



COMMITTEE ON

EDUCATION & WORKFORCE

CHAIRMAN TIM WALBERG

ANTISEMITISM IN K-12 SCHOOLS

MAJORITY STAFF REPORT
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EXECUTIVE SUMMARY



In the wake of the October 7, 2023, terrorist attacks against Israel, antisemitism exploded across America's education system. In 2023 alone, antisemitic incidents in K-12 schools increased by 135 percent.^[1] This drastic uptick prompted the House Education and Workforce Committee to launch several investigations into school districts across the country.

135%

INCREASE IN ANTISEMITIC
INCIDENTS IN K-12
SCHOOLS

SOURCE: ADL

Under Chairman Walberg's leadership, the Committee opened investigations into Berkeley Unified School District (BUSD) in California, the School District of Philadelphia (SDP) in Pennsylvania, and Fairfax County Public Schools (FCPS) in Virginia. The Committee chose these school systems, which vary in size and geographic location, after receiving numerous reports of antisemitic incidents in each. As part of its investigation, on September 18, 2026, the Committee conducted a transcribed interview with SDP Superintendent Dr. Tony Watlington. In addition to K-12 school districts, the Committee investigated America's largest teachers' union, the National Education Association (NEA), over allegations of antisemitism.

The Committee is releasing documents obtained through its investigations into BUSD, SDP, and NEA, while continuing its investigation of FCPS. The documents released by the Committee support the following findings:

- **In SDP:**

- District curricula promote ideology justifying violent resistance and legitimize radical groups that incite antisemitism.
- Curricula train students, as early as second grade, to be far-left activists.
- Employees—from teachers to senior staff—foment antisemitism in the district. These same employees have been responsible for drafting district curricula.
 - After years of complaints, in September 2026 SDP told the Committee that district teachers and administrators will no longer write social studies curricula and that the district will be standardizing its social studies curriculum.^[2]
 - SDP also told the Committee that its social studies curriculum director is undergoing a termination proceeding.^[3] To the Committee's knowledge, no other employees have been adequately disciplined for spreading antisemitism.

- **In BUSD:**

- Ethnic studies lessons are littered with antisemitic resources along with the activist ideology that fuels contemporary antisemitism.

- The district itself has circulated resources that incite antisemitism.
 - BUSD approved an “Israel/Palestine” lesson set that whitewashes terrorism; teachers told colleagues that the curriculum could not be shared directly with families.
 - Staff and students raised money and collaborated with a group alleged to have ties to a U.S.-designated terrorist organization.
 - Employees, including senior officials, foment antisemitism across the district.
- **At the NEA:**
 - Amid a 2025 push by NEA members to cut ties with the Anti-Defamation League (ADL), an antisemitism watchdog, NEA internal documents showed that NEA was not working with the ADL because of the ADL’s recent efforts to combat contemporary antisemitism.
 - The union has repeatedly framed antisemitism only in the context of white nationalism or from an antizionist perspective, ignoring and alienating the many Jews who view Israel as a core part of their Jewish identity.
 - Since October 7th, the union has pledged thousands of dollars to Rethinking Schools and the Zinn Education Project, groups that are lead purveyors of antisemitic content into K-12 schools.

These findings will inform the Committee’s efforts to craft and consider additional legislation to address antisemitism in K-12 schools.

SECTION 1

**SCHOOL DISTRICT
OF PHILADELPHIA**



SDP, located in Philadelphia, Pennsylvania, is the ninth-largest school district in the United States and consists of 330 schools.^[4] Antisemitism sharply increased in the district after October 7th, leading the district to enter into a resolution agreement with the U.S. Department of Education in December 2024.^[5] However, as described further in this section, the district continued to teach curricula and employ individuals who incite antisemitism.

– FINDING –

→ District curricula promote ideology justifying violent resistance and legitimize radical groups that incite antisemitism.^[6]

- During a September 2026 transcribed interview with the Committee, Superintendent Watlington claimed that the district’s social studies curriculum complies with the district’s controversial issues policy and “does not indoctrinate students.”^[7] At the same time, the superintendent told the Committee that SDP would be standardizing its social studies curriculum in coming years with the help of “national experts[.]”^[8]
- The district’s world history curriculum^[9] features a unit devoted to “[r]esistance movements[.]” Students are directed to “honor” a resistance movement of their choice, with the Great March of Return—a Hamas campaign that featured deadly clashes—listed as one option.^[10]
 - This unit opens by encouraging students to embrace violent resistance, noting that “the decolonial fight in India wasn’t always peaceful[.]”^[11]
 - Teachers are then told to “take a deep dive” with students into the works of Frantz Fanon, who, according to the district, “argues that decolonization is in its very nature a violent process.”^[12] Anti-Israel activists often cite Fanon in justifying the terrorist group Hamas’ attack against innocent Israelis on October 7th as “resistance.”^[13]
 - Fanon is also taught in a unit about the evils of imperialism. The unit concludes that imperialism “has left a legacy of violence, inequality, and underdevelopment” that is important to understand “contemporary struggles for liberation and justice.”^[14]
- In another world history unit, students are tasked with creating an artwork that “embodies the concept of cultural resistance.”^[15] Students are taught the definition of “settler colonialism,” which the unit describes as having “taken place across many areas throughout the world” including “Turtle Island in the United States and Canada[.]”^[16]

- SDP’s lesson on the War on Terror concludes with an exercise from the Zinn Education Project—a biased^[17] resource—that asks students to label the U.S. and Israel as terrorists.^[18] The lesson also includes an extension reading about Edward Said, whose thought heavily influenced contemporary manifestations of antisemitism.^[19]
- Another lesson appears to whitewash the Nation of Islam, describing the radical antisemitic group as merely “controversial.”^[20] The ADL states the Nation of Islam “has maintained a consistent record of antisemitism and bigotry since its founding in the 1930s.”^[21] Similarly, the district lionizes Code Pink as an organization that “engage[s] in creative nonviolent actions[.]”^[22] After October 7th, Code Pink blamed Israel and justified Hamas terrorism.^[23]
- The district’s 2024-2025 instructional guide for social studies teachers revolves around **“decolonizing the curriculum,”** including geography, sociology, economics, and more.^[24] The theory promoted by this guide identifies Israel as a settler colonial oppressor against which violent resistance is justified.
- In a section about “Islamic Conquests and Jihad[.]” SDP assigns an article by the Yaqeen Institute, whose founder spreads antisemitic hatred.^[25] According to SDP, the article argues that “jihad is fundamentally about striving for justice and self-defense rather than unprovoked aggression.”^[26]



- SDP lessons repeatedly relied on materials from the Racial Justice Organizing Committee (RJOC), an organization led by SDP employees who have been central to fomenting antisemitism in the district.^[27] RJOC has declared that “[a]ll resistance is righteous” and claimed that “[t]here is no ‘both sides’ to apartheid, occupation, and genocide.”^[28]

- In one lesson based on RJOC materials, Philadelphia students color-coded aspects of their identities as “dominant” or “oppressed.”^[29] Students were then asked to share their results with the class.^[30] According to SDP, “dominant” identities include males, white people, and Christians, while “oppressed” identities include black people, LGBTQ people, immigrants, and “non-Christians.”^[31] SDP told the Committee that this unit was not “intended to be taught” in 2025-2026.^[32]
- Another lesson using RJOC materials introduced students to videos including “The White Supremacy of Being Asked Where I’m From” and a video about gender and sexuality that taught students about “zi/zir/zim” and “xi/xir/xim” pronouns.^[33] Students were asked to reflect on how the video they watched “relate[s] to oppression, privilege, and intersectionality[.]”^[34] SDP told the Committee that this unit was not “intended to be taught” in 2025-2026.^[35]
- Superintendent Watlington was not aware of the use of RJOC materials in the social studies curriculum. He told the Committee that the district’s use of RJOC materials was not an endorsement of the group.^[36]
- In September 2026, when asked about contemporary manifestations of antisemitism, Superintendent Watlington did not know whether it is antisemitic to claim that the State of Israel is a racist endeavor. Instead, he said it “depend[s] on context[.]”^[37] He likewise did not know whether it is antisemitic to compare Israeli policy to that of the Nazis and did not understand what it meant to apply a double standard to Israel not applied to any other democratic nation.^[38]

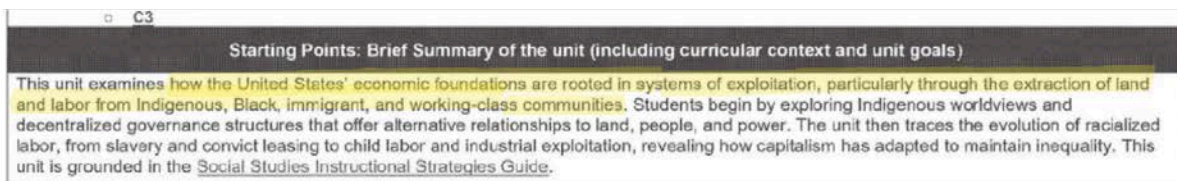
– FINDING –

→ SDP curricula train students to be far-left activists as as early as second grade.

- **Second grade students learn about “environmental justice,” climate activism, and “the impact of bias, injustice, and privilege on a global scale.”^[39] Key terms for the unit include “fossil fuels” and “injustice[.]”^[40]**
- Third-grade students learn the terms “intersectionality[.]” “ally[.]” and “social justice[.]”^[41] Elsewhere, SDP recommends a book introducing children to pronouns including “ey/em” and “ze/zir.”^[42]
- A high school economics unit claims that “[t]eachers and students need to question the ‘laws of economics’ that often mask the effects of extreme inequality[.]”^[43] It states that “[n]o industrialized country has a more skewed distribution of wealth” than the United States and proceeds to consider the “opportunity cost of military spending[.]”^[44]
- **A subsequent unit places “free market” in quotation marks and claims that supply and demand is a “fallacy.”^[45]**
- A unit on capitalism links capitalism to imperialism and colonialism and teaches students about “resistance” to capitalism.^[46] It states, “[t]he rise of capitalism has been closely intertwined with imperialism ... [which] led to the subjugation of peoples and the

extraction of resources from colonized lands.”^[47] Students engage in a role-play exercise about “wealth disparities and capitalist class structures.”^[48]

- A lesson on “American Economic Foundations” claims to examine “how the United States’ economic foundations are rooted in systems of exploitation, particularly through the extraction of land and labor from Indigenous, Black, immigrant, and working-class communities.”^[49] The unit further claims that “capitalism has adapted to maintain inequality.”^[50]



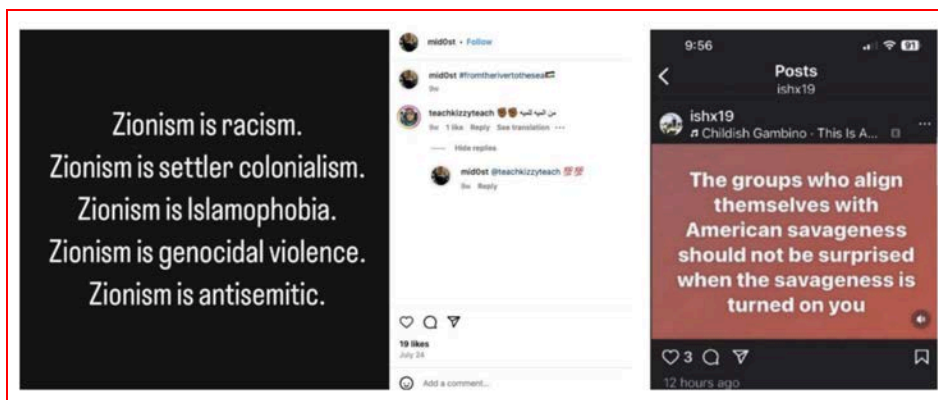
- A unit focused on American foreign policy asks as its first essential question: “What role does race and racism play in influencing the development of American Foreign Policy?”^[51]
- A unit on race and slavery includes an assignment in which students write letters supporting the teaching of critical race theory.^[52]
- A 12th-grade “Civics and Economics” unit asks, “How will we use antiracism & intersectionality as lenses during our study of Social Science this year?” and “How can we create a brave space that embraces antiracism and affirms the intersectional identities of everyone in the classroom community?”^[53] SDP told the Committee that this unit was not “intended to be taught” in 2025-2026.^[54]
- Many other examples have been reported publicly, including an assignment in which students are asked to “‘replace’ the national anthem after ‘critically examining race and racism.’”^[55]

– FINDING –

→ SDP employees—from teachers to senior staff—foment antisemitism in the district. These same employees have been responsible for drafting district curricula.

- District employees responsible for writing curricula incite antisemitism online and among their colleagues. These include director of social studies curriculum Ismael Jimenez, who has repeatedly rationalized violence against Jews, and a district teacher who also served as a 2025 curriculum writer and who believes that “**all resistance is righteous**.”^[56]
 - Similarly, in the wake of October 7th, SDP’s curricular specialists internally circulated deeply biased resources that demonize Israel, further raising concerns about the infusion of antisemitism into the curriculum.^[57]
 - When a colleague requested Holocaust and antisemitism resources in March 2025, SDP’s director of social studies curriculum avoided the request and directed the colleague to the Diversity, Equity, and Inclusion office.^[58]

- Two months after October 7th, SDP teachers sought to host a professional development session on “the colonization of Palestine[.]”^[59] The session was developed by two SDP teachers who have histories of fomenting antisemitism, with the apparent support of SDP’s head of social studies curriculum.^[60] After public backlash, the session ultimately was not offered.^[61]



- **After years of complaints, in September 2026 SDP told the Committee that district teachers and administrators will no longer write social studies curricula. Instead, the district will be standardizing its curriculum using “national experts[.]”^[62]**
 - The district’s chief academic officer, who previously served as its chief learning officer, is conducting a “comprehensive review” of the curriculum.^[63] Still, it is not clear whether existing district curricular specialists will be participating in standardizing the curriculum. In addition, the district’s former chief of curriculum and instruction is still employed by the district, and it is unclear if she will be involved in shaping the new curriculum.
- SDP told the Committee that its social studies curriculum director is undergoing a termination proceeding.^[64] To the Committee’s knowledge, no other employees have been adequately disciplined for spreading antisemitism.
 - The district’s Office of Human Resources is conducting a broad “lookback” of antisemitism complaints since July 2024, including social media posts.^[65] The lookback began in July 2026.^[66]
 - SDP determined that in some cases in the 2022 and 2023 school years, a hostile environment was created for Jewish students, according to Superintendent Watlington’s testimony.^[67] The Committee requested that those findings be made public.^[68]
- In 2022, the district’s head of social studies curriculum hosted a professional development series about “resistance in the Americas” featuring Sharif El-Mekki, reportedly a Black Panther Party member who supports school segregation, and Jesse Hagopian, an activist who regularly demonizes Israel.^[69] Superintendent Watlington told the Committee in September 2026 that El-Mekki helps SDP “grow teacher pipelines and support teacher development.”^[70]

- SDP has repeatedly partnered with the Council on American-Islamic Relations (CAIR) Philadelphia, including for a March 2023 “Equity in Practice” session.^[71] CAIR leaders have long trafficked in antisemitism. For example, the executive director and co-founder of CAIR national has said that he was “happy to see people breaking the siege” on October 7th, which was the deadliest day for Jewish people since the Holocaust.^[72]
 - In its March 2023 session for the district, a CAIR representative suggested that curricular materials be “reviewed for bias by qualified Muslim educators,” including CAIR.^[73]
 - Superintendent Watlington’s transition team included CAIR Philadelphia’s then-executive director, who while at CAIR taught a workshop titled “American Jews and Political Power: Myth or Reality[.]”^[74] Watlington told the Committee that he did not choose the members of his transition team.^[75]

SECTION 2

**BERKELEY UNIFIED
SCHOOL DISTRICT**



BUSD, located in Berkeley, California, consists of 20 schools.^[76] As with SDP, parents and students have lodged extensive antisemitism complaints against BUSD since October 7th.^[77] BUSD is also one of several California school districts that have embraced so-called “liberated” ethnic studies, a deeply contentious and ideological pedagogy that has been central to antisemitism allegations.^[78]

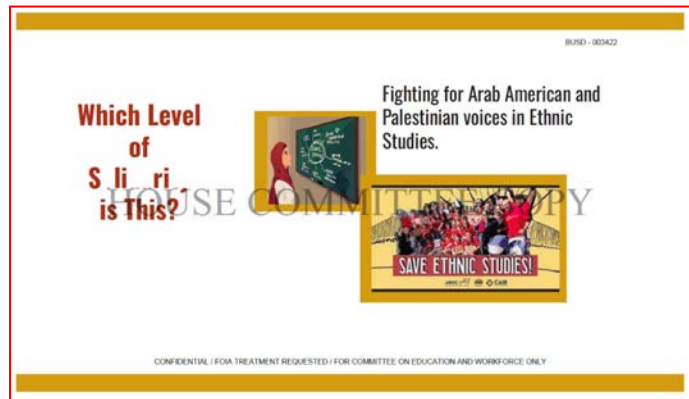
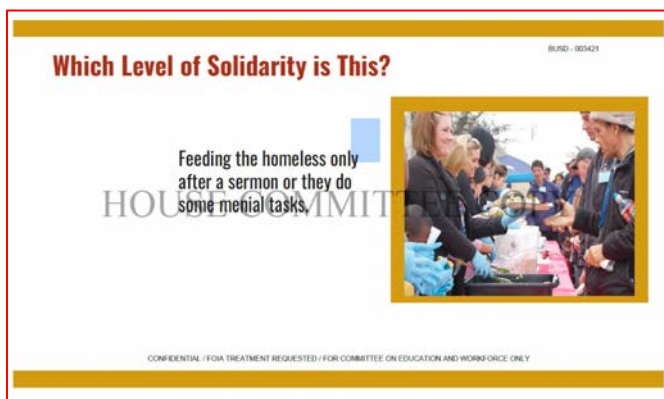
– FINDING –

→ **BUSD’s collaboration with the Liberated Ethnic Studies Model Curriculum Consortium (LESMCC)—an ethnic studies consulting group that promotes politicized curricula—resulted in lessons littered with antisemitic resources along with the activist ideology that fuels contemporary antisemitism.**

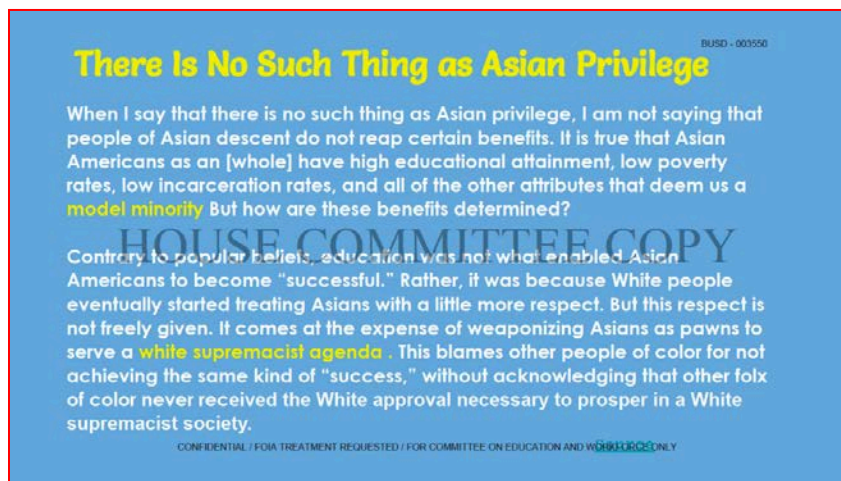
- BUSD has repeatedly collaborated with LESMCC since 2023.^[79]
 - In August 2023, BUSD agreed to pay LESMCC \$111,120 for ethnic studies curriculum writing, consulting, and professional development sessions.^[80] BUSD continued working with LESMCC during the 2024-2025 school year, approving \$9,840 for curriculum consulting in August 2024.^[81] LESMCC also proposed an additional \$9,960 engagement for the 2025-2026 school year.^[82]
 - BUSD collaborated with LESMCC on a ninth-grade Arab American Studies unit, a ninth-grade unit on “racial solidarity,” and ethnic studies units and lessons for third, fourth, fifth, seventh, and eighth grades.^[83]
- BUSD’s “liberated” **ninth-grade** Arab American Studies unit:
 - Features an “ancestor acknowledgment” of Helen Thomas, a journalist who resigned after saying that Jews should “get the hell out of Palestine” and “go home” to Poland and Germany.^[84] **BUSD’s lesson claims that [Helen] Thomas was making “good trouble” and that her remarks were “taken out of context[.]”**^[85] After resigning, Thomas claimed that “Congress, the White House and Hollywood, Wall Street, are owned by the Zionists.”^[86]
 - Includes a map of the Middle East with Israel labeled as “Palestine[.]”^[87]
 - Lionizes the activist professor Edward Said without acknowledging the role his thought has played in contemporary antisemitism or Said’s own antisemitism.^[88]
 - Teaches students that resistance is a form of “cultural wealth[.]”^[89]
 - Showcases a sympathetic video of an activist, Lara Kiswani, who has called for the destruction of Israel, among other antisemitic remarks.^[90]
 - Includes a poem that urges students to “keep your eye on the colonizer’s maps, geography’s twisted strands, the many colors of struggle.”^[91]
 - Features a study by the reported cofounder of an organization that celebrated the October 7th attack as “powerful” and “brave[.]”^[92]
 - Cites statistics from CAIR.^[93] CAIR leaders have long trafficked in antisemitism.^[94]

- Repeatedly cites Teach Palestine, a deeply biased resource that vilifies Israel, whitewashes terrorism, and spreads antisemitism.^[95]
- BUSD’s “liberated” **fourth-grade** ethnic studies unit:
 - **Asks children to define “covert resistance” and “overt resistance.”**^[96]
 - **Introduces the terms “colonization[,]” “decolonization[,]” and “settler[,]”**^[97]
 - Expects students to understand that history “is often presented from a colonizer’s perspective” and the importance of “decolonizing historical narratives.”^[98]
- BUSD’s “liberated” **fifth-grade** ethnic studies unit:
 - Features a unit on “Defining Democracy” that:
 - Seeks to “[c]ritique empire and its relationship to white supremacy, racism, patriarchy, cisheteropatriarchy, capitalism, ableism, anthropocentrism, and other forms of power and oppression at the intersections of our society[.]”^[99]
 - Includes four critical vocabulary terms: “Turtle Island[,]” “Indigenous[,]” “Colonization[,]” and “Democracy[.]”^[100]
 - Includes a lesson on “The Declaration of Independence and Road to Revolution” that:
 - **Claims the term “Founding Fathers” is “harmful because it does not acknowledge the Indigenous communities who lived here before colonization.”**^[101] **“These ‘founding fathers’ also created and upheld systems of racial and gender inequality[,]” the lesson adds.**^[102]
 - Sets out to “[c]hallenge imperialist/colonial hegemonic beliefs and practices on the ideological, institutional, interpersonal, and internalized levels[.]”^[103]
- BUSD’s “liberated” **seventh-grade** ethnic studies unit:
 - States that students will “critique systems of power and oppression, examining [their] historical impacts and [their] ties to white supremacy and systemic racism.”^[104]
 - Introduces students to the “seven pillars of colonization,” including “[k]illing cultures” and “[e]xploiting (abusing) the land[.]”^[105]
 - Students engage in a “resistance” project where they create a “community event for cultural preservation & decolonization[.]”^[106]
- BUSD’s “liberated” **eighth-grade** ethnic studies unit:
 - Features an “ancestor acknowledgment” of Huey Newton, who co-founded the Black Panther Party.^[107]
 - **Teaches students about “expressions of power,” including the example of “[w]hen a non-binary speaks up to remind a teacher which pronouns they use.”**^[108]
- BUSD’s “liberated” **ninth-grade** “Racial Solidarity” unit:
 - **Promotes the Boycott, Divestment, Sanctions (BDS) movement as an example of “embodied solidarity.”**^[109] The BDS movement singles out and demonizes Israel and seeks to undermine Jewish self-determination. Unit slides also feature a Palestinian flag with the words, “Land Back.”^[110]

- Contrasts “[f]ighting for Arab American and Palestinian voices in Ethnic Studies” with “[f]eeding the homeless only after a sermon or they do some menial tasks.”^[111]
- Lionizes the Young Lords and Black Panther parties in a slide about “Transformational Solidarity.”^[112] The Young Lords are “a militant Puerto Rican gang” who sought the “abolition of capitalism” and “armed self-defense and armed struggle [as] the only means to revolution.”^[113]



- Claims that Asian people are successful “because White people eventually started treating Asians with a little more respect.”^[114] The lesson also states that Asian people have been weaponized as “pawns to serve a white supremacist agenda.”^[115]



– FINDING –

→ BUSD has circulated resources that incite antisemitism.

- The top resource in the district’s Arab American Heritage Month teaching guide features the alphabet book, “P is for Palestine,” which includes selections such as “I is for Intifada.”^[116]
 - The guide also highlights groups such as the Arab Resource and Organizing Center and the Middle East Children’s Alliance (MECA).^[117] MECA is a deeply antizionist organization that routinely demonizes Israel, supports BDS efforts, and has been tied to a U.S.-designated terror group.^[118]
 - The guide lists Linda Sarsour and Edward Said as people to know; both have track records of antisemitism.^[119]
- After October 7th, BUSD shared an antizionist resource called “Challenging Anti-semitism [*sic*] from a framework of collective liberation[.]”^[120] The resource features a group called the Participatory Action Research Center for Education Organizing, which has repeatedly spread dangerous falsehoods about antisemitism.^[121]
 - BUSD also recommended a children’s book that reportedly erases Israel from its maps.^[122]

– FINDING –

→ BUSD approved an “Israel/Palestine” lesson set that whitewashes terrorism. BUSD teachers subsequently told colleagues that the curriculum could not be shared directly with parents.

- After Berkeley High School (BHS) ethnic studies teachers began teaching the lesson set, they quickly reminded colleagues they were “not at liberty to share the curriculum directly with families[.]”^[123] Earlier that year, BHS social studies teachers urged their colleagues to teach the lesson set.^[124]
- The lesson set—which appears to have been edited from its initial iteration but continues to be problematic—purports to be unbiased but legitimizes antisemitism and whitewashes terrorism.^[125] In addition to the concern that these lessons are being taught by teachers who are deeply biased against Israel,^[126] the lessons:^[127]

Thank you for your continued support and please don't hesitate to reach out to your child's Ethnic Studies teacher as questions or concerns arise. Please keep in mind that we're not at liberty to share the curriculum directly with families, as per the practice we use with ALL curriculum, but we hope you ask your kids about what they're learning and engage alongside them as they make sense of this complex world.

Warmly,

Universal 9th Grade Ethnic Studies Teachers

~

Vicki Augustine (she/her)
Berkeley High School
Co-Leader for U9 Physics
Leadership Hive Teacher Leader

- Claim that “from the river to the sea” can be “a call for freedom and peace.” This chant calls for the erasure of Israel.^[128]
- Avoid describing Hamas as a terrorist group—and more broadly do not mention the decades of terrorism waged by Palestinian terrorist groups against Israel.^[129]
- Paint the Israeli government’s self-defense after October 7th as disproportionate, without mentioning continued terrorist activity against Israel and Hamas’ use of human shields, among other factors.^[130]
- Pair a lesson about the Holocaust with an oversimplified lesson about the “Nakba” that presents a deeply contested narrative used to delegitimize Israel.^[131]

– FINDING –

→ **BUSD staff and students raised money and collaborated with a group alleged to have ties to a U.S.-designated terrorist organization.**

- District employees have repeatedly collaborated with MECA (Middle East Children’s Alliance), an organization whose K-12 materials perpetuate antisemitism by vilifying and seeking to delegitimize Israel.^[132] **The group has been alleged to have “fiscal and personnel ties” to the Popular Front for the Liberation of Palestine, a U.S.-designated terrorist organization.**^[133]
- In the spring of 2024, students at Martin Luther King Jr. (MLK) Middle School held a bake sale and “Palestinian bracelet sale” to raise money for MECA.^[134]
- After October 7th, an MLK Middle School teacher repeatedly urged colleagues to donate to MECA using her district email.^[135] She also circulated “[h]istory lessons” by MECA.^[136] On another occasion, she connected the school’s librarian with MECA.^[137]
- In March 2024, Willard Middle School teachers hosted the executive director of MECA at the school’s library after school.^[138]
- BUSD’s teaching guide for Arab American Heritage Month highlights MECA as a resource.^[139]



Middle East Children's Alliance (MECA) Counter-Terrorism Brief

The Middle Eastern Children's Alliance (MECA, EIN 94-3074600) is a California-based nonprofit that has injected >\$30M in aid to projects in Lebanon, Gaza, and the WB since 1988 under the ostensible mission of “protecting the health, lives and rights of children in the Middle East.” Its Alliance of Founding Advisors includes prestigious public and academic figures ranging from Maya Angelou to Maxine Waters, Noam Chomsky, and Sen. James Abourezk.

Our investigation of MECA has yielded evidence suggesting fiscal and personnel ties to entities associated with the Popular Front for the Liberation of Palestine (PFLP), which was designated as a Foreign Terrorist Organization (FTO) by the US government in 1997. In addition to its ties to PFLP fronts based in the Gaza Strip, MECA has of late begun facilitating fundraising for a network of extremist anti-government actors based in the United States. As NCRI exposed in an October 2024, report,² MECA has also penetrated the US public education system via its development of radical curriculum materials through the Teach Palestine project that are being taught in K-12 classrooms nationwide.

Ties to PFLP-Linked Entities

Open source analysis of MECA personnel and pages revealed that the veteran director of its Gaza programming is associated with a PFLP-linked entity, and facilitated a meeting between MECA’s founder and PFLP terrorist Leila Khaled.

- **MECA’s director of Gaza programming Dr. Mona Al-Farra** previously served as deputy director of the Union of Healthcare Worker Committees (UHCWC),³ recognized as early as 1993 by USAID as a PFLP front organization.⁴ Her author biography on CommonDreams likewise identifies her as a member of the UHCWC.⁵ Over the past two decades, al-Farra has retained close ties to other PFLP-linked

¹ <https://www.mecaforpeace.org/>

² <https://networkcontagion.us/wp-content/uploads/Entryism-20241015-V1.pdf>

³ <https://www.labournet.net/world/0406/mona1.html>

⁴ <https://ngo-monitor.org/ngos/union-health-workers-committee/>

⁵ <https://ngo-monitor.org/reports/union-of-health-work-committees-ties-to-the-pflp-terror-group/>

⁶ <https://www.commondreams.org/author/mona-el-farra>

– FINDING –

→ BUSD employees, including senior officials, foment antisemitism across the district.

- Days after October 7th, BUSD’s superintendent tasked the district’s ethnic studies lead to track down high school curriculum in the district that “affirm[] Jewish American students [*sic*] lives.” **A BUSD high school teacher responded that “some teachers don’t teach the Holocaust in depth anymore because it is so traumatic,”** adding that in her classes, she is **“connecting [her] curriculum on Settler Colonialism and Apartheid to what is happening in Palestine.”**^[140]
 - The same teacher invited an activist professor to teach students about “the history of Palestine” during the school day—including students who organized a walkout after October 7th.^[141] The speaker has normalized antisemitic violence online and in his university classroom.^[142]
- Five days after October 7th, BUSD’s ethnic studies lead agreed that “it is painful to watch everyone get on the Israel bandwagon as they prepare to genocide the people of Gaza.”^[143]
- BUSD elementary school teachers collaborated with the district’s ethnic studies lead on “Teaching Palestine” workshops.^[144]
 - The group’s “Children’s Reading Aloud List” features books that demonize Israel and erase Jewish history.^[145]
 - Group members circulated antisemitic resources, including a lesson that labels the entirety of Israel as Palestine. The lesson describes Hamas terrorists as “[f]ighters in Gaza[] who were angry about how Israel has been treating people in Gaza[.]”^[146]
 - The group hosted an author whose children’s book reportedly “erases both Israel and Jews.”^[147]
- Teachers and staff across the district—including its ethnic studies lead—have disseminated heavily biased or outright antisemitic resources and narratives.
 - When asked to provide “balanced titles” about “Palestine and Israel,” a librarian at BHS only provided deeply biased resources, including by an antisemitic author.^[148]
 - A librarian at Willard Middle School raised concerns about a series of books about the Middle East because they appear to be “downplaying the impact of historical/present colonial relationships.”^[149]
 - MLK Middle School added books such as “Ten Myths About Israel” and “The Hundred Years’ War on Palestine” to its library after October 7th.^[150]

- One year after October 7th, a teacher at MLK Middle School urged other teachers to “talk about Gaza in your classes today,” adding, “It’s been one year of genocide[.]”^[151]
 - In another email she advised that if teachers are sharing then-President Biden’s apology to Native Americans in class, they should “consider what this apology means in the context of Biden approving over \$20 billion in our tax dollars to provide military assistance to a state that’s been ethnically cleansing indigenous Palestinians[.]”^[152]
- When a group of district teachers and staff were editing lessons about Arab Americans, a BHS teacher raised concerns about including “the claim that Jewish people are indigenous to Israel/Palestine.” This, he said, “is a key point used to erase Palestinians as a people.” He also rejected “the overall framing of the State of Israel as a necessary refuge for Jewish people[.]”^[153]
- The district’s ethnic studies lead distributed a purported media literacy tool that featured Joseph Massad and Mohammed el-Kurd, legitimizing figures who have endorsed violence and incited antisemitism.^[154]

SECTION 3

**NATIONAL
EDUCATION
ASSOCIATION**



The NEA is the nation's largest labor union, representing more than three million public school educators and administrators.^[155] Following October 7th, antisemitism surged within the organization. Among other incidents, in 2025 NEA delegates voted to ban ADL materials.^[156] That year, the NEA's annual handbook also committed the union to educating members "about the difference between anti-Zionism and antisemitism."^[157] The handbook also featured a resolution about International Holocaust Remembrance Day that did not mention Jews.^[158]

– FINDING –

→ Amid a 2025 push by NEA members to boycott the ADL, internal NEA documents confirm that it was already not working with the ADL because of the ADL's recent efforts to combat contemporary antisemitism.

- In an internal memorandum on the resolution to cut ties with the ADL, the NEA's Executive Committee recommended against the boycott in part because **"ADL's recent actions raise serious concerns and NEA is not currently engaged in any work with ADL as a result of those actions."**^[159] The internal memorandum claims, for example, that the ADL has **"denigrated the Black Lives Matter movement."** The co-founder of Black Lives Matter (BLM) has called for the destruction of Israel, and numerous BLM chapters defended Hamas terrorism on October 7th.^[160]
- During the controversy over the NEA delegates' boycott vote, an NEA internal press summary of the ADL boycott resolution ignored the antisemitic nature of the resolution, stating instead that "[v]arious right-wing activists and groups have continued to pick up on and spin [the ADL resolution] as antisemitic[.]"^[161]
- Before NEA members voted to approve the resolution, an NEA staffer internally commented that it appeared the union was already complying with the boycott, stating, "I think we already do this and can consider this done?"^[162] They added that making the issue "a public [new business item] conversation might undo what we already do naturally." Another staffer agreed.^[163]
- NEA staff compiled an extensive document for senior union staff criticizing the ADL. The NEA told the Committee this document served to describe the perspective of supporters of the boycott.^[164]

– FINDING –

→ The NEA has repeatedly framed antisemitism only in the context of white nationalism or from an antizionist perspective, ignoring and alienating the many Jews who view Israel as a core part of their Jewish identity.

- At the NEA’s 2024 Conference on Racial and Social Justice, the conference’s session on antisemitism focused on the ways in which antisemitism is “weaponized” by “white nationalist movements[.]”^[165]
- In 2025, the Conference on Racial and Social Justice antisemitism session was led by an activist who organizes opposition to the International Holocaust Remembrance Alliance (IHRA) definition of antisemitism, which captures contemporary manifestations of antisemitism.^[166] Notably, the session discussed what antisemitism “is” and “what it is not.”^[167] Other conference sessions included “Christian Nationalist Threats to Public Education” and “Counternarratives to Dismantle Fears Against Muslim Students and Educators[.]”^[168]



SESSION A06	CHRISTIAN NATIONALIST THREATS TO PUBLIC EDUCATION	Room E145
PII Christian Nationalism is the belief that the United States was founded as a Christian nation, and that the roles of immigrants, people of color, Indigenous groups LGBTQ+ people, and religious minorities are of less significance than that of White cisgender Christians. We will provide an overview of Christian Nationalism and the threat it poses generally, and to public education specifically, particularly addressing policies that discriminate against LGBTQ+ people, religious minorities, and the nonreligious; that censor the curricula, and that authorize religious doctrine and proselytization. Understanding the challenge will empower participants to inform community partners and organize to resist and repeal these initiatives.		
SESSION A07	COUNTERNARRATIVES TO DISMANTLE FEARS AGAINST MUSLIM STUDENTS AND EDUCATORS	Room E148
PII What are common Muslim myths and perceptions that negatively impact Muslim educators and students? How can we use counternarratives to debunk dominant narratives regarding marginalized groups, such as Muslim educators and students? Participants will learn an example by understanding historical events and data on hate crimes against Muslim educators and students, including relevant terminology, the negative role of the media, dress code, teachers and students who identify (or won't identify) as Muslims, code-switching, and safety concerns in the classrooms. Participants will learn how to develop and write the beginnings of a counternarrative.		

- In 2024, the NEA implemented a resolution directing the association to highlight efforts to combat antisemitism “in education settings” by hosting a webinar about white nationalism. The webinar also addressed “Islamophobia, anti-LGBTQ+ and anti-Asian hate across the nation that is fueling white nationalist movements[.]”^[169]

- The NEA’s Center for Racial and Social Justice advised against implementing a resolution by the association’s Jewish Affairs Caucus that would help educators, students, and others identify and combat antisemitism because of the resolution’s use of the IHRA definition.^[170] In a briefing document,^[171] NEA staff wrote that the IHRA definition “has been used by racist, nationalist actors as a cover for their own anti-Semitism [sic] (e.g. Hungary, Poland, the Trump administration).”^[172]
- After the NEA advanced an International Holocaust Remembrance Day resolution that did not mention Jews, the NEA hired a consultant who advised the organization to limit information included in publicly released handbooks.^[173] The consultant also recommended that the NEA not revise previous years’ handbooks, stating that “in many ways [the handbooks] reflect the headlines.”^[174]
- In May 2024—prior to the vote by NEA members to boycott the ADL, among other controversies—NEA leaders were advised to “avoid action language calling on us to educate about anything historical” because “[t]he history of all things in the region is hotly contested[.]”^[175] Leaders were also advised that resolutions with the word “Palestine” were leaked to “right-wing Zionist media” as soon as they were posted, and therefore the NEA should withhold resolutions for a longer time.^[176] Finally, leadership was advised that keffiyehs are “a sign of support for Palestine” and should be allowed at association gatherings.^[177]

– FINDING –

→ **Since October 7th, the NEA has pledged thousands of dollars to Rethinking Schools and the Zinn Education Project, even as these groups are lead purveyors of antisemitic content in K-12 schools.**^[178]

- Rethinking Schools, which co-coordinates the Zinn Education Project (ZEP), is a leading purveyor of antisemitic resources in K-12 schools.^[179] **Days after October 7th, the group [ZEP] published a statement rationalizing Hamas’ terrorist attack by pointing to purported U.S. and Israeli “colonialism.”**^[180] Rethinking Schools advertises an array of deeply biased resources for educators on its website that demonize Israel, including a toolkit for educators to defend against “false accusations of antisemitism[.]”^[181] Another article on the website warns that the ADL “is not the social justice educational partner it claims to be.”^[182]
- In a 2024 memo advocating to continue the NEA’s partnership with Rethinking Schools, the NEA claimed that the partnership expands the union’s ability to “organize for racial and social justice in public education.”^[183] The memo further states that the NEA will connect its “educator-activist networks” with Rethinking Schools.^[184]

- A 2026 memo describes the NEA’s partnership with the ZEP in political terms, stating that “[t]he actions organized with ZEP are an impactful and effective counter to the **MAGA strategies to undermine public education and [the] democracy agenda[.]**”^[185] The memo details the NEA’s close partnership with the Zinn Education Project, including sharing “message guidance, art and comms support.”^[186] The ZEP also “frequently makes introductions, connections, and invites NEA into spaces with new and potential allies[.]”^[187]
- In a 2026 internal document that strongly advocates for the NEA to continue its relationship with the ZEP, NEA staff noted that the ZEP “**provides a wealth of resources for educators on topics [f]rom LGBTQ+ history, Indigenous history to Teaching Palestine[.]**”^[188] The NEA highlighted the ZEP’s “Teaching for Black Lives study groups” and “Teach Truth/Freedom to Learn Days of Action” as the “main resources” from the ZEP shared by the union.^[189]

Zinn provides a wealth of resources for educators on topics -from LGBTQ+ history, Indigenous history to Teaching Palestine- however, the main resources shared from NEA are:

- [Teaching for Black Lives study groups](#) and associated webinar offerings
- [Teach Truth/ Freedom to Learn Days of Action](#) organizing webinars, toolkits and associated resources.

CONCLUSION



The Committee's investigation reveals a troubling pattern in American public education. In school districts on opposite sides of the country, as well as within the nation's largest teachers' union, the Committee uncovered evidence that political activism has increasingly displaced educational neutrality and contributed to an environment in which antisemitism is minimized, excused, and even permitted to flourish.

The documents obtained by the Committee show that this problem extends beyond isolated classroom incidents. In Philadelphia and Berkeley, schools introduced students to lessons on oppression, colonialism, and "resistance." Employees responsible for educating students and developing curricula have pushed highly politicized views of Israel, while districts have relied on outside organizations and activists whose antisemitism raises serious concerns. At the NEA, internal records similarly show the nation's largest teachers' union distancing itself from established Jewish organizations and definitions of antisemitism while supporting organizations that promote antisemitic K-12 school materials.

Public schools should educate students, not enlist them in political causes. Parents should be able to trust that schools will educate their children without subjecting them to radical ideology. And Jewish students are entitled to the same protection from discrimination and harassment as every other student, regardless of whether hostility toward them is expressed in overt antisemitic terms or cloaked in political rhetoric.

These findings also demonstrate why transparency and accountability matter. Parents and the public have a legitimate interest in knowing what materials are presented to students, which outside organizations help develop those materials, and whether school officials are fulfilling their obligations to protect students from unlawful discrimination and harassment. The Committee will continue to use its oversight authority to examine these issues, consider appropriate legislation, and hold federally funded institutions accountable for compliance with federal civil rights law.

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- [3] *Id.* at 79.
- [4] *Data and Demographics*, THE SCHOOL DISTRICT OF PHILADELPHIA, <https://www.philasd.org/about/#datademographics>.
- [5] Letter from Rep. Tim Walberg, Chairman, H. Comm. on Educ. & Workforce, to Dr. Tony Watlington, Superintendent, School District of Philadelphia (Nov. 24, 2025), https://edworkforce.house.gov/uploadedfiles/philadelphia_doe_letter_11.22.25.pdf.
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- [7] *Interview of Dr. Tony B. Watlington, Sr., supra* note 2, at 117.
- [8] *Id.* at 73.
- [9] “Curriculum” in this section refers to documents that the Committee understands were intended to be taught during the 2023-2024 and/or 2025-2026 school years, unless otherwise stated.
- [10] SDP-003375 (on file with Comm.); SDP-003351 – SDP-003376 (on file with Comm.); *Resistance Choice Board*, SCHOOL DISTRICT OF PHILADELPHIA, https://docs.google.com/document/d/17meyziGdgqGkJ25BtZrGjL5SjL3qMnmSc_6twr0moys/edit?tab=t.0; *The Gaza March of Return: What You Need to Know*, ADL (Apr. 12, 2018), <https://www.adl.org/resources/report/gaza-march-return-what-you-need-know>.
- [11] SDP-003357 (on file with Comm.).
- [12] *Id.*
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- [14] SDP-003342 (on file with Comm.).
- [15] SDP-003213 (on file with Comm.); SDP-003208 – SDP-003236 (on file with Comm.).
- [16] SDP-003217 (on file with Comm.); SDP-003221 (on file with Comm.); *see also* SDP-002372 – SDP-002375 (on file with Comm.); SDP-002361 – SDP-002383 (on file with Comm.).
- [17] *The New York Times Jeopardizes People’s History Educators*, ZINN EDUCATION PROJECT (Sept. 22, 2024), <https://www.zinnedproject.org/news/nyt-on-aha-study/>.
- [18] Bill Bigelow, *What is Terrorism? Who are the Terrorists?*, RETHINKING SCHOOLS, <https://rethinkingschools.org/special-collections/whose-terrorism/>;

<https://rethinkingschools.org/special-collections/what-is-terrorism-who-are-the-terrorists/>; SDP-003281 – SDP-003283 (on file with Comm.); SDP-003237 – SDP-003287 (on file with Comm.); *see also* SDP-2980-2981 (on file with Comm.).

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[20] SDP-003980 (on file with Comm.); SDP-003980 – SDP-003981 (on file with Comm.); SDP-003950 – SDP-003996 (on file with Comm.).

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[24] SDP-005482 (on file with Comm.); SDP-005481 – SDP-005527 (on file with Comm.).

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[29] SDP-003429 (on file with Comm.); SDP-004117 (on file with Comm.).

[30] SDP-003429 (on file with Comm.); SDP-003422 – SDP-003439 (on file with Comm.); SDP-004117 (on file with Comm.).

[31] SDP-004096 (on file with Comm.); SDP-004117 (on file with Comm.); SDP-004088 – SDP-004131 (on file with Comm.).

[32] Email from Associate, Arnold & Porter, to Investigative Counsel, H. Comm. on Educ. & Workforce (Aug. 14, 2026).

[33] SDP-003430 (on file with Comm.).

[34] *Id.*

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- [38] *Id.* at 8.
- [39] SDP-002599 (on file with Comm.).
- [40] SDP-002601 (on file with Comm.); SDP-002597 – SDP-002604 (on file with Comm.); *see also* SDP-005724 – SDP-005726 (on file with Comm.); SDP-005730 – SDP-005732 (on file with Comm.).
- [41] SDP-003642 – SDP-003645 (on file with Comm.).
- [42] SDP-005735 (on file with Comm.).
- [43] SDP-003466 (on file with Comm.).
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- [45] SDP-003471 – SDP-003473 (on file with Comm.); *see also* SDP-003474 – SDP-003483 (on file with Comm.).
- [46] SDP-003708 (on file with Comm.).
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- [48] SDP-003745 – SDP-003748 (on file with Comm.).
- [49] SDP-005798 (on file with Comm.).
- [50] *Id.*
- [51] SDP-003513 – SDP-003524 (on file with Comm.).
- [52] SDP-003576 – SDP-003577 (on file with Comm.); SDP-003571 – SDP-003598 (on file with Comm.).
- [53] SDP-003672 (on file with Comm.); SDP-003672 – SDP-003675 (on file with Comm.); SDP-004088 – SDP-004131 (on file with Comm.); *see also* SDP-003764 – SDP-003766 (on file with Comm.).
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- [57] SDP-001400 (on file with Comm.); SDP-001499 (on file with Comm.); SDP-001569 – SDP-001571 (on file with Comm.).
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- [64] *Id.* at 79.
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- [66] *Id.* at 30.
- [67] *Id.* at 149.
- [68] *Id.*
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[171] The NEA told the Committee that “[t]his document provided additional information on criticisms of IHRA definition of antisemitism that were relevant to the Executive Committee’s consideration and implementation of two NBIs on antisemitism and the IHRA that were referred by the RA in 2025 (NBI 26 & NBI 52).” Email from Partner, Cooley LLP, to Investigative Counsel, H. Comm. on Educ. & Workforce (July 15, 2026).

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