



CENTER FOR COMBATING  
ANTISEMITISM



# Massachusetts Special Commission on Combatting Antisemitism (MSCCA) K-12 Recommendations Overview for Schools and Districts

#

STAND UP  
TO JEWISH  
HATE

On November 26th, 2025, the [Massachusetts Special Commission on Combatting Antisemitism \(MSCCA\)](#) released its Final Report. The Report reflects more than a year of expert testimony, public comment, and deliberation regarding the rise in antisemitism across the Commonwealth. The Report's recommendations, endorsed by the governor, the legislature, the Department of Elementary and Secondary Education, the Mass. Association of School Superintendents, and other state institutions, offer a roadmap for addressing antisemitism in various sectors. [The full report can be accessed here.](#)

Part of the Report is dedicated to addressing antisemitism in K-12 school settings. The Commission notes a significant number of students and staff feeling targeted, harassed, or excluded based on their Jewish identity. The Report outlines measures that local and state education agencies should take to address systemic gaps in responding to antisemitism in K-12 settings. While some of the recommendations are specific to addressing antisemitism, many can be applied more broadly to address bias of any form and promote more inclusive school communities for all.

This document provides an overview of some of the key recommendations involving K-12 schools and districts as primary stakeholders. Outlined below are steps to implement the recommendations, as well as resources to guide these efforts. For additional support, reach out to us!

*Please note: The recommendations highlighted below are only a small selection of those made to K-12 schools and districts in the full report. We encourage you to [review the full K-12 section of the report.](#)*



## Key recommendations for schools and districts

**Bold text** indicated direct language from the Massachusetts Special Commission on Combatting Antisemitism Report.

1

**Public school districts should institute mandatory anti-bias education for school committees and all K-12 faculty and administrators that includes antisemitism.**

One of the most impactful ways that schools can combat antisemitism is to ensure that their staff understand what causes harm to Jews and have the confidence, tools, and strategies to address bias incidents. Investing in staff training is a crucial part of this work, such as partnering with an organization that specializes in Jewish inclusion and contemporary antisemitism or working with a more general anti-bias provider with the commitment and skills needed to specifically address antisemitism.

JCRC Greater Boston's K-12 Initiative, which is supported by CJP, can provide professional development on a variety of topics related to combatting antisemitism, fostering Jewish inclusion, and promoting more inclusive school communities. Below is a small selection of our partners who offer unique expertise in educating about contemporary antisemitism from an anti-bias perspective. For additional recommendations catered to your school or district's particular needs, please reach out to us.

Our partners include:

- **Project Shema:** A training and support organization focused on addressing contemporary antisemitism with an emphasis on how anti-Jewish ideas and implicit biases can sometimes permeate conversations about Israel and Palestine.
- **ConnectED:** Empowers educators to foster critical thinking, empathy and respectful discourse on the Israeli-Palestinian story, antisemitism, and Jewish history, and equips students with essential skills in media literacy and dialogue across differences.
- **Institute for Curriculum Services (ICS):** Provides K-12 educators with free professional learning and standards-driven resources on Judaism and Jewish history.
- **Home Ground Consulting:** Provides coaching and training on civil rights compliance and equity initiatives, including combatting antisemitism.

2

**Schools and districts should work with community organizations to create and implement programming for Jewish American Heritage Month (JAHM).**

Jewish American Heritage Month takes place in May of each year and is a way to celebrate the contributions that Jewish communities have made to American history, culture, and society from our nation's founding to the present. Creating opportunities to positively uplift the identities and cultures that make up your school community is crucial to fostering a welcoming environment. Too often, students only learn about Jews in the context of persecution and victimization — most frequently in the Holocaust. Celebrating JAHM provides students with positive representations of Jewish American culture. Below are some suggestions and resources for JAHM programming. We encourage you to reach out to us or your local Jewish communal partners for additional ideas or to collaborate in this work!

- **Learn about Jewish American history:** Use resources like [Stories that Shaped a Nation](#), a new standards-aligned curriculum designed by the Weitzman National Museum of American Jewish History, to showcase the integral role Jewish Americans have played in our history
  - For an in-depth look at the *Stories that Shaped a Nation* curriculum and ways it can be implemented, [check out this webinar](#) organized by JCRC in partnership with the Weitzman Museum
- **Feature Jewish stories in your children's literature:** For elementary level learners, the [PJ Library](#) curates a diverse selection of children's literature that highlight Jewish culture and heritage
- **Showcase the diversity of Jewish identity:** Jewish identity varies widely. Use the resources below to explore some of the intersections between Jews and other social identity groups in American history.
  - [Beyond a Single Story: Exploring the Diversity of Jewish Identity:](#) Facing History and Ourselves
  - [Jewish LGBTQ+ Heroes:](#) Keshet
  - [Teaching Resources:](#) Jewish Women's Archive
  - [The History of Black Jews in America:](#) Unpacked for Educators



## Key recommendations for schools and districts (continued)

The following text is direct language from the Massachusetts Special Commission on Combatting Antisemitism Report.

3

**School officials should adopt these best practices when communicating about antisemitic incidents and awareness:**

- **School officials should make strong, clear statements that antisemitism is unacceptable and will not be tolerated, both at the start of each school year and regularly on other appropriate occasions, such as on International Holocaust Remembrance Day, January 27 of each year**
- **When an antisemitic incident occurs, school officials, particularly superintendents and principals, should speak out clearly, forcefully, and with specificity as to the type of hate, rather than using vague language around all forms of hate. Communication to the school community should be timely following an incident.**
- **School administrators should communicate clearly and consistently to the entire school community (inclusive of the community in which the school is located), including all students and families, about school values and rules, including policies governing bullying, harassment, discrimination, protests, walkouts, postering, vandalism/graffiti, and social media. School administrators should make it clear that antisemitism is prohibited under these values, rules, and policies.**

No amount of work can ever fully inoculate a school community from an incident of antisemitism. When antisemitism occurs, it is most important that schools speak out clearly and forcefully against it. Often, neglecting to speak publicly about an incident leaves room for misinformation and rumors and often suggests the district and/or school is unconcerned, leaving those affected feeling unsupported.

There is no one-size-fits-all model or standardized blueprint for responding to an incident of antisemitism, but clear communication should always play a role. For examples of effective communication from school officials following antisemitic incidents, see:

- [Letter to Acton-Boxborough Families from Superintendent Peter Light, October 12, 2023](#)
- [Letter to Concord-Carlisle Regional High School Families from Superintendent Laurie Hunter August 27, 2025](#)
- [Letter to St. John's Prep Community from the Office of the head of School, May 28, 2024](#)

Consider consulting with CJP, JCRC, and alongside other local Jewish communal partners for guidance around the particulars of antisemitic incidents.



