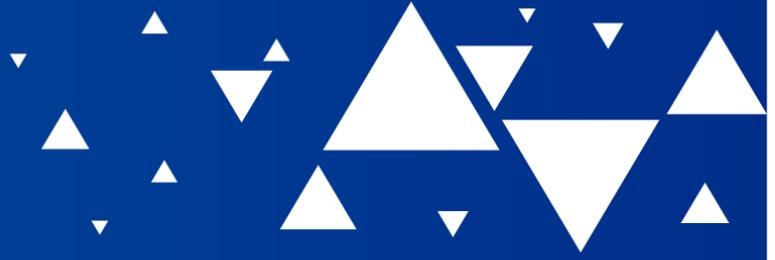




**JCRC**  
BAY AREA



## JCRC Guidance for Jewish Parents Organizing

Jewish parents are facing intense issues in schools and they are responding by working together. The key to organizing effective actions and sustainable movements is to be creative, empathetic, and solution-oriented—and to pay attention to what your group needs next. This JCRC Bay Area guide will walk you through the steps to make your group as effective as possible.

### FOCUS

From the outset, make absolutely clear **what** you're responding to and **who** you will be addressing.

You may find yourself facing:

- Individual antisemitism by a teacher or teachers and/or faculty
- Students safety on campus
- Problematic curriculum in the classrooms

You might want to address issues at:

- An individual school
- The elementary, middle or high school level or college
- School administration/district

### ORGANIZE

Next, identify what's important for your group and who will facilitate.

- Identify a “lead” person to centralize information gathering and dissemination
- If you want to address more than one issue, consider breaking into small groups to work on different areas
- Consider whether or not each issue should have a different “lead”
- Decide how often you will meet as a whole group and as smaller task forces
- Identify skill sets of group members and delineate tasks based on those skills, i.e. a writer, a speaker, someone with connections to a school board member, etc.
- Determine how your group will communicate and stay up to date with everyone's work

## SET GOALS

Once you've found your focus and organized your group, need to decide what you will accomplish and what specific outcome you're hoping for.

- What are your group's specific asks?
- What types of engagement will help?
- With which allies do you need to build relationships?

## STRATEGIZE

Plan out how you can best accomplish your goals.

- Set concrete deadlines:
  - What will you be doing in three-to-five days?
  - Two weeks?
  - 30 days, 60 days, 90 days, etc.?
- Think about a timeline of your group's needs:
  - Short term
  - Medium term
  - Long term
- Identify the steps needed to reach your goals
- Advocate for patience; Rome wasn't built in a day

## DOs and DON'Ts

- **DO** use this opportunity to strengthen community and bring people together across communities
- **DO** take care of yourself; you'll do better work if you rest, recover, and stay safe
- **DO** create structure, delegate responsibilities, and decide how you will communicate and coordinate (consider shared tools, such as Google or Dropbox, to organize your documents)
- **DON'T** have so much internal structure that you slow group decision-making
- **DON'T** try to do everything; focus on the issue(s) most important to you

## RESOURCES

- [Guide to Recognizing Problematic Rhetoric](#) (JCRC Bay Area)
- [Know Your Rights: Demonstrations and Protests](#) (ACLU)
- [Who are the Primary Groups Behind the U.S. Anti-Israel Rallies?](#) (ADL)

## CASE STUDY (EXAMPLE)

**Situation:** In this imaginary scenario, antisemitic harassment has occurred at your child's school when another student told them, "From the river to the sea, Palestine should be free." Your child doesn't think the teacher would understand why that statement is offensive and doesn't feel safe returning to the classroom.

- FOCUS – This was a case of student-to-student harassment. Your child deserves to feel safe going to school. You gathered a group of similarly minded parents to take this matter to the teacher and the administration.
- ORGANIZE – Gather your group. Choose a "lead." Organize talking points.
- SET GOALS
  - Goal 1 – Teacher training for the child's teacher to better understand the rhetoric used and how it is offensive
  - Goal 2 – Administrative support to reassure the community that the school is safe
  - Goal 3 – Disciplinary action against the student who used hate-speech at school; they should learn and do repair work
- STRATEGIZE
  - Makes sure the goals align with the student code of conduct as much as possible
  - Think about a timeline. For example:
    - Short term – child needs to feel safe and needs to know who to turn to if they don't
    - Medium term – statement from the school condoning hate-speech
    - Long term – education and repair work for the child using hate-speech