# Race and School Culture Deep Dive Communications Templates

## For Your Faculty

You may have heard from colleagues about a new initiative that our school has joined this month. Our school has joined a cohort of Jewish day schools from across North America in a Prizmah: Center for Jewish Day Schools Deep Dive on Race and School Culture. We are grateful to {insert names of faculty members participating here} for representing our school in the program and leading our internal work in this area.

The initiative, including a five-part series followed by consulting and collaborative opportunities, was created by Prizmah: Center for Jewish Day Schools, the network for Jewish day schools and yeshivas across North America. For the past five weeks, teams of educators and administrators from 39 schools gathered five times to explore questions such as: What is our “why” in equity work? What classroom and school climate best supports equity work? How can we create such a climate? Expert facilitators include Nishant Mehta, master educator and diversity, equity and inclusion trainer, as well as trainers from Facing History and Ourselves.

Prizmah designed this series as part of a multi-year approach to support schools to develop their own responses and learn from what other schools are doing. The vision for this work recognizes the deep responsibility Jewish day schools hold for nurturing future generations of citizens whose values inform all aspects of life, not just within the Jewish community.

Our team has already joined a peer-to-peer professional development community for sharing resources, asking questions and celebrating successes. We have the option to be part of a collaborative working group with colleagues from around North America to work on specific goals and next steps and choose from a curated list of prestigious consultants to move our school’s work forward.

We look forward to sharing more about this process with you as it continues to develop. Anyone interested in learning more is welcome to reach out to {insert school contact}.

## For Your Students

We often speak about our school’s mission as an exemplary school rooted in Judaism’s commitment to {insert your school’s mission and/or aligned values here, such as: kavod, human dignity, healing the world, caring for one another, etc}. This past month, our school joined 38 other Jewish day schools from across North America in a cohort working to embody this commitment. Our school is investing in this work because we believe {insert school’s mission and values} and we, as your teachers, are always learning. A team of leaders from our school is participating in a unique initiative on race and school culture in Jewish day schools and we invite your participation. If you would like to {insert ways they can participate, such as: help us plan, be a student representative in this work, train as a school culture ambassador, etc}, please reach out to {insert school contact}.

## For Your Parent Body and Board

We often speak about our school’s mission as an exemplary school rooted in Judaism’s commitment to {insert your school’s mission and/or aligned values here, such as: kavod, human dignity, healing the world, caring for one another, etc}. This past month, our school joined 38 other Jewish day schools from across North America in a cohort working to embody this commitment. A team of # leaders from our school is participating in a unique initiative on race and school culture in Jewish day schools.

{Insert quote from Head of School—capture something about how important the topic is to the school community, to the vision of the school, and how important it is to enable the school to fulfill its mission within the specific community and within the lives of students and families.}

The initiative, including a five-part series followed by consulting and collaborative opportunities, was created by Prizmah: Center for Jewish Day Schools, the network for Jewish day schools across North America. Over the course of one month, teams of educators and administrators from 39 schools gathered five times to explore questions such as: What is our “why” in equity work? What classroom and school climate best supports equity work? How can we create such a climate? Expert facilitators include Nishant Mehta, master educator and diversity, equity and inclusion trainer as well as trainers from Facing History and Ourselves.

Prizmah designed this series as part of a multi-year approach to support schools to develop their own responses and learn from what other schools are doing. The vision for this work recognizes the deep responsibility Jewish day schools hold for nurturing future generations of citizens whose values inform all aspects of life, not just within the Jewish community.

Upon conclusion of the live sessions conducted virtually, we have the option of joining a peer-to-peer professional development community for sharing resources, asking questions and celebrating successes; being part of a collaborative working group with colleagues from around North America to work on specific goals and next steps; and choosing from a curated list of prestigious consultants to move their school’s work forward.

“These schools care deeply about diversity, equity and inclusion,” said Paul Bernstein, CEO of Prizmah. “Many of them have already made substantial progress in their curriculum or internal behaviors to create meaningful, quality expressions of their commitment to antiracism.”

By embedding peer-to-peer learning into the sessions themselves as well as the follow-up engagements, schools are harnessing the power of being part of an effort that extends beyond the professionals on their campus. Educators and administrators from our community have much both to gain and to contribute as they work together with leaders from other communities.

{Insert paragraph about your school’s work in antiracism.}

The Race and School Culture initiative is funded by the Jim Joseph Foundation, Lippman Kanfer Foundation for Living Torah and Crown Family Philanthropies.

## For the Press

{Insert your school name} Dives Deep into Race and School Culture

A team of # leaders from {insert your school} is participating in a unique initiative on race and school culture in Jewish day schools.

{Insert quote from Head of School—capture something about how important the topic is to the school community, to the vision of the school, and how important it is to enable the school to fulfill its mission within the specific community and within the lives of students and families.}

The initiative, including a five-part series followed by consulting and collaborative opportunities, was created by Prizmah: Center for Jewish Day Schools, the network for Jewish day schools across North America. Over the course of one month, teams of educators and administrators from 39 schools gathered five times to explore questions such as: What is our “why” in equity work? What classroom and school climate best supports equity work? How can we create such a climate? Expert facilitators include Nishant Mehta, master educator and diversity, equity and inclusion trainer as well as trainers from Facing History and Ourselves.

Prizmah designed this series as part of a multi-year approach to help schools move further towards overcoming implicit bias in education and developing critical consciousness and an anti-racist outlook. Schools construct deliberate environments for learning and therefore have a unique ability to increase a sense of belonging for Jews of color and diverse Jewish families in their communities. The vision for this work recognizes the deep responsibility Jewish day schools hold for nurturing future generations of citizens whose values inform all aspects of life, not just within the Jewish community.

Upon conclusion of the live sessions conducted virtually, schools will have the option of joining a peer-to-peer professional development community for sharing resources, asking questions and celebrating successes, being part of a collaborative working group with colleagues from around North America to work on specific goals and next steps, and choosing from a curated list of prestigious consultants to move their school’s work forward.

“These schools care deeply about diversity, equity and inclusion,” said Paul Bernstein, CEO of Prizmah. “Many of them have already made substantial progress in their curriculum or internal behaviors to create meaningful, quality expressions of their commitment to antiracism.”

By embedding peer-to-peer learning into the sessions themselves as well as the follow-up engagements, schools are harnessing the power of being part of an effort that extends beyond the professionals on their campus. Educators and administrators from {insert school} community have much both to gain and to contribute as they work together with leaders from other communities.

{Insert paragraph about XXX school’s work in antiracism.}

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"At a moment when our country is reckoning more seriously with our legacy of racial injustice than it has in decades, the Jewish community must confront our own responsibilities, both to Jews of color and as part of our broader national commitment to diversity, equity, and inclusion for all Americans,” said Aaron Dorfman, President of Lippman Kanfer Foundation for Living Torah.