



THE
GOOD FIGHT
TOOLKIT

2019



ADL
NEW ENGLAND



THE GOOD FIGHT TOOLKIT

THE GOOD FIGHT

AN ADL FORUM ON CONFRONTING
ANTI-SEMITISM TODAY & TOMORROW

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You're Part of The Good Fight

This toolkit is a resource for the Jewish community and its allies, designed to support each of us as we participate in The Good Fight. We hope this guide will help you identify and respond to the many manifestations of anti-Semitism and to create a safe and just world. We offer you this toolkit to support you in the extensive, complex, and urgent fight against hate.

Within this toolkit, you will find a compilation of ADL resources to guide you in identifying, responding to, and reporting anti-Semitic incidents. Here, you'll find concrete guidelines for interrupting and reporting anti-Semitism in public spaces, schools, online, and in the media. We've provided the best ways to get in touch with ADL, as well as ways to contact our community partners.

Like all forms of hate, anti-Semitism will best be dismantled as a community. We encourage you to continue learning, continue advocating, and continue participating in The Good Fight.



**SHARE FACTS
SHOW STRENGTH
SPEAK UP**

SHARE FACTS

In order to effectively confront anti-Semitism, it is important to educate yourself and your community. This includes having a working definition of anti-Semitism, thinking about answers to complex questions, and uncovering new ways to understand and explore relevant concepts. In a fight as big as this, we oftentimes want to know exactly what to do or say. We believe that the most effective and relevant solutions to the manifestations of anti-Semitism arise from a commitment to continuous learning.



Understanding Anti-Semitism

Anti-Semitism can be defined as the marginalization and oppression of Jews. Parallel to all systems of oppression, anti-Semitism manifests as exploitation, discrimination, and violence, as well as dehumanization of the Jewish people based on stereotypes and disinformation.

Systemic anti-Semitism has existed since ancient times, originating as religious intolerance after Christianity became the central religious, cultural, and political force in medieval Europe. Following the development of "scientific" explanations for race, Jews were seen as a biologically inferior and distinct group, oftentimes a justification for isolation and expulsion.

Central to anti-Semitism is the myth that Jews are to blame for society's problems. Historical and contemporary depictions cast Jews as untrustworthy, disloyal, alien, greedy, and polluted. Throughout history, the scapegoating of Jews and the dissemination of these stereotypes have been used to uphold the institutions that create collective instability and insecurity in Jewish communities globally. Unlike other forms of prejudice and oppression, anti-Semitism simultaneously promotes Jews as powerful while blaming them during times of social, political, or economic anxiety.

But like all systems of oppression, anti-Semitism is more than individual prejudiced attitudes or isolated violent incidents. Anti-Semitism is an amalgamation of formal and informal policies and practices and the misguided beliefs used to justify the persecution of the Jewish people across time.

A Complex and Common Question

Is criticism of Israel anti-Semitic?

THE SHORT ANSWER:

Criticism of Israel is not always anti-Semitic, but it crosses the line when it: **delegitimizes**, or denies the Jewish people's right to self-determination, **demonizes** Jews, portraying them as evil or blowing Israel's actions out of sensible proportion, or when it holds Israel to a **double standard**.

THE LONG ANSWER:

Certainly, the sovereign State of Israel and its government can be legitimately criticized just like any other country or government in the world. Criticism of Israeli actions or policies—even harsh and strident criticism and advocacy— in and of itself does not constitute anti-Semitism.

However, criticism of Israel can cross the line into anti-Semitism. One way this happens is when criticism of Israel invokes traditional anti-



Jewish references, accusations and conspiracy theories. A clear-cut example is when Israelis are accused of crimes that are reminiscent of age-old anti-Jewish conspiracy theories – i.e. alleged Israeli/Jewish influence over governments, media and public thought or allegations of Israeli actions that are reminiscent of medieval blood libel.

Deeper bias against Israel and Jews may also be evident when Israel is held to a different standard than any other country in the world. Such an example is when critics of Israel question or deny Israel's right to exist, whereas, France or China or Iran's right to exist is rarely in question, simply because there is disagreement with their policies.

A more complex manifestation of this is when critics of Israel advocate policies which would effectively lead to the demise of the Jewish character of the state – such as calls for a "one-state solution" for the Israeli-Palestinian conflict. This potentially affects all Jews who have a religious, spiritual or nationalist connection to the Jewish homeland and would lead to the end of Israel as a Jewish state.

Finally, it should be noted that even if strident anti-Israel activism is not motivated by anti-Semitism, at times, these campaigns create an environment which make anti-Semitism more acceptable.

Why People of All Ages Should Be Fighting Hate

Young people are witnessing and experiencing manifestations of hate and need support in understanding and responding to these injustices. Not engaging young people in conversations about big social problems and events doesn't shield them from the impact. In fact, leaving young people of all ages out of the dialogue does everyone a disservice—an opportunity for learning, processing, developing language, and thinking critically passes by.

Our country has a long history of youth-led movements that brought about significant social change. Young people have advocated for child labor laws, voting rights, civil rights, school desegregation, immigration reform, climate change and LGBTQ+ rights. Through their actions, the world has changed. Because young people often have the desire, energy, and idealism to do something about the injustice they see in the world, they are powerful agents for change.

But young people don't have to be engaged in 'traditional' activism to have an impact on our society. School culture and curriculum help shape young people's lives and minds. If young people are outfitted with the knowledge and language to connect individual acts to larger systems of oppression, they are much more likely to push back against things they know are wrong and do so effectively.

While we can't always control what young people hear, see, think, learn, and know, we can validate their right to engage with and interrogate the world. Protecting our young people doesn't come from shielding them from the tough or painful conversations. It comes from reminding them that as long as there's injustice, it's everyone's responsibility to push for change.



Family Conversations about Current Events

Anti-Semitism Today



For additional tools to facilitate intergenerational conversations about hate, visit adl.org/education and locate *Table Talk: Family Conversations about Current Events* or scan the QR code below.



Questions to Start Conversations with Young People

- Have you seen or heard about anti-Semitism in your school community, the news, or online?
- How do you feel when you see or hear manifestations of anti-Semitism?
- How do you think this impacts the Jewish community and the larger society?

Questions to Dig Deeper

- Have you noticed an increase in bias, hate, and oppression? Can you tell me more about that?
- What do you think we should do about anti-Semitism and other forms of bias and injustice?
- Do you talk with your peers about anti-Semitism or other forms of bias and hate? What are those conversations like?

Speak Up

- What can we do to help? What individual and group actions can help make a difference?

Symbols of Hate



To learn more about the origin and current use of hate symbols, visit ADL's Hate on Display: Hate Symbols Database. www.adl.org/hate-symbols or scan the QR code below.



Questions to Start Conversations with Young People

- What are symbols and how do they play a role in your life?
- What hate symbols have you seen or heard in your community or online? What are your first thoughts and feelings when you see them?
- Have you ever seen a swastika or other hate symbol at your school? What happened?
- How do you think hate symbols make others feel, especially those who are targeted by them?
- Have you ever seen or heard about someone getting rid of a hate symbol or doing something else about it?

Questions to Dig Deeper

- What do you think we should do about hate symbols—either as individuals or as a community?
- What impact do you think hate symbols have on our society?
- How can we prevent hate symbols from being written or drawn?



SHOW STRENGTH

Mobilizing our community and those of our allies requires sharing clear actions to take when combating anti-Semitism and all forms of hate. While different situations call for different responses, we know that being prepared makes navigating a challenging situation more manageable.

Responding to Anti-Semitic Language

One common way systems of oppression are upheld is through language. Below are effective ways to respond to anti-Semitic remarks. Remember to consider your physical safety before deciding whether to engage.

STRATEGY #1: Ask a question.

- What do you mean?
- Do you mean everyone who is _____, or are you speaking of someone in particular?

STRATEGY #2: Explain impact.

- When you say that, it is really damaging to an entire group of people.
- Statements like that reinforce systems that really harm people.

STRATEGY #3: Broaden to universal behavior.

- I don't think that's a _____ thing. I think lots of different people have that quality.
- You can't make a generalization about any one group of people based on your interaction with one person.
- Every human is deserving of respect and decency.

STRATEGY #4: Connect to a historical context.

- What you're saying actually feeds into a really old stereotype...
- That language supports a legacy of disrespect, violence, and oppression...
- Let me explain how that language was historically used to talk about people...



Reporting Incidents of Anti-Semitism

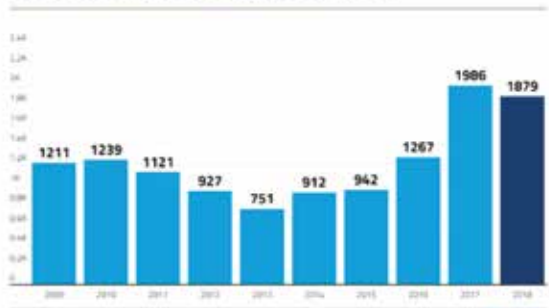
Being prepared to report anti-Semitic incidents is important. It makes individuals and communities more secure and empowers us in challenging moments. Here are tips for reporting anti-Semitism and other forms of hate in **public spaces, schools, online, and in the media**. We encourage you to always contact ADL.

How to report incidents to ADL:

1. **If you fear for your safety or the safety of others, call 911 or contact your local police department immediately.**
2. Go to adl.org/reportincident.
3. Fill out the form, including what happened, a detailed description, and the remedy that you are seeking.
4. If you have any supporting materials, such as a website link, photo, or video, attach them to the report.
5. Fill out details about the location of the incident and your contact information.
6. An individual from an ADL regional office will call you to follow up.

ADL tracks anti-Semitic incidents and includes them in our annual audit. Your report will help ADL keep accurate data, determine trends, and combat anti-Semitism. You can find our most recent audit at adl.org/audit2018.

Anti-Semitic Incidents: U.S.
Over the Last Decade | 2009-2018



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Reporting Public Incidents:

1. **Document** the incident. If you discover anti-Semitic graffiti or posters, take a photo of the scene.
2. **Report** the incident to authorities, if you feel safe doing so. Ask police to take an incident report. Although you may be eager to remove offensive content, we recommend you wait until police investigate. Even if authorities determine that the action was not illegal, you are ensuring that some type of follow-up will take place.
3. **Complete** ADL's online incident report form (adl.org/reportincident). ADL staff can provide support and advice.
4. **Report** incidents of graffiti or flyering to a representative of the building or public space on which you find them.
 - For graffiti on public transportation, call the MBTA (617-222-1212).
5. If possible, **turn** the incident into a teachable moment. Organize a small gathering, event or conversation on the topic of mutual respect and understanding for all religious, racial, ethnic, and social identity groups. A collective message against anti-Semitism and all hate can be very powerful.



Reporting & Responding to School-Based Incidents

1. Students and/or families should report incidents to school principals, guidance counselors, and other administration officials.
2. **Report to ADL** to document the incident and receive necessary support.
3. Ask schools for their **updated policies** on bullying, cyberbullying, harassment, and other prohibited in-person and online behavior.
 - Policies should clearly include anonymous in-person and online reporting procedures, and consequences for violations of prohibited behavior and for acts of retaliation.
 - Schools should have a developed **data collection** protocol consistent with state standards to track the types and frequency of incidents.
4. Ask schools for their plans around transparent **communication** to the school community after an in-person or online bias incident. Remember that transparent communication about an incident should still maintain respect for students' privacy.
5. Ask schools what **mental health** or social service professionals are available for school community support.
6. Discuss plans for **ongoing anti-bias educational programs**.

For more information on ADL's education programs, [visit **adl.org/education**](https://adl.org/education) or scan the QR code below.



Reporting Online Harassment:

1. If you sense you are in danger, call 911.
2. Document any harassment by taking screenshots and saving web addresses.
3. File a report with the FBI Cyber Incident Reporting platform.
4. When reporting harassment to the FBI, include as much information as possible in a single report. Save any case numbers, claim numbers or correspondence you receive.
5. Report hateful content to an online platform directly (i.e. Facebook, YouTube, etc.)
 - If there is no way to report a post through a platform's system, look for contact information and email them directly.
 - Please report the harassment to the platforms before you contact ADL, schools or employers, and retain the documentation and case numbers for reference.
6. Try to stop the harassment through blocking and muting users and disengaging from the conversation. You may have an impulse to engage, but those interactions are often not useful and escalate the issue.

ADL's Cyber-Safety Action Guide has more information about the policies and reporting options for specific websites and social media platforms.

Visit adl.org/adl-cyber-safety-action-guide or scan the QR code below.



Reporting & Responding to Media-Based Incidents:

- 1. Assess** media coverage. Before taking any action, determine whether the material you are concerned about is in fact anti-Semitic, or simply represents a viewpoint that differs from your own. If you are unsure whether content is anti-Semitic, contact ADL for guidance.
- 2.** If you suspect a news story misrepresents facts or contains an error, **review** the item carefully and check your facts before drafting a letter to the editor in response.
 - National and local Jewish organizations can help you to assess the accuracy of a news story and determine the most appropriate course of action.
- 3. Write** a letter to the editor and/or a brief comment in the publication's online comment section.
 - **Letters must be timely.** Allowing a week, or even a few days to pass before responding to an article will greatly diminish the likelihood of your letter appearing online or in the print edition.
 - **Write in response to a particular news item, editorial or op-ed.** In your letter, make specific reference to the story's headline and the date it appeared. Most newspapers/news sites offer online comment sections where you can allow your voice to immediately be heard.
 - **Be brief.** Many newspapers only accept letters for publication of 250 words or less. Review the publication's instructions for submitting a letter to the editor.

- **Do not personally attack the writer.** If responding to an opinion column or op-ed, you may refer in your letter to the writer by name, indicate that you disagree with his or her point of view, and explain why.
 - **Be sure to include your name, address and a daytime telephone number.** With the exception of online comment boards, most newspapers will not accept anonymous letters and will not publish a letter without first attempting to check the identity of the author.
4. Many newspapers, network news outlets, and some Internet news sites have a designated ombudsman or “reader’s advocate” – a staff member whose job is to address specific grievances of readers. If you feel strongly that a certain writer or columnist continues to unfairly portray the issues or facts, or you see a pattern of unfair bias in the publication’s coverage, a **letter to the ombudsman** may be another effective route.

For additional tools for advocating to the media, visit <https://www.adl.org/resources/tools-and-strategies/tools-for-advocating-to-the-media> or scan the QR code below.



Be an Ally



Allies are people who fight for justice alongside groups that are marginalized. Remember that the safety and freedom of the Jewish community is directly connected to the safety and freedom of all marginalized communities. Practice allyship for others, just as you want others to practice allyship for you.

1. Support targets, whether you know them or not.

Show compassion and encouragement to those who are the targets of biased behavior by asking if they're okay, getting help, and letting them know you are there for them. Ask what else you can do and make sure they know they're not alone.

2. Don't participate.

By refusing to join in when hateful behavior occurs, you are sending a message that you do not condone it.

3. Tell aggressors their behavior is unacceptable.

If it feels safe, tell the person behaving disrespectfully to stop. You can let them know at the time or later during a private moment. Whenever you do it, letting aggressors know how damaging their behavior can be may prevent them from behaving similarly in the future.

4. Ask for help.

Sometimes, you may need additional support in stopping the behavior. You may decide that law enforcement or an organization such as ADL is best equipped to confront the situation.

5. Be an ally online.

Hate happens online, too. All the rules above are just as important to follow when texting and on social media. So online and offline—do your part to be an ally to others.

Student Action

You are never too young to make a difference. Below are steps for action NOW!

- Help to organize an educational forum in school to talk about anti-Semitism and other forms of bias, hate and oppression. In the forum, explore and strategize about what can be done in school, your community or society at large.
- Start a public awareness campaign in school and online.
- Write a letter to your school or community newspaper about your thoughts and feelings about anti-Semitism and other manifestations of bias and hate. In the letter, explain what you think should be done about it.
- Write a letter to your members of Congress or state legislators (or to the school or local newspaper) that conveys your position about important issues and what you think should be done.
- Educate others by sharing information on social media, engaging in personal conversations.
- Search for or create hashtags on social media that have to do with social justice. Contribute to the conversation by adding your own thoughts and experiences and amplify other perspectives by sharing and liking.
- Connect with local or national organizations that are fighting bias and hate by working with them directly, joining their fundraising efforts, or volunteering. Organizations to consider are ADL, HIAS, and the U.S. Holocaust Memorial Museum. You can also connect with your local Jewish Community Relations Council or local Jewish Federation.
- Always remember that ADL New England is here to help you strategize and organize. **Call us at 617-406-6300.**



SPEAK UP

The anti-Semitism and hate we face in our communities exist beyond the spaces we navigate daily. The work to confront hate is both a local and a national issue, one that will require partnerships and relationships both within and beyond our district lines.

Tools for Continued Advocacy

Lobby Legislators

Federal, state, and local representatives want to hear from their constituents. When legislators are home in their districts, consider regular visits to make even a small constituency more visible and significant.

Invite Legislators to Speak at Your Event

Local legislators welcome opportunities to speak at community meetings or other events. Work with ADL New England to organize forums and voter education/registration initiatives with candidates.

Town Hall Meetings

Convene or attend a town hall meeting to convey the personal importance of fighting anti-Semitism to your legislators. Follow your legislators on Facebook or Twitter or sign up for alerts on their website to be notified of upcoming events. For a more in-depth and productive discussion, notify your legislator's staffer about the issues you would like to discuss in advance of the meeting. Consider connecting with the legislators to follow up with them after an event.

Get to Know Local Elected Officials and Candidates

Today's candidate for local office may be tomorrow's U.S. Senator. Although these officials and candidates focus on local issues, they can be important voices in support of the issues you care about.

Communication

While a face-to-face meeting is most effective, legislative staffers monitor the number of communications received in support of or in opposition to an issue. Communications on federal policy matters should be sent to a Congress member's Washington office.



Local elected officials are accessible and often amenable to meeting with constituents. Do not underestimate the importance of reaching out to them. Your voice and your vote matters.

- **E-mail.** Congressional and State offices respond to constituent e-mail. Be sure to include your home address, indicating that you live in the legislator's district.
- **Phone Calls.** When legislative action is imminent, many Congressional offices keep a tally of calls to gauge public sentiment in their district. Be prepared to supply your address to verify that you live in the district.

Call the Capitol switchboard, 202-225-3121, to connect to your federal legislator's office. Call the Massachusetts State House, 617-722-2000, to connect to your state representative or senator.

- **Written Notes.** If you prefer to write a handwritten note, faxing or emailing a scanned copy is preferable since increased security procedures cause delay in mail delivery to Capitol Hill and Beacon Hill. Be concise and state the purpose of the letter up front.

Reach Out to Legislative Staff

Aides frequently meet with constituents while legislators are called to vote or to attend committee hearings and meetings. Not only are they the legislator's eyes and ears, but staffers often move up to leadership positions themselves. Treat these meetings as you would a meeting with the legislator and communicate your message clearly.

Glossary

Ally: Someone who speaks out on behalf of or takes actions that are supportive of someone who is targeted by bias or bullying, either themselves or someone else.

Bias: An inclination or preference either for or against an individual or group that interferes with impartial judgment.

Bigotry: An unreasonable or irrational attachment to negative stereotypes and prejudices.

Cyberbullying: The intentional and repeated mistreatment of others through the use of technology, such as computers, cell phones and other electronic devices. Cyberbullying includes, but is not limited to, sending mean, hurtful or threatening messages or images about another person; posting sensitive, private information about another person for the purpose of hurting or embarrassing the person; and pretending to be someone else in order to make that person look bad and/or to intentionally exclude someone from an online group.

Discrimination: The denial of justice and fair treatment by both individuals and institutions in many arenas, including employment, education, housing, banking and political rights. Discrimination is an action that can follow prejudicial thinking.

Equality: Everyone having the same rights, opportunities and resources. Equality stresses fairness and parity in having access to social goods and services.

Equity: Everyone getting what they need in order to have access, opportunities and a fair chance to succeed. It recognizes that the same for everyone (equality) doesn't truly address needs and therefore, specific solutions and remedies, which may be different, are necessary.



Hate: Hate is an extreme dislike for something or someone. If that hate is based on an aspect of someone's identity (e.g., race, religion, gender/gender identity, disability, sexual orientation, etc.) it can result in interpersonal bias, discrimination, hate incidents, hate crimes and/or involvement in an organized hate group.

Hate Crime: A criminal act against property, a person or group where the victim is intentionally targeted because of their actual or perceived race, religion, sexual orientation, national origin, disability, gender/gender identity or ethnicity.

Hate Incident: A bigoted, biased, or prejudiced comment or action towards an individual or group based on race, religion, national origin, gender, gender identity, sexual orientation, disability, age, or other personal characteristics. Hate incidents are not criminal and have not broken the law.

Implicit Bias: The unconscious attitudes, stereotypes and unintentional actions (positive or negative) towards members of a group merely because of their membership in that group. These associations develop over the course of a lifetime beginning at a very early age through exposure to direct and indirect messages. When people are acting out of their implicit bias, they are not even aware that their actions are biased. In fact, those biases may be in direct conflict with a person's explicit beliefs and values.

Inclusion: An environment and commitment to respect, represent and accept diverse social groups and identities; an environment where all people feel like they belong. (In K-12 learning environments, inclusion can sometimes also refer to the practice of integrating students with disabilities into the classroom setting.)

Intersectionality: A way of looking at the overlap and intersections of people's social group identities (e.g., race, gender, class, gender identity, religion, sexual orientation, disability, etc.) and addresses the related and intersecting systems of bias, discrimination and oppression.

Microaggressions: The everyday slights, indignities, put-downs and insults that people of color, women, LGBTQ populations and other marginalized people experience in their day-to-day interactions. Microaggressions can appear to be a compliment but contain a “metacommunication” or hidden insult to the target groups to which it is delivered. They are often outside the level of conscious awareness of the perpetrator, which means they can be unintentional. These messages may be sent verbally (“you speak good English”), nonverbally (clutching one’s purse more tightly) or environmentally (symbols like the confederate flag or using American Indian mascots).

Prejudice: Prejudging or making a decision about a person or group of people without sufficient knowledge. Prejudicial thinking is frequently based on stereotypes.

Privilege: A term for unearned and often unseen or unrecognized advantages, benefits or rights conferred upon people based on their membership in a dominant group (e.g., white people, heterosexual people, males, people without disabilities, etc.) beyond what is commonly experienced by members of the non-dominant group. Privilege reveals both obvious and less obvious unspoken advantages that people in the dominant group may not recognize they have, which distinguishes it from overt bias or prejudice. These advantages include cultural affirmations of one’s own worth, presumed greater social status and the freedom to move, buy, work, play and speak freely.

Social Justice: A set of conditions and principles that ensure every person has equitable economic, political and social rights, access and opportunities.

Stereotype: An oversimplified generalization about a person or group of people without regard for individual differences. Even seemingly positive stereotypes that link a person or group to a specific positive trait can have negative consequences.



Partners in Responding to Hate

Fighting anti-Semitism and all forms of hate cannot be done alone. ADL believes that the cultivation of partnerships only makes our work stronger. We encourage you to reach out to community partners as we band together in this fight. For additional resources in your state, contact ADL New England.

ACLU of Massachusetts

617-482-3170

The ACLU defends the rights of individuals under state and federal law. They work on issues pertaining to criminal law reform, economic justice, free speech and expression, freedom of religion and belief, government transparency, immigrants' rights, LGBTQ rights, police accountability, privacy and surveillance, racial justice, reproductive freedom, voting rights, and women's rights.

Office of the Attorney General – Civil Rights Division

Civil Rights Hotline: 1-800-994-3228

617-963-2917

ago@state.ma.us

The Massachusetts Attorney General's Office is an advocate and resource for the people of Massachusetts whose civil rights have been violated, or who have suffered housing or employment discrimination.

Boston Mayor's Office

617-635-4500

mayor@boston.gov

The Mayor's Office heads a coalition of public entities that work to ensure economic equality, environmental standards, public safety operations, and the city's finances.

Lawyers for Civil Rights – Boston

617-482-1145

office@lawyersforcivilrights.org

Lawyers for Civil Rights fosters equal opportunity and fights discrimination on behalf of people of color and immigrants through legal action, education, and advocacy.

Massachusetts Commission Against Discrimination

617-994-6000

mcad@mass.gov

MCAD's mission is to eradicate discrimination in the Commonwealth by investigating and prosecuting complaints that occur in employment, housing, public places, access to education, lending, and credit. It also offers training to help prevent discrimination from occurring.

Massachusetts Immigrant and Refugee Advocacy Coalition (MIRA)

617-350-5480

MIRA is a dynamic and multi-ethnic coalition with more than 130 organizational members, including grassroots community organizations; refugee resettlement agencies; providers of social, legal and health services, faith-based organizations and civil and human rights advocates.

MBTA Incident Report

Transit police: 617-222-1212

Text tips to 873-873 during regular business hours

MBTA incident report is available as a resource to ensure current and future safe travel on all MBTA transportation.

NAACP - Boston

617-427-9494

info@bostonnaacp.org

The mission of the NAACP is to ensure the political, educational, social and economic equality and rights of all persons and to eliminate racial hatred and racial discrimination.



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We're here to help



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Contact the ADL New England office at boston@adl.org or 617-406-6300

Quick Guide

Speak up

- Make your voice heard. Name the hate and interrupt it when you hear it.
- Report incidents of anti-Semitism to ADL, community officials or local law enforcement.
- Ask your elected officials to listen and take action – sign a petition, call, write, and email them – let them know that this issue matters to you.

Share facts

- Share information, data, reports, and links.
- Make the truth known. Shut down rumors, tropes, and lies.

Show strength

- Have continuing conversations of understanding.
- Find ways to help others through volunteering your knowledge and time through community building activities.
- It is our responsibility, and privilege, to stand up for ourselves and act as an ally for other marginalized groups.



Report Incidents to ADL

If you fear for your safety or the safety of others, call 911 or contact your local police department immediately.



Go to adl.org/reportincident, or scan the QR code above.

**Thank you for joining us and
being a part of The Good Fight.**



@ADL_NewEngland



@ADL.NewEngland



@ADL_NewEngland



Anti-Defamation League

Contact the ADL New England office at
boston@adl.org or **617-406-6300**



www.adl.org

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