



## DEIJ Framework

Adopted March 2021

### Our Diversity Statement:

CESJDS is a learning community committed to diversity and inclusion. Our commitment to diversity and inclusion emanates from the School's core values of *K'dushah* (Holiness), *V'ahavta L'rei-akha* (Loving your Neighbor), *Kehillah* (Community), and pluralism. Our community is intellectually and morally strengthened when many different voices, viewpoints, and backgrounds learn with and from each other. We facilitate experiences to educate students towards a richer understanding and appreciation of diversity so that they are better prepared to contribute meaningfully to the diverse world in which we live.

The CESJDS DEIJ (Diversity, Equity, Inclusion, and Justice) Enduring Understandings have been created as a framework for teachers and administrators to guide student learning and conversation around these topics. Our work in diversity, inclusion, equity, and justice is guided by the following principles, which inform our curriculum and manifest throughout a student's experience in our school. These **DEIJ principles** flow from CESJDS's Mission Statement, Core Values, and Portrait of a Graduate:

- **Tzedek Tzedek Tirdof (Justice, Justice you shall pursue):** Individuals are obligated to pursue justice and engage in **Tikkun Olam (social responsibility)**, repairing the world, and making it more compassionate, just, and peaceful.
- **B'tzelem Elokim (each individual is created in the image of God):** Each individual is unique and has inherent value, having been created in the image of God. Our recognition that we are created in the Divine image leads us to ensure all members of our community feel respected and accepted for who they are.
- **Rahamim (Compassion):** Respectful curiosity and compassion for and with our neighbors can open the door to meaningful dialogue about diversity, breaking down barriers, and building a more open and equitable society.
- **Derekh Eretz (ethical decency):** A just and equitable society is reflected in the systems and opportunities equally applied to and available to all, recognizing a deep commitment to ethical decency and recognizing privilege and bias as they influence our day to day interactions.

# Student Learning Outcomes

## Identity

Lower School	<p>Students will demonstrate self-awareness, confidence, family pride, and positive social identities as having been created in the image of God.</p> <p>Students will demonstrate understanding and appreciation that identity** is a rich mix of national, regional, cultural, ethnic, religious, gender, sexual orientation, socioeconomic, age, ability, body image, educational background, family of origin, language, learning style, and beliefs.</p> <p>Students will develop a positive self-image and a well-adjusted social, emotional, and spiritual life.</p>
Upper School	<p>Students will develop positive social identities based on their membership in multiple groups in society and develop language and historical and cultural knowledge that affirm and accurately describe their membership in identity groups.**</p> <p>Students will recognize that people's multiple identities interact and create unique and complex individuals as they are shaped over time by our experiences, history, culture, and context in deep and meaningful ways.</p> <p>Students will express pride, confidence, and healthy self-esteem without denying the value and dignity of other people to ensure all members of our community feel respected and accepted for who they are.</p>

## Diversity

Lower School	<p>Students will express comfort and joy with human diversity, use accurate language for human differences and form deep, caring connections across all dimensions of human diversity.</p> <p>Students will learn to respect divergent thinking to engage people of diverse backgrounds and beliefs in thoughtful discussion.</p>
Upper School	<p>Students will express comfort with people who are both similar to and different from them and engage respectfully with all people while developing language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.</p> <p>Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.</p> <p>Students will examine and respond to diversity by building empathy, respect, understanding, and connection while taking into account historically complex social, cultural, political, and historical contexts.</p>

## Equity and Justice

Lower School	<p>Students will begin to critically identify bias and empathize with the hurt bias creates.</p> <p>Students will recognize all people as individuals rather than representatives of groups and will identify stereotypes when heard or seen.</p> <p>Students will increasingly recognize privilege unfairness (injustice), have the language to describe unfairness, and understand that unfairness hurts.</p>
Upper School	<p>Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.</p> <p>Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination) while analyzing the harmful impact of bias and injustice on the world, historically and today.</p> <p>Students will recognize that power and privilege influence relationships on interpersonal, intergroup, and institutional levels and consider how they have been affected by those dynamics while identifying figures, groups, events, and a variety of strategies and philosophies relevant to the history of social justice around the world.</p>

## Action and Advocacy

Lower School	<p>Students will begin to demonstrate a sense of empowerment and the skills to act, with others or alone, against prejudice and/or discriminatory actions, words, and language, and exhibit empathy and compassion toward others.</p> <p>Students will demonstrate a commitment to social responsibility and action while advocating for, and having the confidence to stand up for, their Jewish values.</p> <p>Students will demonstrate understanding and appreciation for the foundations of the United States, our democracy, and values.</p>
Upper School	<p>Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias and will recognize their own responsibility to stand up to exclusion, prejudice, and injustice.</p> <p>Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.</p> <p>Students are actively engaged in the world around them and take action to confront bias and injustice while evaluating what strategies are most effective to do this work.</p>

\*\* Identity Groups as recognized by NAIS: national, regional, cultural, ethnic, religious, gender, sexual orientation, socioeconomic, age, ability, body image, educational background, family of origin, language, learning styles, and beliefs.