



# PRIZMAH

Center for Jewish Day Schools

## JEWISH PHILANTHROPIC VALUES

Read the values below and select the 2 that inform your giving.

### TIKKUN OLAM: REPAIRING THE WORLD

I want to create a more just world

We are here to make a difference, to mend the fractures of the world, a day at a time, an act at a time, for as long as it takes to make it a place of justice and compassion where the lonely are not alone, the poor not without help; where the cry of the vulnerable is heeded and those who are wronged are heard. - Rabbi Jonathan Sacks

### GEMILUT CHASIDIM: COMPASSION

I give because I care about others

Anyone who gives tzedakah to a poor person with a scowl and causes him to be embarrassed, even if he gave him a thousand zuz [coins], has destroyed and lost any merit thereby. Rather, one should give cheerfully, with happiness [to do so] and empathy for his plight, as it is said (in Job 30:25), "Did I not weep for the unfortunate? Did I not grieve for the needy?"  
- Mishneh Torah, Gifts to the Poor, 10:4

### TZEDAKAH: RIGHTEOUS GIVING

Jewish tradition requires I give

[Fortune] is a wheel that revolves in the world, and in the end he or his children or his children's children might [have to] accept charity. Let no man think: "Why should I diminish my wealth by giving it to the poor?" For he should know that the money is not his, but rather [it was given to him as] a trust, with which to do the will of the One Who entrusted the funds to him.  
- Kitzur Shulchan Arukh 34:1

### AREYVUT: RESPONSIBILITY

I have an obligation to others

We read in the Haggadah that "in every generation, we are commanded to see ourselves as one leaving Egypt." This is because slavery wears a different cloak in different generations, and we have to see ourselves, see it for ourselves, and understand it in order to help those who are currently stuck in its grasp. - Rav Tiferet Berenbaum

## PHILANTHROPIC IMPACT

Place yourself on each of the following spectra based on the impact you want your giving to have in the context of this giving circle.

**SUPPORTING A SPECIFIC  
GROUP/POPULATION**

**SUPPORTING THE ENTIRE  
SCHOOL COMMUNITY**

1 2 3 4 5 6 7 8 9 10

**SUPPORTING MY  
SCHOOL'S NEEDS**

**SUPPORTING THE DAY  
SCHOOL ECOSYSTEM**

1 2 3 4 5 6 7 8 9 10

**ADDRESSING IMMEDIATE  
NEEDS**

**WORKING TOWARDS LONG  
TERM CHANGE**

1 2 3 4 5 6 7 8 9 10

# **Initiative A:**

## **JEWISH DAY SCHOOL ALUMNI VIDEO CAMPAIGN**

### **Goals**

- Articulate the impact of Jewish day schools on individuals, communities, North America, and beyond through powerful stories
- Engage investors, Federation and Foundation partners to raise the profile of Jewish day schools on the North American Jewish communal agenda
- Deliver useful tools and messaging to schools to articulate the impact and grow enrollment and fundraising

### **Format**

This series will include several (15-25) 60-90 second stand-alone videos of individuals, families, and groups talking about the impact of day school on their lives, career choices, and communities. This will include a diverse group of notable alumni, community leaders, intergenerational family alumni groups, and groups that can tell a story by location or interest (heads of school, non-profit leaders). These videos will all be professionally shot and edited with b-roll from schools and music. We also hope to create a compilation video with clips from the series to provide a more comprehensive message about the impact of day schools.

### **Stakeholders & Partners**

In order to achieve maximum impact and reach, as well as to provide the most useful set of tools and messaging to the field to promote day schools, Prizmah is working with current and former federation and foundation professionals, field partners, school alumni/development professionals, and the interviewees themselves to create engaging and meaningful content.

### **Messaging**

There are many messages and stories that will be woven throughout this video series. Some of the themes and messages that we hope to tell will be:

- Jewish day school enabled me to be (a) successful (leader) in...
- Jewish day school connected me to my Judaism and impacted the way I connect to my Jewish community today

- Jewish day school inspired me to want to lead/give back to the Jewish community (for communal professionals and donors)
- Jewish day schools are essential to thriving communities
- Jewish day school inspired and supported my creativity
- Jewish day school inspired me to make the world a better place (social justice, Tikkun olam)
- Jewish day school connected me to and educated me about Israel
- Jewish day school helps me fight antisemitism

## **Initiative B:**

# **RACE AND SCHOOL CULTURE**

Since the summer of 2020, there has been an international reckoning with racism. Educational leaders are grappling with how to have meaningful and appropriate discussions to facilitate building cultures of equity and belonging both internally and within our broader communities. While serving the field in this way, Prizmah is deeply committed to investing in our own organizational growth in this area.

### **Goals**

- Create deep, meaningful, and quality expressions of commitment to this work that grow out of the mission, vision, and values of each school
- Improve schools' intentional approaches to create cultures of belonging
- Understand tools and approaches that can be specifically tailored to each school's culture and community
- Increase belonging for Jews of color and their families in day school/yeshiva communities

### **Format**

- Cultures of Belonging Project Director joining the Prizmah team
- Race and School Culture Reshet - a peer-to-peer professional development community for sharing resources, asking questions, and celebrating successes
- 4 Collaborative Groups - a Prizmah Collaborative is a working group of Jewish day school leaders from multiple schools around North America working on specific goal-oriented next steps:
  - Teaching bias in an elementary school classroom
  - Developing a professional development plan around race and school culture
  - Addressing aspects of race and school culture work unique to Orthodox communities
  - Engaging stakeholders in race and school culture work
- A curated list of prestigious consultants is available to every school in the field and Prizmah pays for the first 4 hours of consultation
- Intentional curation of resources housed in Prizmah's Knowledge Center

## Stakeholders & Partners

- JFNA - Rabbi Isaiah Rothstein
- JEP - [Judith Talesnick](#)
- UJA-Federation NY - Chavie Kahn
- 47 schools and growing
- Facing History and Ourselves
- BetterLesson
- Khazbar Consulting

## **Initiative D:**

# **MENTAL HEALTH IN JEWISH DAY SCHOOLS**

Mental Health has thankfully been acknowledged as a prerequisite to learning and thriving, and as such, has been given more and more attention in day schools. What is now needed urgently is training and support for the adults in the buildings so they can model, teach, and sustain positive mental health in Jewish day schools. At Prizmah, we offer online discussion groups, collaboratives for school counselors, special programming and webinars on this topic for educational leaders, and even a virtual mental health summit.

Recognizing that mental health training is not limited to school counselors, Prizmah has expanded our work to support school administrators as well and the need is growing so fast that even our latest program that we developed with Bamidbar is selling out too quickly!

Funding in these areas would enable us to develop and offer the highest quality effective programming for school leaders without needing to charge them as much, enabling us to support more schools more effectively.