

Dear Shrewsbury High School Administrators,

We are writing with regards to long overdue country-wide efforts to engage individuals and institutions in conversations about persisting anti-Blackness within themselves and the United States at large. After reviewing [SPS's 2018-2022 Strategic Priorities and Goals](#), the [School Committee's Resolution Condemning Racism](#), [Dr. Sawyer's June 3rd statement](#), and [Dr. Sawyer's June 24th Initial Steps to Advance Equity and Anti-Racism](#), we call on Shrewsbury High School (SHS) to implement the following:

1. *The SHS administration will create mandatory, project-based learning experiences for all students to learn about and document the Black history of their local community (Shrewsbury/Worcester area).*
2. *The SHS administration will lead the continued investigation and documentation of both past and present school policies/practices that perpetuate individual and institutional racism.*
3. *The SHS administration will require all faculty (administrators, teachers, support staff) to participate in anti-racism education and will redesign strategies for already required equity training.*

These three points focus, for the most part, on actions that could feasibly be implemented within a tight time frame and with limited funds (i.e., by the 2020-2021 academic year). This way, meaningful learning and change can occur at the same time that SPS and SHS administration are making slower and well-informed decisions about larger, permanent changes to [curriculum](#) and school policies. Community input and buy-in is imperative (especially from Black, Indigenous, and PoC community members); thus, we support [Dr. Sawyer's proposed SPS Equity and Anti-Racism Coalition](#) (The Coalition). However, given the lack of respect and commitment illustrated by some SPS faculty in the [2020 SPS Equity Audit report](#), we believe meaningful and sustained change will only come with outside oversight of The Coalition. ***Thus, our final overarching demand is that the SHS administration will hire a third-party (giving preference to local Black scholars and/or Black-led equity training groups who have already been doing this work) to evaluate proposed changes before, during, and after their implementation.***

In the space below, we first outline why an administrative commitment to these action items is absolutely necessary. We then outline action details, including each action's overlap with the district's Strategic Priorities and Goals.

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SHS administration **must** commit to the anti-racism work put forth by our action items (which should only serve as a starting point) because:

- 1.) While "Equity" is one of [SPS's core values](#), the [2020 SPS Equity Audit report](#) suggests that administration and faculty are upholding policies/practices that disproportionately and adversely affect Black students
  - a.) Black students are, on average, 5.2x more likely than students of the other reported racial identifications to be disciplined and are 2.7x more likely to receive an out of school suspension (We exclude missing and 0 data points in this calculation)
  - b.) Compared to White and Asian students, a smaller percentage of Black and Brown students completed an Advanced Course in 2020. The audit additionally states: "Language used [by administrators and faculty] to explain disproportionate access to higher level classes (honors, AP) included assumptions and stereotypes about which students "belong" in these classes and which students should be provided with "lower level" curriculum (like vocational pathways) instead of comprehensive high school curriculum."
- 2.) With or without administrative knowledge, SHS students and teachers are committing microaggressions or are being overtly racist to Black, Indigenous, and other PoC students

- a.) Please see the following Instagram accounts (thousands of these types of accounts now exist):
  - i.) <https://www.instagram.com/bipoc.at.shrewsbury/>, (created June 24, 2020) which houses anonymous stories about “racial bias and other discrimination as experienced by students, staff and alumni within the Shrewsbury community”
  - ii.) <https://www.instagram.com/blackatamsa/>, which details the negative and violent experiences of Black students at the Advanced Math and Science Academy in Marlborough, Massachusetts, which, like SHS, has a small share of Black students
- 3.) Given the above, SHS may be breeding hateful, violent, or ignorant individuals who then go on to spread this hate, violence, and ignorance beyond Shrewsbury
  - a.) Please see this [article](#) which discusses one of Rayshard Brooks’ murderers, an alumni of Algonquin Regional High School (a public school not so different from our own)
- 4.) Even in a scenario where individuals in the SHS community are not outrightly hateful or violent, the proposed work is important and relevant because inaction *is* violent: An understanding of [structural racism](#) allows us all to 1.) recognize and 2.) resist and dismantle laws/practices/institutions which have led and will continue to lead to not only to the murders of Ahmaud Arbery, Breonna Taylor, Nina Pop, George Floyd, Tony McDade, Rayshard Brooks, and countless others, but also [the disproportionately high number of Black and Brown Covid-19 cases](#), [the disproportionately high number of Black and Brown households being displaced through gentrification](#), and the [higher likelihood of Black and Brown households to be located in areas facing the brunt of the climate crisis](#), to name only a few.
  - a.) On recognizing anti-Black laws/practices: The proposed work dispels the myth that Black individuals are inherently different. It does so by highlighting that the lived experiences and outcomes of Black individuals in the US are historically and presently shaped and enforced by institutions/laws that sought for them to fail, or otherwise excluded them from opportunities to succeed.
    - i.) It’s imperative, however, to also recognize that [the Black community in the US is NOT a monolith](#). For example, while there are Black Americans whose families have been in the US for centuries via the violence of slavery, there are also Black Americans who are descendents of more recent African immigrants, as well Afro-Latinx folks. There are also queer, trans, and disabled Black folks; [these are just some examples of subgroups with different histories, opinions, and lived experiences](#).
    - ii.) Of course, we *must* also highlight the [countless Black individuals who have historically shaped and presently shape the US](#).
  - b.) On propelling individuals into action: The proposed work helps non-Black students and teachers understand their own role in systemic racism in the US (does their house have a racist covenant in its deed; are they personally ignoring racial profiling in their local police, prison, and school systems; are they currently living in an area where Black communities were previously unjustly displaced; are they benefitting from/carrying out school policies at the expense of their peers, etc.). Ideally, this feeling of accountability leads to sustained and committed anti-racism work.

***It is clear that SHS must commit to addressing anti-Blackness in its own community. While there are many ways to do this, we urge the administration to begin by choosing a strategy which focuses on systemic racism. Even “well-meaning” individuals can commit microaggressions without understanding historical contexts; even “well-meaning” individuals can be racist when operating within racist systems. How can SHS students, teachers, and administrators hold themselves personally accountable such that they are so much more than just “well-meaning”? We believe an understanding of historical and present structural racism in our own backyards accomplishes just this.***

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ACTION 1: *The SHS administration will create mandatory, project-based learning experiences for all students to learn about and document the Black history of their local community (Shrewsbury/Worcester area).*

Like The School Committee, who stated on Wednesday, June 10, 2020 that “we must better understand our history as it relates to racism, and engage in critical conversations on the topic”, we believe that studying history and its effect on present-day systems and individual lived experiences is necessary work for SHS.

### Overview:

We propose a local Black history project from 1900-present. We suggest the study of both Worcester and Shrewsbury because of the presence of Worcester school choice students at SHS and because cities and their neighboring suburbs have closely related histories. Also, Worcester (unlike Shrewsbury) has identifiable and accessible research resources (universities & history museums). We choose 1900-present because we think students should be aware of how long the legacy of Jim Crow has prevailed and how recently wrongdoings have occurred. We present the following main guiding questions: **What happened historically in Shrewsbury and Worcester (“urban renewal”, displacement, racial covenants, zoning, dominating industries, immigration, etc.) to result in the present day racial demographic (majority white and Asian)? How does this compare to the rest of Massachusetts?**

Under this umbrella, we propose an analysis of past and present local institutions: schools, police, and prisons. We also call on students to think about access to food, access to affordable and safe housing, environmental racism, and medical racism. We encourage students to identify historical and present Black excellence & activism. Specific guiding questions for this exploration can be found [here](#)). Our goal is for students to walk away with a framework for understanding and challenging the local institutions and policies of wherever they end up next.

### Suggested strategy for operationalizing this demand:

- Make books like *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*, by Michelle Alexander and *The Color of Law: A Forgotten History of How Our Government Segregated America*, by Richard Rothstein (books that center structural racism) mandatory summer readings. [Seeing White](#) (a podcast) should be mandatory summer listening. The point here is to provide a national context for students as well as an introduction to what [structural racism](#) is and looks like.
- Mandate that each class collects the Shrewsbury/Worcester history of a different time period (e.g. the ninth graders are assigned 1900-1930, sophomores: 1930-1960, juniors: 1960-1990, seniors: 1990-2020); an alternative structure is to build the full history over many years with all classes focusing on the same time period over the course of a given year
  - Yearbook Club could help create a print or digital deliverable with text and pictures such that once a “full” history is constructed, teachers can incorporate it as a permanent part of their curriculums
  - Members of each class could present components of the research during an assembly
  - Clubs could also participate in the presentation of research:
    - The Black History Committee could lead this initiative (SHS should *offer* them the opportunity, but will *not* do so without adequate faculty support and will *not* force them to act as leadership if they do not choose to be. We have run this proposal by the group and they have signed off on it including this bullet; however, they have not expressed explicit interest in acting as leadership); institutions like The Worcester History Museum could serve as partners and mentors.
    - Ex: The Speech & Debate Team could put on a full showcase of different events (for prose and poetry, they present works by Black authors/poets, for declamation, they present speeches by historical/present Black activists, or oral histories of Black history in

Worcester and Shrewsbury, etc.; the central portion of the evening should be a presentation of research findings)

- A list of resources which can serve as a starting point can be found [here](#).
- Invite professors from Clark and Holy Cross to come speak at all school assemblies detailing this history. Priority should be given to Professors/lecturers/speakers who are Black or Indigenous, and all speakers will be compensated.
  - Information from the presentations should be documented, analyzed, and discussed by students.
  - These presentations should occur multiple times a year and happen every year
- Invite Black, Indigenous, and other PoC activists (who organize at a local level, but not necessarily in Worcester and/or Shrewsbury) to come speak about the work they are currently involved with; all speakers will be compensated. Consider centering youth activists.

**Applicable Strategic Priority:** *Connected Learning for a Complex World*

**Applicable Strategic Goals:**

- Integrate project-based learning experiences that require students at all grade levels to create complex, high-quality work for an authentic audience, with an emphasis on critical thinking, communication, creativity, and collaboration
- Review and adapt curriculum and instructional approaches to help students gain the knowledge and skills necessary to become ethical, empathetic, and informed citizens who make thoughtful decisions and contribute positively to their community

*ACTION 2: The SHS administration will lead the continued investigation and documentation of both past and present school policies/practices that perpetuate individual and institutional racism.*

A study of local systems is incomplete without a deeper dive into SHS's own practices and policies. While the June 22, 2020 Equity Audit report is an incredible starting point, there is still work to be done.

**Overview:**

We propose a joint investigation between The Student Council, faculty, and administrators. We believe the key is student involvement and documentation. Not only does this hold the administration accountable, but it also teaches students about the specific ways that institutions can and do enforce anti-Blackness. For those of us who are non-Black alumni, we have seen ourselves and peers fail to see and address these injustices in our post-high school environments. "I didn't notice/know" is *not* a valid excuse; we are all responsible. Results should be presented at an all-school assembly and then released to the wider community. The suggested strategy below is only a starting point.

**Suggested strategy for operationalizing this demand:**

- From the Equity Audit: Review disaggregated discipline data (calls home, detention, time outs, office referrals, etc) to better detect disparities. We further suggest a review of the SHS "Code of Conduct": are there aspects which target certain students (e.g. dress code); are all microaggressions paired with disciplinary action (this change should be made immediately)?
- From the Equity Audit: Review access to "Honors" "AP" classes and college entrance exams based on student group demographics to better detect disparities.
- Review the historic and present role of school resource officers in the SPS system.
- Conduct an evaluation of Spring 2020 Covid-19 teaching/learning policies/practices: did students differentially perform; was attention from teachers and support from administration and staff equitable?
- Collect data (quantitative and qualitative) on guidance counselors: are they equitable in their interest, effort, and advice (about both college and non-college options); do they engage seniors in conversations about

college affirmative action; what college-preparation courses/workshops are available and is access to them equitable?

- Collect data on disparities in participation of different clubs, sports, music/performance arts activities. Additionally, conduct audits of the adult leadership (especially if administration chooses to exclude, for example, coaches, from Demand 3) to evaluate racial biases and inequitable treatment.

**Applicable Strategic Priority:** *Learning Environments Where Everyone's Success Matters*

**Applicable Strategic Goals:**

- Create a common understanding of the benefits of inclusive schools and develop a shared, systematic approach to ensure that everyone has equitable access and opportunity for successful learning
- Ensure that all staff actively participate in professional development focused on inclusive and culturally proficient practices that improve learning and school cultures
- Analyze data related to academic performance and other indicators of success to identify existing gaps among populations; determine and implement action steps for improvement; and demonstrate success at closing these gaps

*ACTION 3: The SHS administration will require all faculty (administrators, teachers, support staff) to participate in anti-racism education and will redesign strategies for already required equity training.*

Commitment to the above demands will mean nothing if faculty do not commit to their own learning/unlearning. From the Equity Audit: “The auditors observed a meeting in which the bias review was referred to [by SPS faculty] as the ‘equity thing’ to get ‘over with’ so we ‘won’t have to go back to it again.’”. Ultimately: how can we expect students to authentically engage if our faculty is signalling both a lack of respect for these students and for anti-racism work?

**Suggested strategy for operationalizing this demand:**

- Permanently hire Assabet Valley Collaborative to guide Demands 2 and 3. It is clear from the quote above that the current strategy for equity training fails to fully engage faculty members. We default to AVC’s professional opinions about the best path forward with regards to a redesign.
- Require faculty and administrators to complete an African American History course prior to the start of Demand 1’s implementation. One option is this free and online Yale course: <https://oyc.yale.edu/NODE/46>. This should be paired with participation in the mandatory student summer studies (*The New Jim Crow: Mass Incarceration in the Age of Colorblindness*, by Michelle Alexander, *The Color of Law: A Forgotten History of How Our Government Segregated America*, by Richard Rothstein, and *Seeing White*, hosted by John Biewen and Chenjerai Kumanyika).
  - The core teachers of the SHS Equity Group could lead a debriefing session of the aforementioned study/materials. An alternative strategy is for different groups of faculty/administrators to engage with different lectures/texts/podcast episodes. The groups could then present for one another prior to the school year starting. Together, the larger group will identify and document important themes/questions to help guide student exploration and discussions.
  - We appreciate that the current core teachers are not all of minoritized status. Administration will *not* ask Black, Indigenous, or other PoC faculty to lead these discussions. Please follow the same guidance provided in Demand 1 regarding The Black History Committee’s role.
- Require all faculty to sit in on a presentation of the 2020 Equity Audit and findings from Demand 2’s investigation. Hired professionals should lead small break-out group discussions.

- Create an oversight committee comprised of students and faculty who run a formal, confidential reporting system for microaggressions & discrimination. Faculty members are responsible for presenting (in cases where permission is given) anecdotes at department meetings. The goal is twofold: to increase awareness and to allow faculty to teamwork and brainstorm how to respond to these moments.
  - Ensure that there are trained faculty or newly hired staff who can serve in an official capacity as emotional/mental health services to students disclosing instances of discrimination.

**Applicable Strategic Priority:** *Learning Environments Where Everyone's Success Matters*

**Applicable Strategic Goals:**

- Create a common understanding of the benefits of inclusive schools and develop a shared, systematic approach to ensure that everyone has equitable access and opportunity for successful learning
  - Ensure that all staff actively participate in professional development focused on inclusive and culturally proficient practices that improve learning and school cultures
  - Analyze data related to academic performance and other indicators of success to identify existing gaps among populations; determine and implement action steps for improvement; and demonstrate success at closing these gaps
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**On the issues of Funding and Resources**

We are aware that funding can be an issue, especially in the short-term. We have taken this into account in what we have chosen to present. Additionally, so far: former class officers of the following graduating classes: 2010, 2011, 2012, 2013, 2014, 2016, 2018, & 2019 are prepared to donate varying portions of their remaining class funds to support this effort. Please be in touch to discuss the role(s) that these classes as well as 2015 and 2017 can play in helping to fundraise. Lastly, we are happy to facilitate introductions with organizations that we have already been in touch with (namely, the Worcester History Museum and the Worcester Black History Project). Through our interactions with these groups and our own research, we have accumulated a [resource list](#) that can help serve as a starting point for Demand 1 (the local history project).

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We look forward to a response detailing your commitment to a chosen course of action or a strict timeline for choosing a course of action by July 31, 2020 (to the email [kathybi108@gmail.com](mailto:kathybi108@gmail.com)). We also look forward to an implementation of these action items in *all* future academic years (starting in 2020-2021) and are ready to engage in the conversations and work in order to make this possible. ***We, like Dr. Sawyer, hope that the Shrewsbury Public School system has "the wisdom and the will to do what is right".***

In solidarity,  
 The Undersigned Students, Alumni, and Community Members  
 TOTAL SIGNATORIES (AS OF JULY 4, 2020, 12PM): 576

Written by: Kathy Bi, 2014

Black History Committee, Club  
Class of 2010 Officers  
Class of 2011 Officers  
Class of 2012 Officers  
Class of 2013 Officers  
Class of 2014 Officers  
Class of 2015 Officers  
Class of 2016 Officers  
Class of 2017 Officers  
Class of 2018 Officers  
Class of 2019 Officers  
Sam Bhandarkar, 1994  
Heather Holding, 1995  
Dave Brewer, 2002  
Andrea Lewin (formerly  
Resseguie), 2002  
Nick Giannino, 2003  
Kristin Livingstone, 2005  
Lindsay Dwinnes, 2005  
Cara Brindisi , 2006  
Saejin Kwak Tanguay , 2006  
Sarah Lord, 2006  
Rachel Cappucci, 2008  
Teresa Kuruvilla, 2008  
Caitlyn Burke , 2010  
Gina Sheehan , 2010  
Tory McBride (Benoit) , 2010  
Molly Noonan , 2010  
Jenna Violette, 2010  
Chelsie Vokes, 2010  
Amanda (McLure) Shimko,  
2010  
Felicia St. Laurent, 2010  
Emily Fournier, 2010  
Taylor Wytiaz, 2010  
Elizabeth Hepp, 2010  
Rachel Vilandre, 2010  
Paula Feldmar, 2010  
Anna Kalisz (Pereira), 2010  
Steph Kamataris, 2010  
Jeffrey Herman , 2010  
Shannon Kelly, 2010  
Ariana Babigian , 2010  
Kayla Muniz, 2010  
Alyssa Ineson , 2010  
Timothy Laramée, 2010  
Alex Blakeslee, 2010  
Hannah Clements , 2010

Sam Quinn , 2010  
Samantha Finn, 2010  
Matt Eisenberg, 2010  
Jennifer Genco, 2010  
Jacob Luke Mason, 2010  
Samantha Johnson, 2010  
Susan Jimenez , 2010  
Becky Kurtz, 2010  
Taraneh Nabavi, 2010  
Kati Morgan, 2010  
Paul Wright, 2010  
Ashley Jean-Francois, 2010  
Corinne Winston , 2010  
Sarah Donovan , 2010  
Anand Sharma, 2010  
Clark Dumart, 2010  
Michelle Racine, 2010  
Cara Goodman, 2010  
Jessica Dodakian, 2010  
Jacob Lipp, 2010  
Justin Parkes, 2010  
Katie Sacco, 2010  
Jackson Maher , 2010  
Anna Lindgren, 2010  
Andre-Luiz Silva, 2010  
Christian Fryc, 2010  
Meaghan McCarthy, 2010  
Alexandra DeMilia, 2010  
Katherine Warner, 2010  
Brendan Freeman, 2011  
Sara Pedersen, 2011  
Dina Martinelli , 2011  
Steven Doerfler, 2011  
Kayla Specht , 2011  
Jilian O'Neill, 2011  
Brenna Carney , 2011  
Laurel Banach, MD, 2011  
Emily Starvaski, 2011  
Megan Murphy, 2011  
Corrin Snay, 2011  
Andrew McShane , 2011  
Erica Johnson, 2011  
Emma Bryant, 2011  
Shridhar Ambady, 2011  
Shaylin McNally, 2011  
Mark Dietrich, 2011  
Sarah Birney, 2011  
Mariana Peltier, 2011

Taylor Buell, 2011  
Nicholas O'Donnell (Tebbetts),  
2011  
Julie Barbash, 2011  
Nicole Nelson, 2011  
Caroline Anastasi, 2011  
McKegg Collins, 2011  
Emily Benjamin, 2011  
Ava McRae, 2011  
Stephanie Stanton (Maiden  
name:Cooke) , 2011  
Jared C, 2011  
Taylor Rae Botticelli, 2011  
Kevin Bi , 2011  
Paige Govoni, 2011  
Natalie Fatato, 2011  
Kasey Sullivan, 2011  
Nathaniel Vilandre, 2012  
Jaimie Kender, 2012  
Hailey Pirovich, 2012  
Brittany Cullen, 2012  
Allison Dodakian, 2012  
Nora Gutekanst, 2012  
Jamie Rhiannon Fehribach,  
2012  
Melissa McGuire, 2012  
Shreya Sitaraman, 2012  
Katelyn Hanam, 2012  
ToQuynh Vu, 2012  
Jane Aulenback, 2012  
Elise Martorano, 2012  
Spencer Stevens, 2012  
Alexandra Schlener, 2012  
Mitchell Bordage, 2012  
Nicole Guerrera, 2012  
Joseph Guido Astrella Jr., 2012  
Olivia Sargent , 2012  
Samantha Belanger , 2012  
Zitni Kaul, 2012  
Ricky Parkes, 2012  
Jake Shea, 2012  
Jeff King, 2012  
Kaitlyn Jenkins, 2012  
Sean Graham, 2012  
Kayla Uhlman, 2012  
Aastha Mahajan, 2012  
Caralyn Logan, 2012  
Fiona Merullo, 2012



Madison Ramirez, 2012  
Devinne Zadavec, 2012  
Michelle Conti, 2012  
Sarah Kelland, 2012  
Carey Gibbons, 2012  
Samantha Belanger , 2012  
Bridie McKenna, 2012  
Rebecca Tiernan, 2012  
Hannah Levine, 2012  
Abrayana McKenzie, 2012  
Danielle Hom, 2012  
Jacqueline Tatro, 2012  
Nicole Henry, 2012  
Meg Reilly, 2012  
Sean Lambert, 2013  
Abbey May, 2013  
Nick Silverio, 2013  
Zack Georgian, 2013  
Lauryn O'Keefe, 2013  
Limmond Ayisi, 2013  
Hannah Masek, 2013  
Olivia Giedymin, 2013  
Ramya Ravindrababu, 2013  
Muneeba Syed, 2013  
Fransheska Alcantara , 2013  
Nick Andreano, 2013  
Caroline Sullivan, 2013  
Nate Hitchings, 2013  
Jacqueline Early, 2013  
Sarah Stanley, 2013  
Victoria Fields-Huggan, 2013  
Felix Chen, 2013  
Azraa Amroze, 2013  
Michelle Nicholls, 2013  
Erica Paquette, 2013  
Anonymous, 2013  
Olivia DeFlumeri, 2013  
Rachael Aubin, 2013  
Kufre Uko, 2013  
Yasmine Ameli, 2013  
Dave Thompson, 2013  
Michelle Henry, 2013  
Kavya Raghunathan, 2014  
Afsha Lakdawala , 2014  
Shivani Kumar , 2014  
Anish Dhesikan, 2014  
Carolina Lima, 2014  
Catherine Zhang, 2014

Abhimanyu Gupta, 2014  
Samantha Eisenberg , 2014  
Alexander Washington, 2014  
Dhanya Kumar, 2014  
Olivia Cantin , 2014  
Caitlin DeWolfe, 2014  
Madilynn Jang, 2014  
Bailey Roy, 2014  
Kira Sommer, 2014  
Richa Chhaya, 2014  
Alanna Maniatis, 2014  
Molly Dickinson, 2014  
Cait Leonard, 2014  
Ryan Fisher, 2014  
Dana Lobad, 2014  
Shalini Nehra , 2014  
Will Shipman, 2014  
Alicia Berard, 2014  
Domonique Hall, 2014  
Cally Waite, 2014  
Christina Menzie, 2014  
Rachael Montigny, 2014  
Rachel Sarnie, 2014  
Natalie Caccialino , 2014  
Nicholas Mroz, 2014  
Jill Frederickson, 2014  
Jacqueline Kenney, 2014  
Justine Murphy, 2014  
Monica Bhakhri, 2014  
Camilla Abreu, 2014  
Mathias Dudek, 2014  
Sean Hevey, 2014  
Stephannie Dunn, 2014  
Victoria Rutigliano, 2014  
Caroline Demac , 2014  
Ainsley Brosnan-Smith, 2014  
Suchetha Subramaniam, 2014  
Sarah Wu, 2014  
Molly Perkins, 2014  
Michelle Crosier, 2014  
Jessica Hanam, 2014  
Colleen F. Naber, 2014  
Domitille Buricatu, 2014  
Nicole Beauregard Aird, 2014  
Curtis Bordage, 2014  
Maya Jade Duffy, 2014  
Brigid Gorman, 2014  
Nicole Lucier, 2014

Jenna Troio, 2014  
Mel Domine, 2014  
Elena Perkins , 2014  
Miriam George, 2014  
Nathan Kashdan, 2014  
Chloe McCollum, 2014  
Molly E Shine, 2014  
Kaushik Meneni, 2014  
Rachel Besaw, 2014  
Taylor Wells, 2014  
Elizabeth Benbenek, 2014  
Tara Shivkumar, 2014  
Michelle T, 2014  
Gracie Rocco, 2015  
Danielle Kemp, 2015  
Georgia Giedymin, 2015  
Hannah Eckstrom, 2015  
Elizabeth Beaton, 2015  
Julia Demkowicz, 2015  
Kelsey DeWolfe, 2015  
Olivia Demkowicz, 2015  
Sarah Vandal, 2015  
Jordan Russo , 2015  
Tyler O'Keefe, 2015  
Emily Ehler, 2015  
Marcella Vega, 2015  
Sukh Kaur, 2015  
Caroline Trabucco, 2015  
Carlos Garcia, 2015  
Olivia Maher, 2015  
Marissa Hollyer, 2015  
Katie Carroll, 2015  
Aditi Singh, 2015  
Nina Gonzales, 2015  
Hilary Wong, 2015  
Monica Chen, 2015  
Sonali Razdan, 2015  
Sierra Decatur, 2015  
Walter Demkowicz III, 2015  
Surabhi Godbole, 2015  
Erin LeMay, 2015  
Naomi (Mimi) Williams , 2015  
AJ Olivieri , 2015  
Robin Haller, 2015  
Samy Du, 2015  
Victoria Kelly, 2015  
Swetha Amaresan, 2015  
Lily Duffy, 2015



Shreyas Srikanth, 2015  
Nicholas Quinlivan, 2015  
Kathryn Walton, 2015  
Kathryn Radovanic, 2015  
Caroline McQuade , 2015  
Meghan Ray, 2015  
Eric Nerkowski , 2015  
Karina Naras, 2015  
Danielle Fernacz, 2015  
Jessica Goldstein, 2015  
Eileen Shea, 2015  
Nicola Bartett, 2015  
Hannah Arcabascio , 2015  
Lyndsey Ouimet , 2015  
Kristen Kotsopoulos, 2015  
Rhianna Zdravec, 2015  
Ramya Alagappan, 2015  
Rhianna Zdravec, 2015  
Amanda Welch , 2016  
Walsh Kang, 2016  
Matthew Freeman, 2016  
Tatiana Karadimitriou, 2016  
Peyton Tuccinard , 2016  
Sravya Shankara , 2016  
Lindsay Mahowald, 2016  
Samantha M Cruz, 2016  
Josh Oliver, 2016  
Madison Busick, 2016  
Hari Kumar, 2016  
Cara Freedman, 2016  
Mrinalini Nagarajan, 2016  
Allison Benbenek, 2016  
Madelyn Stewich, 2016  
Elizabeth George , 2016  
Emma Aulenback , 2016  
Emily Clifford, 2016  
Caroline Lunt, 2016  
Savio Oliveira, 2016  
Sarah Rose Riordan, 2016  
Jeremy Lambert, 2016  
Ava Bordage, 2016  
Sophie Mortimer, 2016  
Lea Murphy, 2016  
Victoria Vargas, 2016  
Alli Joubert, 2016  
Shanley O'Neill, 2016  
Grace McNeil , 2016  
Gabriella Hautala, 2016

Jessica Collins, 2016  
Caitlin Brosque, 2016  
John Liberty, 2016  
Bhanika Mistry, 2016  
Owen Nash, 2016  
Erik King, 2016  
Leah Eagle, 2016  
Jena Reichheld, 2016  
Anthony Shepard, 2016  
Janey Mullins, 2016  
Brendan Roque, 2016  
Karina Hopping, 2016  
Gokul Ajith, 2016  
Kelly Jakubiak, 2016  
Lauren Maranto, 2016  
Michaela Marcello, 2016  
Stephanie Kalinowski, 2016  
Leanna Rybacki, 2016  
Jenna Parks, 2016  
Ben Harris, 2017  
Rosie Tseng, 2017  
Kristin Maher, 2017  
Mark B. Bray, 2017  
Ryan Barrett, 2017  
Benjamin Astill, 2017  
Cecelia Bolon, 2017  
Johanna Geremia, 2017  
Margaret Tipple, 2017  
Allison Evans, 2017  
Michael Lanotte, 2017  
Jin Jin Heipler, 2017  
Amanda Frost, 2017  
Akshay Alamuri, 2017  
Nick Esposito, 2017  
Elizabeth Ray, 2017  
Priyanka Bhakhri, 2017  
Brian Chen, 2017  
Emma Matthews, 2017  
Jessica Wade, 2017  
Sarah Williams, 2017  
Diana Wall, 2018  
Will Stewich, 2018  
Owen Jefferson, 2018  
Misbah Rindani, 2018  
Sam Brownstein , 2018  
Suchir Ural, 2018  
Samantha Bitar, 2018  
Serena Desai, 2018

Elizabeth Bonhomme, 2018  
Alison Clark, 2018  
Yagmur Akyurek, 2018  
Andrew Busick, 2018  
Braeden Chan, 2018  
Charles Kang, 2018  
Maya McCollum, 2018  
Tanvi Tanna, 2018  
Matt Slaughter, 2018  
Brielle Carelli, 2018  
Rachel DeHaemer, 2018  
John Sweeney, 2018  
Wayne Carey, 2018  
Sophie Chen, 2018  
Michaela Kelly, 2018  
Kevin Orificé, 2019  
Meher Gandhi, 2019  
Saisha Chojar, 2019  
Natalia Karadimitriou, 2019  
Ria Deshpande, 2019  
Mei Mei Heipler, 2019  
Amber Jackson, 2019  
Kayleigh Johnson, 2019  
Ash Gite, 2019  
Erica Hanlon , 2019  
Mahika Parikh, 2019  
Ayushi Patel, 2019  
Jonathan Kelly, 2019  
Taylor Katz, 2019  
Varsha Arokiadoss, 2019  
Aashvi Patel, 2019  
Emie Ung, 2019  
Rahi Patel, 2019  
Maggie Frederick, 2019  
Christina Sargent , 2019  
Shanthni Ravindrababu, 2019  
Katherine Southard, 2019  
Riley Carroll, 2019  
Amber Ali, 2019  
Paulina Hruskoci, 2019  
Holly Morway, 2019  
Priyanka Murthy , 2019  
Jessica Moss, 2019  
Emily Anderson, 2019  
Arashleen Pannu, 2019  
Aileen Cheng, 2019  
Ronan Glynn , 2019  
Manasvi Vietla, 2019

Caroline Martin, 2019  
Katelyn Buckley, 2020  
Joy Chow, 2020  
Rebecca Anane, 2020  
Sophia Huseby, 2020  
Lauren Tocman , 2020  
Jackie Li, 2020  
Kaya Willingham, 2020  
Lily Shaughnessy, 2020  
Audrey Gaines, 2020  
Kash Jain, 2020  
Nikhita Alwarappan , 2020  
Kalley Hou, 2020  
Aliya Larkin, 2020  
Lauren Mendoza , 2020  
Ria Narahari , 2020  
Nicole Lacerda, 2020  
Isabella Marie Hasler, 2020  
Brady M McCue, 2020  
Megan German, 2020  
Lanna Wang, 2020  
Natalie Siwek, 2020  
Aarshiya Sachdeva, 2020  
Rida Amroze, 2020  
Gianna Tata, 2020  
Tanvi Saini, 2020  
Erica Schechter, 2020  
Shakti Kumaresan, 2020  
Tamara Pedjoe, 2020  
Deeptha Ganesh, 2020  
Alix Barry, 2020  
Cassidy McNamara, 2021  
Meg Sullivan , 2021  
Eva Sharma, 2021  
Theodora Chacharone, 2021  
Collin Lovelace, 2021  
Anvi Emani, 2021  
Amrita Kumar, 2021  
Diana Cherniack , 2021  
Izzi Cantin , 2021  
Emma Reitsma, 2021  
Alyssa Guo, 2021  
Divya Raghunathan, 2021  
Diyala Bera, 2021  
Shalini Ambady, 2021  
Queenie Sun, 2021  
Fiona Tanikonda , 2021  
Ankita Bhatnagar, 2021

Laura Pontes-Toledo, 2022  
Phoebe Quarshie , 2022  
Olivia Manxhari, 2022  
Louisa Scott, 2022  
Anika Kruger, 2022  
Stephanie Trotto, 2022  
Hanna Weldai, 2022  
Sanjana Yadav, 2022  
Anushka Mukhopadhyay, 2022  
Alyssandre Laurent, 2022  
Mahathi Gopinathan, 2022  
Aditya Deshpande , 2022  
Roma Khanna, 2022  
Kelly Duncan, 2022  
Sarah Doyle, 2022  
Harika Lingamarla, 2022  
Nikitha Ram, 2022  
James Riley, 2022  
Vanessa Ung, 2023  
Carlos Reyes, 2023  
Grace Hurdle, 2023  
Aditi Dosi, 2023  
Anjali Amin, 2023  
Jasmyn Dua, 2023  
Madison Abasciano , 2023  
Laurel Bingham, 2023  
Arushi Asthana, 2023  
Zoë Cooper, 2023  
Yasmeen Abdi, 2023  
Sarah Anane , 2024  
Aanya Gupta , 2024  
Ravila Freitas , 2024  
Sara Rodriguez , Alum  
Lyndsey Card, Alum  
Luke, Alumni  
Ashish Gupta, Parent of Future  
SHS students, Ashish Gupta,  
Parent of Future SHS students  
Elizabeth Hylton , Attended  
freshman year 1999.  
Amnesty international, Club  
SHS Psychology and  
Neuroscience Club, Club  
Heather L. Sabourin,  
Community member  
Rachel Myra, Cousin of Alum  
Eileen McNamara, Former SHS  
Teacher

Morgan Allen, Friend of alum  
Jeff Sargent, Parent  
Kayla Costa, Parent of alum  
Margaret Papazian , Parent of  
alum  
Aireen Mendoza, Parent of alum  
Stephen Aulenback , Parent of  
alum  
Margaret Aulenback, Parent of  
alum  
Eric Sean, Parent of alum  
Kelly Kemp, Parent of Alum  
Weiming Sun, Parent of alum  
Richard Parkes, Parent of alum  
Kathleen M O'Connor, Parent of  
alum  
Annette Shine, Parent of alum  
Kelly Kemp, Parent of Alum  
Cynthia Hanam , Parent of alum  
Donna Sargent , Parent of Alum  
Ed Zadravec, Parent of alum  
Paul B Kemp, Parent of alum  
Craig Simpson , Parent of alum  
Linda Schlener, Parent of alum  
(also an alum of 1973)  
Vanessa Lee Douaifia , Parent  
of alum & of future student  
Julianne Early, Parent of alumni  
Reema Zeineldin, Parent of  
alumni (x3)  
Sanam Zaer, Parent of current  
student  
Andrea Finnegan , Parent of  
current student  
Margaret Trombley, Parent of  
current student  
Vivian Puccio , Parent of current  
student  
Kalpana Khanal, Parent of  
current student.  
Christina Zarobe , Parent of  
current students  
Gene Hurdle , Parent of current  
students  
Phillip Blumberg, Parent of  
future student  
Lauren Blumberg, Parent of  
future student

Brita Loftus, Parent of future student  
John Chenier, Parent of future student  
Walter, Parent of Future student  
Piriya Suresh, Parent of future student  
Shadae Wells , Parent of future student  
Mia Lombardi, Parent of future student (Floral St Elementary)

Casey Lombardi, Parent of future student (Floral St Elementary)  
Lori Hodgins Brazell, Parent of future students  
Loreana Dolores , Parents of current students  
Evan M Earls , School Counseling  
Laurel Stine, Shrewsbury Community  
Timothy Scheer, SHS Social Sciences Department

Matthew Brown, SHS Social Sciences Department  
Eliza Mendoza, Sister (23) of alum  
Bridgette L. Hylton, SPS alum  
Meghan Foley, SPS alum  
Allen Burgess, SPS Alum and community member  
Chelsea Pajzer, SPS employee