Our educational leadership boasts decades of quality service in both the yeshiva system and the non-sectarian sector. The staff eagerly work together to constantly expand their knowledge base and to improve their methods.

Every child is observed and his level of achievement is thoroughly examined prior to entry in order to create an appropriate educational plan. That plan is reassessed continuously in order to verify its effectiveness.

Curriculum planning and the corresponding selection of activities incorporate the specific goals of the individual students. Suggestions of related service providers are implemented in a seamless fashion, reinforcing the objectives many times over throughout the day.

Visuals, multi-sensory activities, brain breaks, as well as kinesthetic and systematic teaching methods are employed in order to provide optimal instruction.

Gesher enhances the effectiveness of established programming by adapting to the goals of our students.

We have researched and obtained intervention based curriculums. Methods that have proven successful in support of the struggling student have been developed and expanded to be used classroom-wide. This allows us to use our skills and resources to effectively reach each learning style.

The teachers are constantly looking for ways to fine tune their classroom environment to address the needs of their students.

Weekly team meetings are used to formulate day to day plans for implementation of goals.

Children who were frustrated and often disruptive in their former settings are happy and confident, enjoying the taste of achievement and building on their successes.

But the Gesher experience goes beyond the classroom walls.

Our administration advocates for our children, representing them at IEP meetings and guiding the parents as they navigate the system.

School board representatives in all of our local districts share a mutual admiration and respect for our staff, which is a significant benefit for the students in our care.

Additionally, Gesher employs a director of student support and provides transition services.

Student supports include developing executive functioning skills, focus and attention training, behavior modifications, and general clinical intervention. These additional supports enhance and fuse all of the remarkable work of the teachers and related service providers.

Transition services are for post Gesher students and involve the parents, the new administration, and the new classroom teachers. This active participation by Gesher staff helps to ensure a continuously successful educational career socially, emotionally, and academically.