are frozen yogurt and sushi. Outside of school I love spending time with my family (my husband and five children), jogging, and reading novels. My favorite books in Tanach are Bereishit and the Sifrei Emet (Iyov, Mishlei, and Tehillim).

If you could teach any two classes that you do not currently teach at Ida Crown, what would they be and why?

These classes currently have other great teachers, and I wouldn't think of taking their classes away from them, but I would really enjoy teaching Bereishit, because I just love the sefer. It would be interesting to teach psychology because I find it fascinating, and I majored in it in college, but I'm not really qualified to teach it.

What genres of books do you like to read and do you have a fun fact about one of them?

I'm very open to different genres, but my favorites are historical fiction and realistic fiction. One fun fact about my reading is that it took me twenty years (1999-2019) to finish the first Harry Potter book! I started it in high school and just wasn't interested in it (it seemed like it was for little kids!), so I put it down and didn't pick it up again until this past summer, since my kids were reading it and obsessing over it. And then it took me about 2 months to finish the rest of the series!

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Drones in Quarantine

By Ezra Landman-Feigelson



Above: Aerial shot of downtown Chicago (Ezra Landman-Feigelson)

These last few months I had been spending a lot of time on social media, due to the stay at home order. I began seeing astonishing Drone footage of Chicago from perspectives I had never seen before, which immediately enticed me into owning a drone. For my 18th birthday my family gave me a drone, allowing me to capture astonishing photos from the air. However, Chicago has tight regulations when it comes to Drone Photography. Chicago's drone laws went into effect following an array of drone related incidents in the last decade. The law states that a drone may not fly over 400 feet in the air and cannot fly within 500 feet of a water intake facility out in Lake Michigan. I felt that I was being restricted in my drone operations. I looked at Chicago's Municipal Code ordinance

10-36-400 which states the following

"Notwithstanding the prohibitions set forth in this section, nothing in this section shall be construed to prohibit, limit or otherwise restrict any person who is authorized by the Federal Aviation Administration to operate a small unmanned aircraft in city air space, pursuant to Section 333 of the FAA Modernization and Reform Act of 2012 or a certificate of waiver, certificate of authorization or airworthiness certificate under Section 44704 of Title 49 of the United States Code or other Federal Aviation Administration grant of authority for a specific flight operation(s), from conducting such operation(s) in accordance with the authority granted by the Federal Aviation Administration." This meant that if I obtained the proper FAA certification, I could

fly near the water intake facilities and fly above 400 feet in the respected areas.

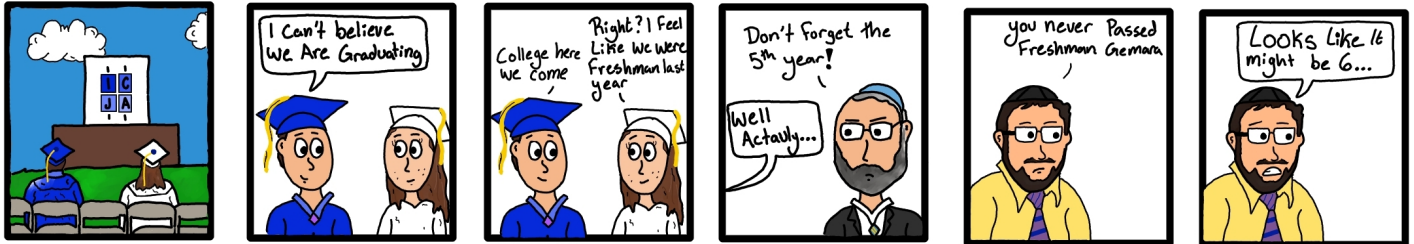
Around Labor Day, I began watching Youtube videos explaining how to get proper FAA authorization. Obtaining authorization would be through the Part 107 Exam, meaning if I passed the exam, I could fly by FAA's Part 107 rules. The videos taught me what would be on the test, what I should know, and what to look out for. I took the test over Chol Hamood and passed with an 82%. A week later, I received my FAA certification, allowing me to fly as a Remote Pilot under Part 107 Rules. Part 107 is required for commercial drone operations which allows Remote Pilots to sell their work. I am planning to improve my photography skills and soon start a social media presence, where I can sell my work.

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Ida Crown Through Cartoons

By Noah Brody

The Sixth Year



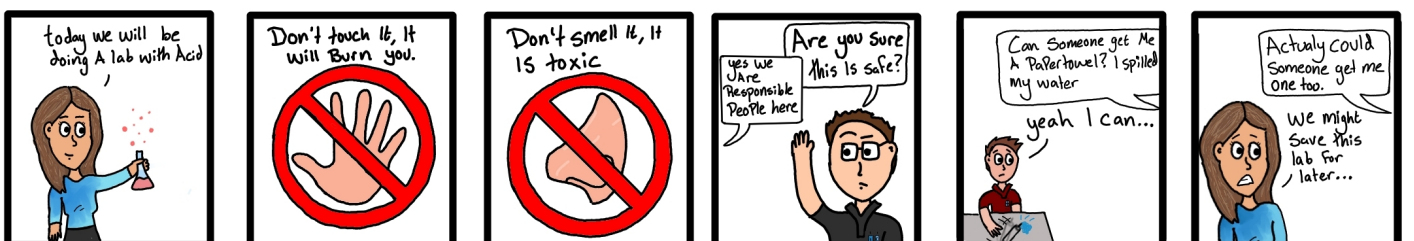
Mr. Sears' Drawer



English Class



A Dangerous Lab

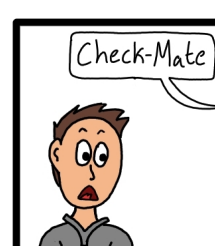
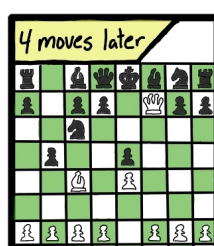


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Farewell and Goodbye



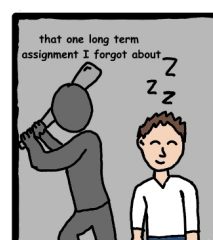
Chess Master



Late Notes



Long-Term Assignments

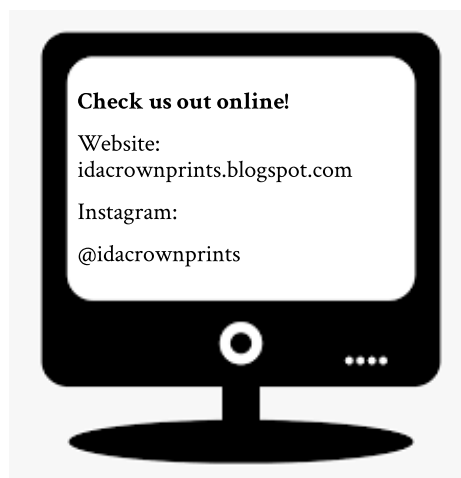


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End of Year Word Search

By Hannah Rothner

S Q L J U L P N R D T Q M T P
 S U P O O O E B E R L F A U N
 S Y M A O S L A T N D S T A O
 O Z L M L P K C R U L Q O M H
 V N N A E I A Z A S H X U Z O
 N A N G R R V F U Q I S V T M
 F I F U N E A I Q D U U A A E
 F B L F N E C F H N R I H A W
 H C A E B E A H T K W M S H O
 E T Q P C W T X R V E G M M R
 X Z R R S O I E U P M A C O K
 T M E R R M O X O M H T J Y Y
 L A Q A Z J N V F K B V U F Q
 M L A G B A O M E R X Q V E U
 Y O M Y I R U S H A L A Y I M



APs
 finals
 icecream
 nohomework
 summer
 yomhaatzmaut

beach
 fourthquarter
 Israel
 pool
 sun
 yomyirushalayim

camp
 fun
 lagbaomer
 Shavuot
 vacation

Find the word in the puzzle.

Words can go in any direction.

Words can share letters as they cross over each other.

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