CONFIDENTIAL INVESTIGATIVE REPORT FOR THE EAST GREENWICH PUBLIC SCHOOL DISTRICT

GINA RENZULLI LEMAY, ESQUIRE
MAY 26, 2026

TABLE OF CONTENTS

I. INTRODUCTION 1

II. INVESTIGATIVE PROCESS 1

III. WITNESS INTERVIEWS 6

Dr. Patricia Page and Mr. Timothy McPartlin, East Greenwich High School 6
Melissa Centracchio and Beth Cauley, Cole Middle School 16
Coleen Smith, Hanaford Elementary School 24
Jennifer Tedeschi, Eldredge Elementary School 28

IV. OTHER RELEVANT INCIDENTS AND INFORMATION 31

A. Information From the District's Elementary School Principals 31
B. Information From Cole Middle School 33
C. Information from East Greenwich High School 35

V. FINDINGS AND RECOMMENDATIONS 36

A. The Visibility of Antisemitism 39
B. The District's Focus Should be on Anti-Hate Principles to Encompass Discrimination, Bias, Bullying, Intimidation and Harassment 40
C. Committee Policies 41
D. Systematic Approach to Educational Tools and Training 46
E. Other Recommendations 51

APPENDIX
Exhibit List 56

I. INTRODUCTION

At the direction of the East Greenwich Public School District ("District") and through the East Greenwich School Committee's ("Committee") approval of my engagement of legal services, I conducted a confidential independent investigation concerning incidents of antisemitic and racist graffiti located at various public school buildings within the District. The Committee also requested that I gather information including, but not limited to: (1) an accounting of other documented incidents of discrimination by category over the past five years; (2) an accounting of current Holocaust-Anti-Semitism curriculum/lesson plans and other anti-discrimination lesson plans and curriculum; and (3) suggested Holocaust education materials and curriculum for in and out of school. The details of my investigation and recommendations are set forth in this Report.

II. INVESTIGATIVE PROCESS

On or about March 26, 2026, District legal counsel, Aubrey L. Lombardo, Esquire, contacted our firm to discuss my engagement to conduct an independent investigation concerning recent incidents involving the discovery of antisemitic and racist graffiti at various public school buildings within the District. After determining there were no conflicts with engagement of this investigator's legal services, a signed letter of engagement was returned by the Committee Chair, Alyson Powell, and Superintendent, Thomas W. Kenworthy, Ed. D. On March 27, 2026, Dr. Kenworthy sent an email to the District community advising that I had been engaged as an investigator. *Exhibit 1*, District email of March 27, 2026 from Dr. Kenworthy.

I met with Dr. Kenworthy on March 31, 2026 at the District's Administration Building. Dr. Kenworthy provided me with background information on the recent incidents that occurred in March 2026, as they had been reported to him from the building principals at George R. Hanaford Elementary School ("Hanaford"), Archie R. Cole Middle School ("Cole"), and East

Greenwich High School (the "high school" or "EGHS"). He also advised me of two earlier incidents: one from December 2025, related to suspected antisemitism on a bus with students from James H. Eldredge Elementary School ("Eldredge"), and the second from January 2026, related to racist graffiti that was discovered in a student bathroom at Eldredge. There were no incidents reported at Frenchtown Elementary School ("Frenchtown"), which is a Kindergarten through Grade 2 school, or Meadowbrook Farms Elementary School ("Meadowbrook"), which is a preschool through Grade 2 school.

While we discussed the information Dr. Kenworthy had received, we agreed that I would speak with each building principal regarding the incidents at their respective schools, given their respective first-hand knowledge of the incidents, the building environments, and the status of any investigations related thereto. On March 27, 2026, Dr. Kenworthy advised the District Principals that he and I would be meeting and following our meeting he confirmed that I may be reaching out to speak with some of them. *Exhibit 2*, Emails from Dr. Kenworthy to Principals dated March 27, 2026 and March 31, 2026. Dr. Kenworthy advised me that once the Committee voted to engage independent legal counsel, each principal was instructed to pause any further investigation so as to allow for an independent review. Dr. Kenworthy provided me with copies of all communications that were issued relative to these incidents, both district-wide from the Superintendent's Office, and building-wide from the individual principals.[1] *Exhibit 3*, Emails from Dr. Kenworthy to the District Concerning the Graffiti Incidents.

Dr. Kenworthy's initial email was sent on March 18, 2026 and it advised the District community that antisemitic graffiti had been discovered earlier in the week at Hanaford, Cole, and the high school, and that in the weeks prior racist graffiti had been discovered at Eldredge.

[1] The building specific emails will be referenced and discussed in the Interview section of this Report.

See Exhibit 3. He expressed concern and disappointment with these discoveries and the harm that such incidents cause to all members of the District. He called for the community to "stand[ ] together against hate in all its forms," he offered resources, and he reaffirmed that all members of the District "share a responsibility to model and uphold the values of empathy, dignity, and respect; values that define not only our schools, but the kind of community we strive to be." *Id.* He sent a subsequent email on March 25, 2026, to advise of the District's efforts to investigate the incidents of antisemitic and racist graffiti and its engagement of community resources through the Jewish Alliance of Greater Rhode Island ("Jewish Alliance") and the Sandra Bornstein Holocaust Education Center ("SBHEC") to guide the District's immediate and longer-term educational response. *Id.* Dr. Kenworthy asked that the community continue to stand together, and "stand firmly against antisemitism, racism, and all forms of hate." *Id.* He also referenced the ongoing criminal investigation by the East Greenwich Police Department, and he informed me that he had spoken with the Chief of Police immediately following the graffiti incidents. Dr. Kenworthy then followed up to advise the Chief of an email that the Principal at Cole, Melissa Centracchio, had received from a parent on the evening of March 19, 2026 concerning his child's receipt, outside of the school setting, of "a text message inviting him to a group chat of 20 people along with an antisemitic message." *Exhibit 4*, March 19, 2026 Parent Email to Melissa Centracchio. As of the date of our interview, Dr. Kenworthy had not received any further information from the Police Department regarding the status of their criminal investigation.[2] Both Cole and the high school have SROs assigned to the school buildings, however, Dr. Kenworthy did not speak directly with them.

[2] Throughout this investigation, I learned that there is no existing Memorandum of Agreement or Memorandum of Understanding governing the relationship between the District and the Student Resource Officers ("SROs") who are employed by the Police Department. It appears that there is limited collaboration between the SROs and District Administration pertaining to incidents such as these. Additionally, the District is cognizant of its obligations under

In discussing the District's school facilities, I inquired whether surveillance cameras were installed within each building. Dr. Kenworthy advised that all schools have exterior cameras, [redacted]. [redacted], to his knowledge there was no camera footage covering the general areas where the incidents discussed in this Report occurred. We also spoke about the highly sensitive nature of these incidents and the fact that rumors were being shared amongst students, and perhaps families, as to who may be responsible for some of the incidents, particularly at the high school where the administration had undertaken an internal investigation prior to my engagement. I inquired as to whether any connection had been made between the various graffiti incidents, and Dr. Kenworthy advised that he was not aware of any such connection, and furthermore, he opined that such would be quite challenging given the community's access to school buildings during non-school hours for town-wide events, sports, etc. Based on our discussion, my review of email communications, and my interviews with the District principals, it is evident that Dr. Kenworthy encouraged ongoing communication and transparency regarding these matters, offered resources, and focused on opportunities for the school community to stand together against hate and to continue to foster the values of empathy, dignity, and respect.

I reviewed the public comment portion of the Minutes from the Committee's March 31, 2026 meeting related to the Graffiti Investigation. During public comment, members of the public shared their concerns regarding the antisemitic graffiti that was discovered at the District's schools. Mr. Andrew Sholes, from Temple Torat Yisrae, expressed his outrage over the recent incidents, but moreover his disappointment with the long-standing issue of

---

the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g, and the limitations that such places on its ability to disclose student information to the local Police Department.

antisemitism in East Greenwich schools and the lack of a previous response. *See* Minutes from the March 31, 2026 Committee Meeting at https://www.egsd.net/school-committee/agendas-minutes-and-more. Mr. Sholes and others, including Mr. Seth Feder and Ms. Cecil-Karb, inquired about the investigation, requested a transparent process and expressed frustration with a lack of follow-up and reporting to the community. There was a discussion about the District's restrictions under federal law and a recognition that such restrictions can be frustrating. Mr. Jeffrey Salk and Mr. Sholes both raised the issue that the District is in need of an education plan moving forward and it needs to consider how the District's administrators and educators can address these issues. *Id.*

On May 15, 2026, I received a copy of Dr. Kenworthy's Update on District Investigation and Educational Initiatives, which he emailed to the District Community on May 14, 2026. *Exhibit 3*. That communication also referenced a community forum that the District hosted on April 14, 2026. Dr. Kenworthy and I met again on May 21, 2026 to discuss those updates and initiatives. During our meeting, Dr. Kenworthy apprised me of the community forum that took place on April 14, 2026 titled EG Together: Community, Responsibility, and Respect, and he provided me with an outline of the topics that were discussed. *Id*. During the forum, various panel discussions took place such as, Understanding the Moment, Student Mental Health & Family Guidance, School-Specific Efforts Across the District, Unity of East Greenwich-Today and Tomorrow. There were opportunities for the community to share their voice, discussions concerning "Next Steps," and the forum concluded with an interfaith closing message. *Id.* Various District and community stakeholders participated including District administrators and teachers, Town leaders and representatives, members of the Committee and the Town Council, a student representative, mental health specialists, the Deputy Chief of Police, Wendy Joering,

Executive Director of the SBHEC, Stephanie Hague, Chief Strategy Officer at the Jewish Alliance, and local clergy members.

In Dr. Kenworthy's May 14, 2026 communication, he provided the school community with an update as to the District's ongoing efforts to address the racist and antisemitic vandalism. He advised that disciplinary consequences had been imposed in connection with the incidents at the high school, and he informed the community of the ongoing educational resources, partnerships, and professional development work that was being fostered in the District. Additionally, the Committee's Policy Subcommittee began reviewing existing policies and consideration of proposals to strengthen the District's expectations and response protocols. *Exhibit 3.* Dr. Kenworthy reaffirmed the District's commitment to maintaining safe, inclusive, and respectful learning environments for every student, staff member, and family.

III. WITNESS INTERVIEWS

Dr. Patricia Page and Mr. Timothy McPartlin, East Greenwich High School

On April 2, 2026, I met with Patricia M. Page, PhD, MBA, Principal, and Timothy McPartlin, Vice Principal at the high school. Prior to our interview, I reviewed the March 17, 2026 email that Dr. Page sent to the parents and caregivers of EGHS students concerning the "antisemitic symbols and comments [that] were discovered written on the walls of the boys bathroom." *Exhibit 5*, March 17, 2026 Email from Dr. Page. Dr. Page advised the high school community that an internal investigation was underway and that SRO Williams had been notified of the incident. Along with investigation of the incident, Dr. Page explained that the high school would be using the moment to reflect and educate, including the introduction of No Place for Hate lessons designed specifically for high school students, which are intended to address "antisemitism, bias, and the broader impact of hateful language and symbols." *Id.* She, like Dr.

Kenworthy, encouraged families to speak with their student(s) about the impact of hateful language and action, and to remind them to report anything concerning to a trusted adult.

I advised Dr. Page and Mr. McPartlin that I was aware of their internal investigation and that there were rumors that they may have determined who was responsible for the recent graffiti incidents at the high school. I asked them to walk me through their investigation and findings. Mr. McPartlin, who led the investigation, provided me with a packet of materials which are included in this Report as *Exhibit 6,* EGHS Internal Vandalism Investigation. Given the District's engagement of this investigator, at the time of our interview, a determination had not yet been made as to whether they would proceed with the imposition of a consequence for any student(s) determined to be involved.[3] During my May 21, 2026 meeting with Dr. Kenworthy, I learned Dr. Page and Mr. McPartlin had imposed consequences for those students determined to be involved in the graffiti incidents at the high school.[4]

Since Mr. McPartlin was absent on the day the graffiti was discovered, Dr. Page provided me with background information concerning the incident. At approximately 12:04 p.m. on Friday, March 13, 2026, during the lunch block, a [redacted] student reported seeing graffiti in the second-floor boys' bathroom, which is accessible to all grade levels. This student reported to Paraeducator Lisa McLellan, that there was graffiti on the privacy wall in the second-floor boys' bathroom. Ms. McLellan did not know the reporting student and did not take his name. She sent another student to the bathroom to confirm, and then she reported it to the Office. Dr. Page went

[3] Following our interview, I spoke with Attorney Lombardo and advised her that in my opinion, Dr. Page and Mr. McPartlin had conducted a thorough investigation which only ceased due to the District's engagement of an independent investigator. Based upon what I learned during our interview, they had nearly completed the investigation and were prepared to issue consequences for two students whom they concluded were responsible for the graffiti. Attorney Lombardo advised that she would consult with Dr. Kenworthy, Dr. Page, and Mr. McPartlin regarding this determination.

[4] I was advised that a safety plan was also put in place for these students to more closely monitor them during the school day and to provide support to ensure that they were not being subjected to retaliation or harassment.

to the bathroom and observed the graffiti, which included large carvings into the bathroom's metal privacy wall of a "swastika" and the words "Hail Hitler."[5] She locked the bathroom and submitted a work order to have the facilities department paint over the graffiti. *Exhibit 6*. The privacy wall was painted that same day. Dr. Page intended to keep the bathroom locked; however, another staff member unlocked it, not realizing the administration's plan.

Mr. McPartlin advised that his usual practice during the lunch block is to lock the bathrooms in the academic wing, referred to as "the back of the house," so students use the bathrooms "in the front of the house" located near the cafeteria. Since Mr. McPartlin was absent on March 13, the second-floor bathrooms remained open during the lunch block, allowing students to access them. [redacted] I inquired about janitorial staff being responsible for locking the bathroom facilities and it was clear that there are staffing shortages with the in-house janitorial staff, and thus the administration has taken on this task to ensure it is done consistently.

Despite the facilities department immediately painting over the graffiti, the paint was scraped once again revealing the antisemitic symbols and words on the same privacy screen in the boys' bathroom. The graffiti was rediscovered on Tuesday, March 17, 2026, and reported by another student to Paraeducator Tracy Cole, who notified the Office. *Id.* The student reported that he saw the hateful images and he himself tried to scrap off the "swastika" and the "Hail Hitler" words. He scraped the word "God" under "Hail." *Exhibit 6.* Photographs were taken, the graffiti was reported, and the privacy screen was once again painted by the facilities

[5] The Nazi or Hitler Salute debuted in Nazi Germany in the 1920s and it consists of raising an outstretched right arm with the palm down and is often accompanied by a chant or shout of "Heil Hitler" or "Sieg Hitler." *See* the Anti-Defamation League's website at: adl.org/resources.

department. The bathroom was locked for the remainder of the school week, which prompted students to complain about the inconvenience of having to use different bathrooms. The administration hoped that this "inconvenience" would prompt students to come forward with any knowledge of who may have been involved in the incidents. After the second discovery, the administration searched the school and located additional graffiti on the privacy divider and an individual stall in the first-floor boys' bathroom. These are also depicted in *Exhibit 6*, and included "Hitler," a "swastika," the word "N*****," and the phrase "Bendover." The administration is not aware how long these words and drawings have been inside those stalls, and realistically there is no process by which the administration and staff regularly search for graffiti.

On the evening of March 17, 2026, Dr. Page sent the aforementioned email to the parents and caregivers of EGHS students. *Exhibit 5*. Dr. Page was advised that Dr. Kenworthy contacted the Police Chief to advise him of these incidents, and the Chief and/or Major contacted SRO Williams. To their knowledge, the SRO conducted his own investigation, but they were not apprised of his findings, nor is there typically a collaboration on such incidents, as noted herein, given the Police Department's focus on criminal investigations and the District's focus on internal student matters, including graffiti within the buildings. In Dr. Page's experience, the SRO role is generally productive for community policing concerns, and for providing a daily police presence at the high school for safety and security concerns.

On Wednesday, March 18, 2026 at 4:54 p.m., Student 1 emailed Mr. McPartlin stating, "I need to talk to you first thing in the morning and it [sic] very important I have information about the swastika in the bathroom." *Exhibit 6*. Shortly thereafter, at 5:31 p.m., Mr. McPartlin received an email from a parent who was reaching out because her son, Student 2, had told her back on Friday that when he went to the bathroom he walked in on Student 1 carving a swastika

and some words in the boys' bathroom near the urinals. *Id*. She stated that she did not know if he was telling the truth on Friday, but when she received Dr. Page's email on Tuesday she "knew he was serious." *Id.* Again, at 6:24 p.m., Student 2's mother sent a second email to Mr. McPartlin to advise him that "a student's mother just called to inform me that Student 1 is trying to get another student (he has asked multiple students) to say it was Student 2 because 2 was the one who walked in on him scratching the graffiti into the wall. No one else was in the bathroom when Student 2 walked in on the situation." *Id.* Mr. McPartlin responded on the morning of March 19, thanking the parent and advising her that he would be investigating. He also responded to Student 1 and advised that he would be speaking with him that morning. *Id.*[6]

As they investigated these incidents, Dr. Page also pulled the Securely bathroom pass monitoring information for Friday, March 13, 2026, which shows the date and time a student leaves and returns to class to use the bathroom facilities. The student self-selects which bathroom he or she will use. In reviewing that information, Dr. Page noticed that several of the [redacted] students left classes at or around 9:20 a.m. on the morning of March 13 to use the bathrooms, and that although the graffiti was located later in the day, it had more likely than not been done in the morning, which was ultimately corroborated by a student witness who walked into the bathroom while the graffiti was happening. *Exhibit 7*, Securely Bathroom Printout for March 13, 2026.

Mr. McPartlin met with Student 1 on Thursday, March 19, 2026. Student 1 advised that he had received a call from Student 4 to tell him that "some people are saying it was [you] who drew that thing." Student 1 claimed not to know the name of the symbol for a swastika. *Exhibit*

[6] On the afternoon of March 19, Mr. McPartlin called the parents/guardians of each of the students with whom he had spoken to advise them of his interviews. He encouraged them to speak with their child and to advise the school administration of any other pertinent information.

6. Student 4's father called Student 1's mother about the rumors, and she called Student 1 around 4:00 p.m. on March 18 to ask if he had been involved. She advised him to email Mr. McPartlin to request a time to discuss the matter the next day, and as noted, Mr. McPartlin received that email. Student 1 claimed to have reported the graffiti to Ms. McClellan on Friday, March 13. He said that he "suspected it was a senior. If caught, he thought the perpetrator should get a Saturday detention." *Id.* Another interview took place with Student 1 later that same day, and he claimed it was a "coincidence that he and Student 2 were in the bathroom at the same time." He also then reported that Student 3 was also in the bathroom. He stated that "Student 2 was there first, then he came in, then Student 3 came in last. There was no one else in the bathroom." *Id.* He said that when he entered the bathroom, Student 2 was already in there and "he was scratching on the privacy wall, but he could not tell what he was using to scratch it." *Id.* Student 1 said that when Student 3 entered, Student 2 said, "Yo, look at this. Who would do this?" Student 1 took a picture with his phone "to protect himself," and he told "McClellan about it later that day." He also showed Student 5, who took a picture of the image on Student 1's cell phone on Monday. He had no information about the subsequent graffiti on Tuesday, March 17. *Id.* Mr. McPartlin also spoke with Student 4 on March 19, and he reported that he was walking by in the hallway on March 13—a time which is corroborated by the Securely bathroom pass printout for that day—and Student 2 told him to "go in the bathroom and look at what I did." *Id.* Student 4 reported that he knew Student 1 was in the bathroom because he had already told him that he saw Student 2 graffitiing the privacy wall and he had taken a picture of it. He also said that Student 3 was in the bathroom, but he did not think he was involved. Student 4 reported that Student 1 shared the photo of the graffiti with Student 6, and that Student 6 had sent it him. Student 4 said he had talked to Student 2 on the phone on March 18 and

Student 2 was trying to blame Student 1 for the graffiti. (Student 4 is friends with Student 1, and he told Student 1's mom what happened.) Student 4 reported that he went up to Student 2 to ask him why he did the graffiti, but he did not remember his response. He also claimed that Student 1 "does say a lot of racist things on the phone including the N word." In Student 4's opinion, they should both get in trouble. Student 1 helped or should have stopped it. *Id.*

Mr. McPartlin also interviewed Student 6, who got a picture of the graffiti from Student 5. He also noted that Student 1's mother made him delete the photo he had taken. He reiterated that Student 1 and Student 2 were trying to blame each other for the graffiti. It was evident to Mr. McPartlin that two separate groups of friends were each advocating for their person. Student 5 corroborated that Student 1 showed him the photo on his cell phone of the graffiti, and that Student 5 shared the photo with Student 6. Student 6 reported that he heard that Student 2 was responsible for the graffiti.

On March 19, 2026, Mr. McPartlin interviewed Student 3, who was reported to be in the bathroom at the same time as Students 1 and 2.[7] Student 3 said he was coming from class to use the bathroom and that Student 2, who is also in his class, had left class first. Accordingly, to the Securely bathroom pass report, Student 3 was in the second floor boys' bathroom from 9:27 a.m. until 9:57 a.m.[8] He reported that when he walked into the bathroom both Students 1 and 2 were in the bathroom already, and that Student 2 was "scratching something on the wall," and Student 1 "was watching." He described the location as the privacy stall near the urinals. Student 3 reported that when he walked in "Student 2 got scared because he got caught…he blamed

[7]The administration advised that Student 3 had ongoing support in place at school to ensure that he was not being subjected to any retaliation for sharing his observations of Students 1 and 2 in connection with the March 13, 2026 incident.

[8] This investigator notes that 30-minutes is a considerable amount of time to be out of class, and therefore, I question whether Student 3 accurately input his return to class time in the Securely system.

Student 1, and Student 1 blamed Student 2." *Exhibit 6.* Then Student 1 left the bathroom, and Student 2 tried to convince Student 3 that Student 1 was responsible for the graffiti. Student 3 also reported, "I saw my name on the wall, and it says Student 3 was weird. Student 2 may have done that." Notably, this phrase was not reported by anyone as being on the wall and therefore this investigator does not know if that phrase was in fact on the wall, if it was removed, or if it was simply not visible. *Id.* Student 3 also reported that Student 1 called him on Wednesday to "remind me that it was Student 2. Student 2 has been trying to blame Student 1." *Id.*

According to Mr. McPartlin, Student 2 had been absent for a few days, so he was unable to interview him until March 23, 2026. When they spoke, Student 2 stated that he left class and he stated, "I usually just leave the room and wander for 10 minutes." *Exhibit 6.* When he went into the bathroom someone was using the stall by the urinals, but he did not know it was Student 1 at the time. There was also another tall kid wearing a white hoodie in the bathroom on his phone, but he was not identified. Student 2 reported that he went to use a bathroom stall and when he came out of the stall he realized the other student in the bathroom was Student 1, so he went over to talk to him. Then Student 2 observed that Student 1 was "writing something on the wall with his finger." *Id.* At that point, Student 3 walked in and Student 1 said, "look what someone wrote on the wall." Student 2 said that after that Student 1 was trying to blame it on him, and that they were friends "before he tried to blame this on me." *Id.* Student 2 said he talks to Student 3 sometimes in class, but they are not friends. He claims that he never told anyone to "go into the bathroom and look at what I did." He claimed that if he told Student 3 to go to the Office and blame this on Student 1 he would, insinuating that Student 3 could be manipulated.

He was told that when he was out of school on Thursday, Student 6 was telling everyone that they should blame the incident on Student 2.[9] *Id.*

After Dr. Page sent her email advising of the graffiti incidents she and Mr. McPartlin received an email on March 24, 2026 from Karen Lockhart, a teacher at the high school. Ms. Lockhart advised that the week prior a student in her [redacted] class notified her of a swastika symbol written in pencil on a classroom table. She reported that "[d]ue to the concerning nature, it was immediately erased, so I didn't take any photos of it in front of the students." *Exhibit 6*. Following that discovery, Ms. Lockhart had "preventative and prohibitive conversations with ALL my classes about the severity of this remark, and while I had some guesses of which students could have been responsible, there was no way of proving it." *Id*. Ms. Lockhart proceeded to have further discussions with other teachers and after examination of which students sit at which desks in various classes, she concluded that it was "highly likely" that Student 2 wrote the swastika symbol on the desk in a separate class, as he sits in the exact spot of where the drawing was located. *Id.* Student 2 is in Ms. Lockhart's class, but he sits in a different seat for that class. Ms. Lockhart spoke with Whitney Bates, who is a teacher in the classroom during the period 1 class, and she confirmed that Student 2 was present on the day it was discovered and that he was sitting at that table. *Id.* Ms. Lockhart advised that she considered it originally to be "more of an isolated incident" when she discovered it last week "rather than what seems like a trending behavior school-wide this week." *Id.*

In the course of their investigation, the administration also learned that a parent walking on the high school athletic fields called the front office and reported a potential hateful message. Mr. McPartlin and SRO Williams went outside and observed the images—the Star of David, and

[9] [redacted]

the numbers "88"[10]—which had been spray-painted onto a shed. *Exhibit 6.* In their observations, the images appeared weathered and had likely been there for a period of time. The facilities department was contacted to paint over the area. These observations further evidence that the high school buildings and grounds are not regularly checked for graffiti.

On March 26, 2026 at 2:15 p.m., Student 7 reported a hate symbol in the first floor boys' bathroom, which he said was "recently crossed out," but that it had been visible between 10:20 and 11:30 a.m. *Exhibit 6.* When asked when it was first observed, he reported that he saw it the day before, on March 25. Mr. McPartlin performed a bathroom inspection on the morning of March 26, and he did not observe an intact hate symbol on the privacy divider in that bathroom. From the photographs provided in *Exhibit 6*, there clearly are markings on the metal privacy divider, but nothing that depicts a clear image or word.

During our interview, which was approximately three weeks after the first incident, we discussed the administration's belief that the students who were involved may have thought "they got away with it," because a consequence had not been imposed, and the students and community members may have believed that no one would be held accountable. This portion of our discussion gave me pause, as I found these thoughts to be highly relevant to the impact these incidents had on the general school environment and individuals' ability to begin to heal and move forward. It is my opinion that students—particularly high school aged students—need to understand that actions, particularly those fueled by hate and bigotry, have consequences, and that Dr. Page and Mr. McPartlin's investigation, once fully concluded, should proceed through imposition of consequences, if in their professional opinions and experiences such was

[10] The Anti-Defamation League reports that "88" is one of the most common white supremacist symbols which is a numerical code for "Heil Hitler," as the letter H is the eighth letter of the alphabet. This symbol is used through the entire white supremacist movement, and not just by neo-Nazis. *See* www.adl.org/resources.

warranted. By the time we met, Dr. Page and Mr. McPartlin had essentially completed their internal investigation in a timely and efficient manner. These administrators were the ones to receive firsthand the reports of the graffiti, to view it before its removal and to speak directly with students, with whom they have a certain sense of familiarity. As previously noted, I shared with the District's legal counsel that from my perspective there was no benefit to having Dr. Page and Mr. McPartlin wait for the completion of my investigation and Report before finalizing their findings and imposing consequences;[11] particularly in light of the fact that I viewed this investigation more through a holistic lens with a focus on the District's policies and practices in addressing these types of discriminatory incidents at the elementary, middle, and high school level, and whether its policies, practices, communication and collaboration, and educational resources are effectively addressing the concerns presented by these incidents.

Melissa Centracchio and Beth Cauley, Cole Middle School

On April 7, 2026 I met with Melissa Centracchio, Principal, and Beth Cauley, Assistant Principal at Cole Middle School.[12] We discussed the general scope of my investigation, and then Ms. Centracchio shared with me that during lunch duty on March 17, 2026, at approximately 12:35 p.m., an eighth grade student came into her office to share that there was a swastika symbol in the eighth grade boys' bathroom located on the third floor of the school.[13] Similar to the high school setting, during the lunch period there is a free flow of traffic to use the bathrooms and the Securely pass monitoring system is not used. Ms. Centracchio went to that bathroom to view the image herself, and she observed a swastika, drawn lightly in pencil, but large in size

[11] This recommendation was accepted and Dr. Page and Mr. McPartlin imposed consequences for those students determined to be responsible for the graffiti incidents at the high school. The details of those consequences were not disclosed to this investigator.

[12] I did not meet with the other school principals on April 2 or April 3 because the District was undergoing RICAS Testing on those dates.

[13] This bathroom is accessible to other grade levels.

behind the door of the bathroom. *Exhibit 8*, Photo of Graffiti at Cole. She locked the bathroom, reported to staff that the bathroom would remain locked, and then she notified the custodian that the symbol needed to be removed. Shortly thereafter, she left the building for a bi-monthly District Leadership meeting. To Ms. Centracchio's surprise, at the District Leadership meeting Dr. Page and others inquired about graffiti at Cole. Since Ms. Centracchio had not yet advised her staff about the graffiti, she did not understand how they were made aware of it. She later learned that since the high school and Cole share Department Chairs, when those individuals read that the Cole bathroom was closed they presumed it was because of graffiti due to the recent incidents at the high school. Prior to that meeting, however, Ms. Centracchio was not aware that any other school had experienced a similar issue with antisemitic graffiti.

Ms. Centracchio and Ms. Cauley advised that they often deal with graffiti at Cole, but it normally includes inappropriate drawings, such as genitalia or profane words, but not discriminatory or hateful speech. They have, however, noticed an uptick in bathroom-related incidents, including trash strewn about the bathroom and urine on the floors, and following those incidents they have reached out to families to advise them and to ask that they communicate with their children about behavioral expectations.

The following morning, March 18, 2026, Ms. Centracchio sent an email to parents and guardians of the Cole community to advise of the school's investigation of the antisemitic graffiti discovered in the boys' bathroom. She expressed that "this behavior is a direct violation of our bullying and harassment policies and is deeply offensive." *Exhibit 9*, Email from Melissa Centracchio regarding Incident at Cole dated March 18, 2026. Ms. Centracchio reaffirmed that the conduct was in total opposition to the values of dignity, respect, and inclusivity that they strive to uphold at Cole and in the district. *Id.* She encouraged families to discuss with their

children the harm caused by hateful language and the importance of "see something, say something," and to report concerns immediately to a trusted adult. *Id.* On the evening of March 19, 2026, Ms. Centracchio received an email from a Cole parent who advised that [redacted] child, whom he did not identify, had just received a text message inviting [redacted] to a group chat of 20 people along with an antisemitic message. The email further stated, "[g]iven that there is an ongoing investigation after this week's incidents, I wanted to reach out and note that [redacted] brought this to my attention right away. That said, [redacted] particularly sensitive to being incriminated, so [redacted] like to remain anonymous." *Exhibit 4*. A screenshot of some of the text chain was provided and one of the texts from a telephone number with a (401) area code reads, "I HATE JEWS." *Id.* As previously noted, Ms. Centracchio shared this information with Dr. Kenworthy, who contacted the Police Department. Ms. Centracchio and Ms. Cauley advised that they do not maintain student telephone numbers in Aspen, nor would they begin to investigate text messages shared outside of the school environment. I inquired whether they suspected that this parent's child could be involved in the bathroom incident, and they advised that he had been absent on the day at issue.

Ms. Centracchio followed up with the student who reported seeing the graffiti and one other student who was in the bathroom at that time and determined that they were not involved. In discussing the matter further, Ms. Cauley advised that a different student had reported "graffiti" in the bathroom on Monday, March 16, but that student did not identify what the image was, and when Ms. Cauley inspected the bathroom she discovered a large drawing of a middle finger, she did not observe a swastika. [redacted] based on the information they gathered they were unable to determine who might have been responsible for the graffiti. [redacted]

[redacted]

On April 6, 2026, Dr. Kenworthy forwarded me an email he received from a parent on April 5, 2026. I was not provided the identity of the parent; however, she stated that she has two students in the District. This parent expressed that she was writing to inform Dr. Kenworthy of her "son's experience with targeted, antisemitic attacks and the insufficient response to these incidents, and to highlight some of the shortcomings in East Greenwich's schools pertaining to inclusivity." *Exhibit 10*, Parent Email to Dr. Kenworthy re: Antisemitic Incidents Prior to the Public Graffiti, dated April 5, 2026. This parent described her two children as "proud Jews" who are not shy about their faith. *Id.* She initially shared her disappointment that so many teachers in the District have insisted on promoting their religious practices in public schools which are legally not to promote any religion. *Id.* She explained that her children have been forced to participate in or be excluded from class activities when they do not participate in Christian-based activities, such as ornament making, elf crafting, Christmas potholder making, Easter egg decorating, Elf of the Shelf and Santa activities. *Id.* She explained that she shared these examples, "not to relitigate the past, but to show that East Greenwich Public Schools has a flawed and uninformed concept of being a public, open, and accepting environment." *Id.*

She then proceeded to share two incidents involving her son who attends Cole. The first incident occurred during a class, in January, 2026, when another student proceeded to draw a swastika on her son's desk. She expressed her opinion that the conduct was intentional, and that the other student knew what he was doing by drawing the symbol on the desk occupied by a Jewish student. *Exhibit 10.* She admitted that Ms. Cauley reached out to her to discuss the incident, but that she expressed that the other student was not aware of the symbol's meaning.

This parent alleged that following the incident, to her knowledge there was no follow-up to check on her son, to educate the other student about the swastika's meaning and intention, and no education to any bystanders. *Id.* I spoke with Ms. Centracchio and Ms. Cauley about the incident, and they provided me with further context. They explained that the class is an [redacted] class for students receiving additional resources. The students sit at dry erase board tables, and it was reported that one student drew a swastika, erased it, and then drew it a second time. The other student (this parent's son) saw the drawing and said, " you cannot draw that." The teacher reported it to Ms. Cauley. Ms. Cauley explained that the Jewish student is knowledgeable about the symbol and its meaning, but that the other student is not. They do not have the same family or social experiences. These two students have been classmates for a long time, and they often have conflict back and forth. The administrators advised me that the student who drew the swastika did receive an in-school consequence, that both families were contacted, and that restorative educational opportunities were provided.

The second incident referenced in the parent's email occurred in February of 2026. During that incident, another student approached her son in the cafeteria and performed a Sieg Hiel and said, "Heil Hitler." *Exhibit 10.* She reported that her son chased the other student out of the cafeteria, and fortunately Ms. Centracchio was in the hallway and "was able to stop a physical altercation from happening." *Id.* While Ms. Centracchio allegedly thought her son "was the aggressor," the student spent time speaking with Ms. Centracchio and explained what had occurred. *Id.* The parent advised Dr. Kenworthy that she had received an email from Ms. Centracchio later that day, but she was disappointed not to have also received a telephone call on the day of the incident. She disagreed with Ms. Centracchio's position that the incident was "isolated," given that her son had experienced the other incident just one month prior, and she

further noted that there were "roughly 6 occurrences involving Jewish hate this year that we know about." *Id.* The parent discussed that there is a lack of resources available in the District's schools to address this specific type of hate, and she alleged that Ms. Centracchio failed to follow through on this parent's efforts to connect Cole with Wendy Joering from the SBHEC. The parent was expressing that these incidents happened "prior to the publicly announced graffiti incident," and that her son has shared that there have been other swastikas drawn on boards at Cole, and he and/or teachers keep erasing them, and while that may be good intentioned, by doing this the adults are

> sending un-inclusive and 'otherness' messages. They downplay or completely negate the significance and pain that comes with certain words, gestures, and drawings. Our children see and internalize these messages and carry it with them throughout their lives. Administrators, even those who are not trying to obfuscate the truth and severity of antisemitic attacks, lack the education and support to respond to incidents of hate.

Id. When I discussed this second incident with Ms. Centracchio, she explained that when this incident occurred, she was on the seventh-grade floor, and this parent's son had chased the other student from the cafeteria upstairs to that floor. She noted that there are safety concerns with students leaving the cafeteria, running through the school and with their whereabouts being unknown; she refuted that there was nearly a physical altercation between the two students as alleged by the parent. When Ms. Centracchio spoke with this parent's son he was polite and did well advocating to tell his side of the story. She ultimately learned that the other student was swinging his arms around "like a plane" and said he was "going into the twin towers." He then raised his arm and said "Heil Hitler." The other student admitted his conduct, but he did not seem to have any understanding of his words or action. When Ms. Centracchio spoke with his parents, they were "mortified and stunned." That day the student remained in her office for the remainder of that day, and the next day he had in-school suspension with a restorative

assignment. When she spoke with his parents, they advised that they were discussing the issue at home and trying to educate him regarding his conduct. Ms. Centracchio also shared that she followed up with the student who was victimized contrary to his parent's assertions. She spoke with him outside of his math class to check-in on him, and also to discuss how he could have responded differently to the incident. [redacted] She explained to him that there was a consequence imposed, and his response to her was that "context matters," and she understood this recognition to be significant on his part.

Ms. Centracchio also addressed the parent's assertions that she did not effectively communicate with her regarding the incident. She explained that on the day of the incident she emailed the mother at 2:15 p.m. (*see Exhibit 11*), but Ms. Centracchio was attending a school event late into the evening and therefore was unable to speak on the phone that day. She said that she made an effort to speak with the parent the next day, to let her know what the school was doing to address the incident, and she thought they had a positive conversation. Both administrators explained that the incidents were "isolated" in the sense that two separate individuals acted out, but the victim happened to be the same. It did not appear that either student who acted out had enough knowledge to understand his respective actions.

Ms. Centracchio and Ms. Cauley spoke positively about the engagement of the parents and caregivers within the Cole community. They shared information about Cole's SIT ("School Improvement Team") which meets monthly and is comprised of administrators, staff, teachers, parents, and community members. The SIT group discusses many topics, including staffing, test scores/assessments, facility concerns, social emotional issues, the continued effects of the COVID-19 pandemic, family engagement, and other "middle school hot topics." In January

2026, Cole offered a Parent Education Night, with professional presenters focused on supporting middle schoolers through social and emotional challenges in three categories: (1) Let's Get Organized-Executive Functioning (Janet Smith PhD, University of Rhode Island); (2) Anxiety: How to Cope in Middle School (Dr. Ken Smith, East Greenwich Pediatrician); and (3) Relationships with Friends: Navigating Text Groups (Kim Smith, Author of Middle School Book). *Exhibit 12*, Cole Parent Education Night Flyer. At the time of our interview, they were planning other sessions focusing on the topic of Freedom of Speech and the implications of one's actions in expressing speech, and social media use, its risks and the impact on students.

We discussed the curriculum offered at Cole, and generally, it appears that any discussions or lessons related to social emotional learning are not focused on any one marginalized group. The lessons, through Lancer Learning Time and Rethink Ed, are more focused on discussions with students regarding different cultures, empathy, and how actions have consequences. Much of what the administrators, teachers, and Cole's two school counselors deal with encompasses social conflicts, and bullying. Ms. Centracchio and Ms. Cauley were not aware of any ongoing social media trends which may have prompted the antisemitic graffiti, however, given the age range of Cole's student body, the administrators are keenly attune to the fact that these students are overly exposed to many words and symbols—the meaning of which are not fully understood by many students—from social media, song lyrics, video games, online platforms such as YouTube, and a general unfettered access to information through personal cell phones and devices.

Coleen Smith, Hanaford Elementary School

On April 13, 2026, I met with Coleen Smith, Principal at Hanaford, which serves students in third through fifth grade. The graffiti at Hanaford was discovered in the boys' bathroom on Monday, March 16, 2026. On that day, Neil Marcaccio, the District's Special Education Director, was still in the office following an earlier meeting at the building when a fifth-grade student, who knew Mr. Marcaccio from his prior role as a principal, reported graffiti in the boys' bathroom. Mr. Marcaccio walked with the student to the bathroom, and he saw graffiti stating "NAZIS RULE" on the upper left side of a bathroom stall wall. The bathroom is used by all grade levels as it is located near the media center. Ms. Smith also observed the graffiti and then she closed the bathroom to student use. The writing was in pencil, and Ms. Smith noted that a new No. 2 pencil was floating in the stall's toilet. Ms. Smith cleaned the writing herself, despite there being janitorial staff on site at the school.

At Hanaford, each classroom has a clipboard with a bathroom sign-out sheet, however, Ms. Smith explained that sheets are not consistently used in every classroom. Regardless, she pulled the sheets to see which students were using the boys' bathroom around the time of the discovery on March 16. She believed the graffiti occurred on the same day that it was discovered because students started talking about it immediately, and had it happened the week prior she believed that the teachers and administrators would have heard about it. The [redacted] did not have any sign-out sheets, so Ms. Smith examined some of the [redacted] journals to compare their writing to that in the bathroom stall. While she observed some similarities in some letters, she could not determine who had been responsible for the graffiti. Subsequently, she requested that each teacher have their entire class write the pangram, "The quick brown fox jumps over the lazy dog," so she could examine student writing samples of that

phrase; however, once Dr. Kenworthy learned that Ms. Smith had made this request he asked that she hold all writings and pause any further investigation as the independent investigation would be ensuing. This investigator did not review any of those writings as I would have no way of determining whether any one student's handwriting in fact matched that of the graffiti.

Following the incident, Ms. Smith noted that students were talking about it, and that two of the male students were attempting to blame one another. Ms. Smith spoke with both students, and they had the same story regarding their whereabouts. Ms. Smith checked with the classroom teacher and neither student had signed out of class to use the bathroom on the day in issue nor did their teacher recall anyone else leaving the classroom.

On March 17, 2026, Ms. Smith emailed the Hanaford community to advise that she was conducting an investigation related to the antisemitic graffiti found in a student bathroom the day prior. *Exhibit 13*, Email from Coleen Smith dated March 17, 2026. She reiterated that the conduct was deeply offensive and in direct violation of the bullying and harassment policies. She asked that families use this opportunity to reinforce the importance of continuing to teach and model empathy, responsibility, and the impact of words and actions. She asked families to speak with their child/children about the impact of hateful language and to remind them that if they see or hear something concerning, they should immediately report to a trusted adult. *Id.* After her email was sent, Ms. Smith learned that a [redacted] parent posted the email on social media. She spoke with that parent, and they had a positive conversation. She feels that the PTG and the Hanaford community as a whole are very supportive. She shared that following the discovery of graffiti at the various District schools, a local group organized a community meal focusing on sharing Matzo Ball soup and trying to foster a sense of community.

We discussed the curriculum at Hanaford, and she advised that none of the grades have yet to discuss the Holocaust or antisemitism. The third graders discussed cultural differences in schools around the world, the fourth graders discussed the Revolutionary War and slavery, and the fifth grade discussed civil rights, discrimination, and learning about Jackie Robinson. In the Spring, the fifth grade will read *Number the Stars*, by Lois Lowry which is a historical novel about the escape of a Jewish family from Denmark during World War II. This book is in addition to, and not a part of the English Language Arts ("ELA") curriculum.

Ms. Smith explained that Hanaford offers assemblies throughout the school year, and in fact, on the Friday prior to this incident, they had an assembly about inclusion and why it matters. Ms. Smith has had Michelle Colemen speak for the past three years about inclusion and disabilities. The PTG supports the school assemblies and has previously had presenters on topics such as self-advancement, perseverance, and anti-bullying. Ms. Smith also offers Hanaford Hawk Tickets, which are recognitions that students can receive for demonstrating behavior that is respectful, and exemplifies good citizenship, caring, and responsibility. The tickets are given by staff members and the student recipients are announced over the school announcements, with the total number of tickets given each month announced at the monthly assemblies. She added that throughout the year, Hanaford's student council also works to raise money and/or items for various community charities.

As far as professional development and resources are concerned, Ms. Smith shared that there is not much offered regarding ways to address discriminatory behaviors, or targeted and hateful speech. She explained that Hanaford incorporates social and emotional lessons, through Second Step or Kindness 101 videos. Ms. Smith questioned whether the graffiti incident had prompted other insensitive and unkind behaviors, as she noticed an uptick in such conduct,

which some believe is just "roasting," but she explained such conduct is not permitted. She spoke of other incidents that have occurred at Hanaford. In one instance, a student made comments to a Jewish student stating that the Jewish student was "not equal," and that they could not be friends if he did not believe in God. In a second incident, the same student told another student "your name is gay," and "you are gay." The student received a consequence related to his conduct; however, his class was ruled out for having been responsible for the recent graffiti incident.

While we were speaking, Ms. Smith opined that there seems to be a general lacking in student awareness surrounding celebrating each other's differences. For example, she noted that on March 20—which fell at the end of the week when the graffiti was discovered at Hanaford—the District had no school for Eid al-Fitr, which marks the end of Ramadan for the Muslim community.[14] Ms. Smith explained that many students may consider this just a "day off," but for those students and their families who may have fasted throughout Ramadan the day is a significant celebration. She recognizes that there needs to be a continuing shift in the District's culture to celebrate one another's differences, to recognize discriminatory biases, and to bring awareness to the fact that words and actions matter. Ms. Smith shared that she would appreciate District-wide training and a systematic approach to addressing such sensitive topics. While she does not want to spotlight student conduct in a negative manner, she does believe there is a lack of awareness regarding differences and how one student's words and actions can have a discriminatory impact on fellow students and their families.

[14] This is just one example of a day that is observed by the District, the timing of which was discussed in this Report due to its proximity to the graffiti incident at Hanaford. All other holidays or religious observations are noted on the District's calendar located at egsd.net/calendar2.

Jennifer Tedeschi, Eldredge Elementary School

On April 13, 2026 I met with Jennifer Tedeschi, Principal at Eldredge. Prior to her tenure as a Principal, Ms. Tedeschi served as an educator at the high school. The initial incident that I discussed with Ms. Tedeschi differed from those that I had discussed with the other school principals, as it occurred just prior to the December break during an afternoon bus route. On or about December 24, 2025, Ms. Tedeschi received an email from a parent of a [redacted] who reported that an incident occurred on her child's bus when another student said something to the effect of, "raise your hand if you're Jewish. I hate Jewish people," and other comments concerning Nazis. This parent and her child are Jewish, and she was upset not only at the statement and how her child felt, but also at the fact that their family had not discussed antisemitism or the Holocaust with their child. Ms. Tedeschi reported the incident to Mr. Kenworthy and proceeded to investigate the incident during the December break, including review of video footage from the District's bus company, Ocean State.[15]

In January, 2026, after returning to school from the break, Ms. Tedeschi met with 16 students who had been on the bus on the day in issue. In the course of her investigation, Ms. Tedeschi learned that one of the [redacted] students on this bus had worked with the bus driver to create a Christmas playlist so that he could play on the bus. When that student was playing the playlist, he realized that he did not have any Hannukah music, and therefore he inquired whether anyone on the bus was Jewish, and when the third-grade student raised her hand indicating that she was Jewish, he apologized for not having any "Jewish music." In response to that conversation, another [redacted] student on the bus—who is very interested in World War II

[15] The information contained in this Report regarding this incident is based solely on my interview with Ms. Tedeschi, as I was not provided any documentation or other evidence related to her investigation.

and discusses that topic at home—started calling the student with the playlist a "Nazi," stating that he "hates Jews," and that "we have a Nazi on the bus."

Ms. Tedeschi reported that she viewed this investigation through the lens of the District's bullying policy and ultimately determined that there was no evidence of bullying. The student with the playlist was trying to be inclusive, and the other student who spoke out was being insensitive and impulsive. On January 8, 2026, Ms. Tedeschi sent a letter to the Eldredge community advising families about the incident and her investigation. *Exhibit 14*, Letter from Jennifer Tedeschi dated January 8, 2026. Therein, she reminded families that "even when comments are made without harmful intent, words matter," and inappropriate language was used in an unacceptable way which is not reflective of the values of the school community. *Id.* Ms. Tedeschi also advised that the District would be working with the Jewish Alliance to obtain educational resources pertaining to antisemitism, however, she told me that she learned that the Jewish Alliance's focus is more on the victim and that they did not have educational resources available. The Jewish Alliance did recommend some books, however, as of our interview, Ms. Tedeschi had not been able to locate them for purchase. Ms. Tedeschi looked into other resources including trying to connect with a local rabbi to speak at Eldredge, and she shared other online resources available through the USC Shoah Foundation and Nickelodeon Kids in Eldredge's newsletter for parents and educators. She expressed that it is challenging to find an organization that is focused on speaking to students concerning topics such as antisemitism or more generally, discrimination.

Ms. Tedeschi shared that she received a great deal of support from families in response to the January 8 communication; however, interestingly, on January 23, 2026, Ms. Tedeschi sent a second letter to Eldredge families to report an incident of racist graffiti that was discovered in a

student bathroom, and she received only one email in response to that letter. She explained that this lack of a response was "disappointing" because it felt as if racist speech is considered more acceptable. *Exhibit 15*, Letter from Jennifer Tedeschi dated January 23, 2026. In that instance, it was discovered that the "N-word" was written in pencil in a bathroom stall. The student who discovered the graffiti erased it when he saw it and then reported it. Ms. Tedeschi was not able to determine who was responsible for the graffiti.

Ms. Tedeschi noted that the Holocaust is not addressed in the curriculum at the elementary school level and in her opinion, educators would need more professional development and training concerning presentation of this topic. In the past, Eldredge welcomed Nicole Coleman who spoke on the topic of Inclusion Matters. Ms. Tedeschi fosters an inclusive school environment where Eldredge's inclusion pledge is recited as part of their daily announcements, and students are praised for acts of kindness, including spontaneous kindness challenges that Ms. Tedeschi may offer. Additionally, Eldredge regularly focuses on the school's three expectations, which are to "be safe, be respectful and be responsible." She also shared a copy of the Eldredge Think Sheet, which is a tool she uses to help students process incidents that may occur in the school setting. *Exhibit 16*, Eldredge Think Sheet. The Think Sheet is not a disciplinary consequence, but rather a worksheet to help bring a sense of awareness to students about their actions and interactions with others and what, if any, changes a student can make to their own words and actions. *Id.* This appears to be a useful and creative educational and reflective tool for students that seeks to bring a sense of awareness to areas that may be lacking as they navigate peer relationships in the elementary school setting.

It is clear from our interview that Ms. Tedeschi and her staff, her fellow principals and the District's leadership—Superintendent Kenworthy and Assistant Superintendent, Azadeh

Noorbaloochi—continue to discuss these topics as they collectively seek out resources to help navigate these sensitive issues. Ms. Tedeschi noted that the District's leadership is both accessible and engaged, which she greatly appreciates. Ms. Tedeschi would welcome more professional development and/or resources with a focus on anti-bias and kindness without necessarily embracing one specific race, culture, or religion.

IV. OTHER RELEVANT INCIDENTS AND INFORMATION

Within the scope of this investigation, the Committee also requested that I gather information from the District principals concerning: (1) other documented incidents of discrimination by category over the past five years; and (2) an accounting of current Holocaust/Anti-Semitism curriculum or lesson plans and other anti-discrimination lesson plans and curriculum used in the District.[16]

A. Information From the District's Elementary School Principals

On April 14, 2026 I emailed Domenic Giusti, Principal at Meadowbrook, and Maryann Crudale, Principal at Frenchtown; both elementary schools serving students up through second grade. Neither principal reported any graffiti-related incidents in connection with this investigation, nor have they encountered any other incidents during their respective tenures related to discrimination or antisemitism. Both reported that neither school uses a curriculum or lesson plans related to the Holocaust, antisemitism or other topics related to anti-discrimination. Their EL Education and Second Step SEL curricula centers around social-emotional lessons, with a focus on the "bigger ideas" of compassion, respect, responsibility, kindness, safety, and inclusivity.

[16] The Committee also requested recommended Holocaust education materials and curriculum to be shared in and out of school, and that information will be contained within the Recommendation Section of this Report.

Similarly, Ms. Tedeschi shared that to her knowledge, there have been no other discriminatory incidents over the past five years at Eldredge. Eldredge does not have specific curriculum related to any type of discrimination and instead focuses more generally on diversity, equity, and inclusion. Many of the ELA units include content that teaches students about other cultures, and the social emotional curriculum includes topics that range from self-awareness to conflict resolution to inclusion. She shared that to compliment the HQIM (high quality instructional materials), Eldredge's school library houses a wide range of titles which promote diversity, as well as online resources that include themes of anti-hate, bias, and cultural awareness, including the No Place for Hate activity library available through the Anti-Defamation League ("ADL"), the Nickelodeon Parents and their collaboration with the USC Shoah Foundation, and the PJ Library available through the Jewish Alliance (providing books for children from birth to eight years of age).

For Hanaford, in addition to the topics discussed during our interview, Ms. Smith briefly shared information about two undocumented incidents that had occurred in the last couple of years. [redacted] the reflection sheets they completed regarding the incidents were not retained. Generally speaking, one incident involved a student discussing a video game he played and a reference to "Jews locked in the basement" to one of his peers. The parents were contacted, the student completed a reflection sheet, and the incident was processed with him. The second incident involved a student who had transferred to the District and who was interested in World War II, resulting in him sharing his "knowledge" on the topic with his peers. Often his recounting was inaccurate, however, and the information shared was difficult for other students to receive. Since these two incidents happened close to one another and knowing that other students were playing video

games referencing the war and Nazi Germany, Ms. Smith and the teachers at Hanaford brought back a novel to facilitate the dialogue about the war and how Jewish people were subjected to Nazi rule.

Additionally, Ms. Smith continues to work with the Jewish Alliance and the SBHEC on other opportunities for instruction and presentation at Hanaford. She is waiting for the Jewish Alliance to complete their elementary-level curriculum which the organization has been working to develop. As previously discussed, the elementary ELA curriculum does not have a direct focus on antisemitism, but the fifth grade students will read *Number in the Stars* this year, and two years ago the fifth grade teachers invited Mrs. Krasner, a community member and teacher, to come to speak to students about the subject matter and she will be invited again this year.

B. <u>Information From Cole Middle School</u>

Ms. Centracchio and Ms. Cauley shared a chart with documented incidents of discrimination from the 2021-2022 school year through the current school year based on race, religion, sexual orientation, disability, national origin, and gender identity. *Exhibit 17*, Incidents of Discrimination at Cole, 2021-Present. While details of these incidents have not been shared with this investigator, the chart reflected incidents which were reported to the school administrators. The categories with the most reported incidents at Cole pertained to "race" and "sexual orientation" with an overall significant increase in such reports from 2021 to the present. In the 2025-2026 school year alone, administrators at Cole received and documented 23 incidents of discrimination. *Id.* I inquired whether Ms. Centracchio and Ms. Cauley could explain the increase in incidents over the past couple of years, and they explained that there is a greater expectation in the District for incidents to be reported to the administration and documented. Therefore, even if a teacher has intervened and/or communicated with a parent,

assigned a classroom level consequence and potentially handled the entire situation, the teacher is still asked to record the incident in Aspen.

With regard to curriculum at Cole, none of the ELA lessons in sixth or seventh grade cover the Holocaust, genocide, or antisemitism. For eighth graders, this year there was one article available to them as a *choice text* titled *The Kids Who Escaped Hitler.* It was included in the Scholastic Scope Magazine. The assignment required students to self-select an article, identify the main idea, and identify a significant quote. This article was not assigned to the entire class; therefore, it was only accessed by those students who selected it for their assignment. In Social Studies, neither sixth nor eighth grade classes cover the Holocaust, genocide, or antisemitism. The seventh grade focuses on medieval world history, with an emphasis on medieval Europe, the role of the Roman Catholic Church and the influence of Christianity. During this unit, students learned about examples of prejudice, discrimination, and hostility that was directed toward Jewish people. For example, lessons introduced the idea of persecution and explained that Jewish people in medieval Europe were often targeted because they did not practice Christianity. Additionally, during that time many Jewish people were forced into certain jobs, such as moneylending, which many Christians believed was a sin, and thus such a role in society lead to further hate and prejudice toward them. During this unit, the class discussed certain accusations that were shared toward Jewish people during that time period, such as claims that Jewish people poisoned wells. This belief stemmed from the fact that many Jewish communities had private wells, and thus they were less affected by disease outbreaks in public water sources. Therefore, they were targeted and blamed for causing the diseases. These topics were also revisited during the classes' study of the Crusades, during

which the main conflict was between Christians and Muslims, but students also learn that Jewish people were often forced into conversion, harmed and killed.

C. Information From East Greenwich High School

Dr. Page provided an accounting of data maintained by the District of reported incidents categorized by the nature of discrimination, which she advised falls under code 26 of the Rhode Island Department of Education's ("RIDE") discipline code. *Exhibit 18*, Incidents of Discrimination at EGHS, 2021 to the present. There were nine other reported incidents with six relating to race, three relating to sexual orientation, and one relating to religion. Additionally, in October 2024, the "N-word" was written on the tennis courts at the high school, however, the perpetrator(s) were never determined, and thus no disciplinary action was taken. *Id.*

Concerning Holocaust education in the curriculum, Dr. Page explained that the high school utilizes a multi-tiered approach combining a dedicated elective course with integrated lessons in the core subjects. For 15 years, the high school has offered Course 254: Genocide, a college/career preparation elective course. In the current school year, the course ran at full capacity with two sections for a total of 60 participating students. The primary focus of the course is the Holocaust, followed by other instances of genocide in Rwanda, Armenia, and Cambodia. In this course, the students examine the "roots of hate" through readings, survivor testimony, and partnerships with the Holocaust Education and Resource Center of Rhode Island.

With regard to integration of the subject matter in core classes, in Grade 11-U.S. History/AP U.S. History, the teachers deliver a lesson from the ADL titled, The Holocaust and the Escalation of Hate. In the general social studies classes, the curriculum is aligned with state frameworks to build historical understanding and empathy. The social studies department

emphasizes how power structures marginalize groups to ensure students do not shy away from stories that may be hard to hear.

The high school curriculum also employs the ADL's No Place for Hate initiative and legal training to foster a positive and inclusive school environment. There are student-led initiatives in the Peer 2 Peer Club, which is a student-centered steering committee that facilitates lessons from the ADL's activity library to encourage peer-to-peer accountability. Additionally, all members of the ninth-grade class participate in The Identity Iceberg and Me, which is a lesson focused on bias and identity. Annually, all high school students participate in grade level specific anti-bullying and anti-harassment training, which is led by the District's legal counsel to ensure alignment with current law. The training includes explicit instruction on reporting mechanisms and resources for those students who witness, or experience conduct that undermines safety or a sense of belonging. Dr. Page shared that the administrators and staff at the high school recognize that no single program can fully resolve these complex issues - the combination of academic rigor, student leadership, and legal accountability constitutes a comprehensive framework for addressing discrimination. These issues remain a work in progress dedicated to continuous improvement.

V. FINDINGS AND RECOMMENDATIONS

Through this investigation, it was evident that the District appreciates the seriousness of these recent incidents and the impact they have had and continue to have on members of the school and the greater East Greenwich community. I found that all of the administrators who discovered graffiti quickly responded to remove the graffiti, to investigate who may have been involved, and to inform their respective school communities about what occurred. While the extent of those investigative efforts varied, each principal or assistant principal recognized the

impact such incidents have on students, families, and the community, and they expressed an interest in receiving additional training and support surrounding further education for students and staff on these topics. None of the principals made a connection between the incidents at the various schools or any apparent perpetrator(s), nor were any of them aware of any recent social media trends which may have prompted the conduct. It appears that each principal has a pulse on their respective school community and therefore would have been attuned to any connection between the incidents, any rumors related thereto, and any social media trend or motivation behind the conduct. With the exception of the high school, none of the other schools were able to determine who was involved with the graffiti and given the extent of community-access to school facilities, it would be nearly impossible to identify a perpetrator(s) at each location without an eyewitness or video surveillance. As discussed, at the high school, Dr. Page and Mr. McPartlin efficiently conducted an internal investigation and with eyewitness testimony they were able to identify the perpetrators. It is evident that once the incidents occurred, many rumors began to circulate throughout the District and the larger community and I find that it is highly plausible that a student(s) could have overheard a parent, caregiver, sibling, community member, peer, or could have accessed a news report or social media post concerning the incidents, and thus some of the other graffiti discovered at the high school, Cole, Eldredge or Hanaford, could have been the result of copycat behavior due to the relevance of the topic.

Notably, however, it does appear that there is a general lack of awareness and empathy within the District community surrounding recognition of people's differences.[17] This was apparent through the repeated use of discriminatory and hateful language such as the "N-word,"

[17] According to the United States Census Bureau, approximately 82.7% of participants from the Town of East Greenwich self-identified as "white alone, not Hispanic or Latino." *See* www.census.gov (citing population estimates, July 1, 2024 (V2024)).

including it being written on the high school tennis courts in 2024 and no one coming forward with any information related to that incident. Further, Cole documented a total of 40 race-related incidents between 2021 and the present. *Exhibit 17*. Ms. Tedeschi also noted that when she shared information about racist graffiti in a bathroom at Eldredge, she was disappointed to receive much less support from the school-wide community in response to that email, (only one email) than she had received in response to her email regarding a student's use of inappropriate antisemitic comments on a school bus. The principals shared information about swastika drawings written on classroom desks and in bathroom stalls at the high school and Cole, and graffiti that boasted "Nazis Rule," or "Heil Hitler." Additionally, although outside of the school setting, Ms. Centracchio was made aware of a 20-person student text group chat fostering an antisemitic message. *Exhibit 4*. Ms. Smith also noted that there appears to be a general lack of awareness amongst students in recognizing and celebrating one another's differences. This includes general insensitive comments made between students regarding sexuality, such as "your name is gay," comments about sexuality that lack recognition that some students live in same-sex households, or comments about religion, such as "if you don't believe in God, you can't be my friend." Additionally, Ms. Tedeschi shared that there was a lack of interest in offering unified sports programs at Eldredge and in part that may be due to a lack of exposure because there is no life skills program at their school.

The overarching conclusion from my interviews is that in today's world students of all ages are overexposed to words, symbols, lyrics, and verbiage that often they do not adequately understand, and students are not being adequately educated at home or in school about the impact and harm that can be caused when they speak or act in ways that are biased, hateful, and discriminatory. We are unfortunately living in a time where people's words and actions both on

and offline are increasingly filled with discrimination and hate and these behaviors are undeniably impacting our students.

A. The Visibility of Antisemitism

Each year, since 1979, the ADL has tracked incidents of antisemitic harassment, vandalism and assault in the United States and published the information in its annual Audit of Antisemitic Incidents. *See* https://www.adl.org/resources/report/audit-antisemitic-incidents-2024. In 2024, antisemitic incidents took place in all 50 states and Washington, D.C. demonstrating the nationwide nature of this problem.

In 2024, the ADL recorded 9,354 antisemitic incidents throughout the United States, which is a 5% increase from those incidents recorded in 2023, a 344% increase over the past five years, and an 893% increase over the past 10 years, *id.,* the highest level ever recorded in the history of ADL's Audit of Antisemitic Incidents. In 2024, vandalism increased 20% to 2,606 incidents. The majority of these antisemitic incidents related to Israel or Zionism, and many of the anti-Israel protests crossed the line into antisemitism, with other incidents relating to white supremacist activities. *Id.* Notably, in 2024, college campuses became "epicenters of antisemitic activity," with an 84% increase in incidents comprising nearly 1 in 5 of all reported cases nationwide. *Id*. School settings account for a large number of incidents with 860 incidents at K-12 schools; 1,694 incidents at colleges/universities; and 1,702 incidents at Jewish institutions/schools. *Id.* Additionally, there was a 19% increase of antisemitic incidents in public areas, totaling 3,452, indicating that antisemitism is increasingly visible to the public and in the daily environments where people live and work. *Id.* While incidents at K-12 schools decreased by 26% in 2024, these incidents still gravely impact Jewish and other students and account for 9% of the total reported antisemitic incidents nationwide. In 52% of the incidents at

K-12 schools, a swastika was used. *Id.* The ADL believes that given the insidious nature of bullying and the fact that many school-aged children do not feel empowered to report such incidents, it is likely the antisemitic incidents in these school settings is actually significantly higher than reported. *Id.*

B. The District's Focus Should be on Anti-Hate Principles to Encompass Discrimination, Bias, Bullying, Intimidation and Harassment.

While the incidents prompting this investigation primarily related to antisemitic messages and symbols, the District must also be cognizant of the other incidents of hate to which its students are being subjected. In connection with this investigation, the District learned of racist graffiti at Eldredge around the same time period, and there was much less of a response to the "N-word" being found in a student bathroom there than there was to the other words and symbols at issue. At Hanaford, Ms. Smith reported two prior incidents that were not documented but included incidents of insensitive and inaccurate information surrounding the Holocaust and Jewish people, and comments about sexuality. Additionally, the high school reported the following disciplinary related incidents for the period of 2021 to the present: 7 relating to race; 3 relating to sexual orientation; and 1 relating to antisemitism. *Exhibit 18*. One of the incidents included very visible racist graffiti, with the "N-word" being written on the school's tennis courts in October 2024, and recently graffiti was located on a shed with "88" and the Star of David. It appeared to be weathered and had clearly gone unnoticed for some time by those using the school's outdoor facilities. In the same time period, Cole reported significantly more incidents, which may in part be related to what is observed by educators within a high school versus a middle school setting, where there is less student independence, and more reports and/or referrals to administrators for documentation purposes. *Exhibit 17*. Notably, however, at Cole for the 2025-2026 school year alone, the following incidents were reported: 11 relating to race; 3

relating to religion; 5 relating to sexual orientation; and 4 relating to disability. *Id.* Additionally, it is important to note that currently 716 students are enrolled at the high school, and 549 students are enrolled at Cole. Each school has one principal and one assistant principal who are charged with a myriad of tasks and responsibilities. However, neither school has an administrative role, such as a dean of discipline, which is solely focused on student conduct and discipline, thereby making it a significant challenge to fully observe, document, process, and discipline students for conduct that may be violative of District policies.

Through this investigation, I learned that the District already has some valuable resources in place at its schools; however, what appears to be lacking is a systematic approach to the use of these materials, and the accessibility of training and professional development for educators and administrations to share this information with students and families. Further, based on the limited information I received concerning "other documented incidents," there appears to be a lack of consistency in how these incidents are reported and/or documented in the various schools and grade levels. Frankly, it is hard to believe that Cole had more discriminatory-related incidents during the current school year than the high school had in total from 2021-2026. It is evident that bias and hate-filled words, actions, and symbols are being used to target various marginalized groups, and thus the District's educational approach to identifying, addressing and educating on these issues needs to be viewed through a more holistic lens.

C. Committee Policies

The Committee has adopted various policies to address discrimination and to provide an inclusive and safe environment for students and employees. The entirety of the Committee policies is available at https://www.egsd.net/about-us/policies. The purpose of such policies, which are consistent with federal, state, and local laws, is to recognize everyone's right to be

treated with human decency and to provide an equal opportunity for all students and employees, regardless of race, color, creed, national or ethnic origin, gender, genetic information, gender identification or expression, religion, disability, age, sexual orientation, marital status, citizenship status, or veteran status. Specifically, the following Policies address discrimination, bullying, harassment, inclusivity, intimidation, and appropriate safety measures for students through their access to and use of technology.

- Policy 1205: Transgender Non-Discrimination Policy;
- Policy 1210: Non-Discrimination and Complaint Resolution;
- Policy 1215: Title IX;
- Policy 8245: Bullying, Intimidation and Harassment;
- Policy 8310: Student Code of Conduct;
- Policy 8510: Special Education;
- Policy 10110: Responsible and Acceptable Use of District Technology System; and
- Policy 10310: Social Media

Specifically, Policy 1210, defines "discrimination" as "unfair or unequal treatment of an individual or group based on membership in or identification with any protected category. Discrimination includes, but is not limited to:

- Any action or speech that contributes to, promotes or results in a hostile or discriminatory environment to an individual or group described above.

- Any action or speech that is sufficiently severe, pervasive or persistent that it either interferes with or limits the ability of an individual or group (as described above) to participate in or benefit from employment or a program or activity of EGSD; or creates an intimidating, threatening or abusive educational or working environment." *See* EGSD Policy # 1210 Non-Discrimination and Complaint Resolution.

Policy 8245 prohibits bullying, cyber-bullying, intimidation, harassment and retaliation as set forth in the Safe Schools Act at R.I. Gen. Laws §§ 16-21-33 and 34. In this Policy, "bullying" which includes intimidation and harassment means

> an intentional written, verbal, or an electronic expression, or a physical act or threat of a physical act or gesture or any combination thereof that:

- Would have the effect of physically or emotionally harming someone, damaging someone's property, placing someone in reasonable fear of harm to his/her person, or placing someone in reasonable fear of damage to his/her property;
- Creates an intimidating, threatening, hostile or abusive educational environment;
- Infringes on the rights of students to participate in school activities; or
- Materially and substantially disrupts the education process or the orderly operation of a school.

See EGSD Policy #8245: Bullying, Intimidate and Harassment. "The expression, physical act or gesture may include, but is not limited to, an incident or incidents that may be reasonably perceived as being motivated by characteristics such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression or mental, physical, or sensory disability, intellectual ability or by any other distinguishing characteristic." *Id.* (*citing* EGSD Policy # 1210 Non-Discrimination and Complaint Resolution.) Policy 8245 recognizes that bullying can take many forms, including, but not limited to: physical, social/emotional, sexual, racial/ethnic, and cyber-bullying. *Id.* "Social/Emotional" forms of bullying include "slurs, innuendos, demeaning comments or jokes, drawings/notes, pranks, gestures, threats, stalking, taunting, racial taunts, name calling, sarcasm, extorts, shunning. Bullying also occurs when a student or a group of students organize a campaign of shunning against another student or when a student or a group of students maliciously spread rumors about another student." *Id.* "Racial/Ethnic" forms of bullying include "taunts, gestures, graffiti, jokes, demeaning comments." *Id.* Additionally, each school level has a Student Handbook which applies to conduct within the individual school building. Students and parents are asked to review these handbooks annually and acknowledge that they have done so in writing and/or in Aspen. The District Policies are incorporated into the handbooks, and the handbooks provide additional school-specific information, processes and procedures for students and families.

The District's policies and handbooks clearly articulate the intention to protect all students and employees and to provide a safe and inclusive school environment; however, these recent incidents showcase the fact that more education, awareness and empathy is required from the school wide community surrounding discrimination, bias, bullying, harassment, and intimidation. One notable example was in the April 5, 2026 email that Dr. Kenworthy received from a District parent. Therein, the parent expressed the impact that recent and former incidents have had on her children who she described as "proud Jews." *Exhibit 10*. While I recognize that more context to some of the situations she referenced was relevant, and I received such from Ms. Centracchio and Ms. Cauley, I also found that the parent made a very salient point that while students and staff are well intentioned when, for example, they remove antisemitic words or symbols within the school buildings, these erasures do not take away from the fact that the conduct continues to happen, and that it sends "uninclusive" and "otherness messages." *Id.* Additionally, I learned that in instances such as these, reporting and documentation is not consistently occurring and thus the actual incidents of antisemitism, discrimination, bullying and intimidation throughout the District are being skewed.

Another relevant example of a lack of empathy and awareness was highlighted through Dr. Page and Mr. McPartlin's internal investigation of the antisemitic graffiti at the high school. During that investigation, many revelations were made, including that: (1) multiple students lied about their involvement in the graffiti incident and attempted to cast blame on other students; (2) cell phones were used in school to take photos of the graffiti and then those photos were repeatedly shared amongst students; (3) none of the individuals who received or saw the photos reported the graffiti to the administration; (4) parents/legal guardians were also made aware of such photos and told their student(s) to delete them rather than to come forward and report the

incident; and (5) no students or parents came forward with information related to the graffiti until Dr. Page sent out an email advising EGHS students and caregivers that an internal investigation was being conducted, and then those that did come forward did so only with the intention of protecting themselves. These high-school aged students are being prepared for adulthood, yet none of the aforementioned conduct is reflective of students or parents/legal guardians who chose to exemplify empathy, kindness, good citizenship, honesty, integrity, responsibility, or accountability. Frankly, this type of conduct begs the question as to how many other incidents simply are not reported and/or are covered up. Such complicity prevents administrators and educators from being aware of and effectively investigating these types of incidents. Similarly, while not intended, the high school teacher's failure to document and report her discovery of a swastika on a classroom desk in the week prior to these reported incidents, and the reporting of similar erasures by students and/or educators at Cole, once again exemplifies the lack of consistency and accurate accounting of the prevalence of these types of incidents within the school environment.

The less awareness that is brought to these issues makes it seem as if the problem is not there until it can no longer be ignored, as was the case with the graffiti incidents that prompted the Committee to engage an independent investigator. A policy can only be effective if all of the stakeholders play a role in bringing its purpose to fruition. Students, parents/legal guardians, educators, administrators, Committee members, and other community members need to be partners in recognizing, educating, reporting, and no longer tolerating behaviors that are in contravention of these policies; policies which exist to protect all members of the school community and to encourage basic human decency.

D. Systematic Approach to Educational Tools and Training

The principals and assistant principals I interviewed expressed eagerness and willingness to receive further direction, education, training and professional development for themselves and their staff related to topics such as discrimination, antisemitism, bias, and hate, and the many ways in which such manifest themselves within the school environments. Various stakeholders within the District need to come together to discuss and strategize as to how the District can and will raise awareness as to these issues. These stakeholders need to consider what resources are available and how to systematically incorporate such topics into the District's curricula and into the discussions taking place within the school PTGs and SIT committees and to determine how the community can be further involved in educating one another about the harm these incidents cause to students, employees and families.

The District has already begun some of the work in locating and implementing available educational tools and resources; there, however, is no systematic approach as to how these tools and resources are being applied throughout the District at the different school levels. The District should begin a consistent conversation around these topics, which starts in elementary school and then grows with the students as they age and mature through middle and high school. The high school already integrates many of these educational resources in its school environment. For example, the high school utilizes the ADL's lessons of No Place for Hate, through the Peer 2 Peer Club, which is a student-driven initiative to create a more equitable and inclusive school environment encouraging peer accountability; it offers ninth grade advisory lessons on bias and identity through The Identity Iceberg and Me; it offers courses on the Holocaust and Antisemitism, including an elective course on Genocide Studies; and it presents an annual grade-specific training on anti-bullying and harassment. However, the high school

setting should not be a student's first substantive introduction to these topics. The conversations need to start at the beginning of the educational journey to foster the type of school environment that the District strives to achieve. Ms. Tedeschi and Ms. Smith informed me that fifth grade students will read *Number in the Stars* this year, which is being offered in addition to those readings required in the District's ELA curriculum. This opportunity, however, is not offered every year. Furthermore, if no conversations have taken place throughout the students' elementary years to provide context for that story—a historical novel about the escape of a Jewish family from Denmark during World War II— or cultural awareness in general, then it may be hard for the students to grasp the impact antisemitism, hate, bias, discrimination, and intimidation can have on another person when they utter hate-filled words or phrases, or when they draw symbols the meaning of which they may or may not understand.

The elementary principals consistently reported that education and programming in their schools focuses on the bigger concepts of kindness, compassion, empathy, inclusivity, safety, respect, responsibility, anti-bullying, and that curriculum focuses on learning about diverse cultures around the world and social emotional topics such as self-awareness and conflict resolution. All of these are critical concepts that the District should build upon to increase students' awareness about differences. In particular, the District should consider further developing its offerings of the ADL's No Place for Hate Lessons, which are already being used at the high school, and offered as an online resource by Eldredge and perhaps other schools. The ADL has offered these lessons for 25 years and therefore there is a foundation and support system available to the District, its educators, and families from which to build upon. Their resources include, but are not limited to, student lessons, educator lessons, discussion guides for families, and various lesson plans suitable for K-12 which are meant to be customized for each

school's environment with a focus on a student-led school program, which helps foster and promote accountability amongst peers. With this program already being utilized at the high school, the District should consider its capability to promote mentor relationships between the upper grade levels and the middle and elementary school levels to foster education and peer accountability District-wide. Within that anti-hate and anti-harassment context, the ADL also offers programming specifically addressing antisemitism and Holocaust curriculum, and bias education. For example, ADL offers lessons about the history of the "N-word" and its harm and impact on others. Together, these are topics that the District can include as a part of its larger conversation surrounding anti-hate, discrimination, and bias. These topics also prompt further conversations on topics already being highlighted by the District—whether through classroom lessons, school assemblies, or PTG and SIT parent education nights—about the power of students' words and actions that may be shared in person, in writing, online, or through chats and social media.

Additionally, the District already has a working relationship locally with the Jewish Alliance and the SBHEC, and various educators and administrators have reached out to those organizations over the years for guidance and educational supports and resources. Following the recent incidents, Wendy Joering, Executive Director of the SBHEC, reached out to Dr. Kenworthy offering the opportunity to connect and discuss how the SBHEC could help to support the District's efforts. Her email noted a longstanding relationship with the District, and she focused on the importance of education to help students understand "why antisemitism is so harmful and to reinforce that all acts of hate are unacceptable." She furthered explained that the SBHEC's approach focuses on education as primary response with the "goal of fostering awareness, empathy, and lasting change through thoughtful, age-appropriate learning

experiences led by trained professionals." Ms. Joering shared a number of examples of support that the SBHEC could offer including speakers, professional development, Holocaust curriculum for middle and high school, a kindness-focused program for elementary schools, and other curriculum materials and book-based resources to support classroom learning. The SBHEC, through support from The Jordan Frank Family Educational Program, offers a comprehensive Holocaust curriculum for middle and high school, aligned with Rhode Island's social studies frameworks and developed in consultation with the Rhode Island Holocaust and Genocide Education Commission. The District should further develop its relationship with these local organizations who have a wealth of knowledge and experience and have already expressed a willingness to collaborate and to help the District effectuate change. The Jewish Alliance and the SBHEC have the resources to assist in developing and implementing, District-wide, more robust educational tools and resources for students and families, and training and development for its educators and administrators on the topics of hate, bias, antisemitism, empathy and awareness.

Notably, Rhode Island passed legislation in 2016 requiring Holocaust and Genocide education in Rhode Island's secondary schools, and in 2021 Governor McKee signed legislation creating a permanent commission on Genocide and Holocaust education. *See* R.I. Gen. Laws § 16-93-1, *et seq.* This legislation, in part, mandated that RIDE make available curriculum and other materials to assist schools in developing instructional materials on holocaust and genocide awareness and education. R.I. Gen. Laws § 16-93-3. Further, every school district shall include in its curriculum instruction on holocaust and genocide, and while it is not mandated every year of middle and high school, it shall be utilized during appropriate times in such curricula, and all students should have received instruction on these subject matters by the time they graduate from

high school. *Id.* Resources are available on RIDE's website at https://ride.ri.gov/instruction-assessment/social-studies/holocaust-and-genocide-education-resources.

Another local resource available to educators is the Rhode Island Holocaust and Education Commission whose mission "is to empower educators and their school communities to integrate learning about the Holocaust and other genocides into their school cultures and studies." *See* https://www.rihgec.org/home. This mission includes providing resources and professional development for teachers to enable them to incorporate these topics into their curricula. *Id.* Professional development workshops are available in person or virtually and they include classroom-ready lessons for educators. Additionally, there is a Rhode Island branch of The Genocide Education Project, which is dedicated to providing educators with the tools and resources necessary to effectively teach about human rights and the Armenian Genocide through both resource materials and professional development opportunities. *See* https://genocideeducation.org/.

These incidents have brought to light the fact that there is more work that the District must do to recognize and address ongoing issues related to bias, hate, discrimination, and intimidation within its school community. This education and work align with the District's "Vision of a Graduate," which is focused on developing and preparing students who are "knowledgeable, connected, reflective and skilled." *See* https://www.egsd.net/departments/assistant-superintendent. Within those roles, "connected" means "students understand and value connecting with a diversity of people, environments, and perspectives." *Id.* Through these "connections" the District's graduates "embrace the capacity of individual and collective purpose and action to fully leverage their impact on the interconnected workings of life and the world." *Id.* There are many resources available, locally

or otherwise—some of which are already being positively utilized within the District—that can help the District further student and family education and awareness on these critical topics and that will provide training and resources for educators and administrators. While these incidents should not have occurred, they have provided the District with the opportunity to reflect and to make an impactful change in its entire school community.

E. Other Recommendations

This investigation has also brought to light some other areas that the District should review and discuss in the context of the subject incidents and District policies and practices.

1. The District should have a clearer understanding of the SRO's role in the middle and high school settings. There is no formal agreement in place, whether through an MOA or MOU, outlining that relationship and therefore there appears to be little collaboration between administrators and an SRO when incidents, such the graffiti incidents at issue in this Report, occur. In speaking with Dr. Page and Mr. McPartlin, there was little communication or collaboration with the EGHS SRO. It was their understanding that the SRO did his own investigation, but neither shared any information during the course of their fact gathering. This investigator understands the legal limitations on the District and the fact that the SRO is an employee of the local police department; however, the District should be interested in more clearly defining the purpose of the SRO relationship and the roles, duties, responsibilities and expectations of both parties so as to make it a more beneficial relationship to the school community as a whole.

2. In line with this discussion, there should be collaborative effort to identify which individual(s) can be responsible for regular inspections at each school facility to account for graffiti and/or any other defacing of school property. It is unrealistic to expect administrators

and staff to consistently inspect school facilities to identify graffiti and other damage in addition to all of their other duties and responsibilities. Identifying an individual(s) within the District who is responsible for this task will assist the District in more efficiently discovering, removing, and reporting of graffiti or other damage that may occur within or around a school facility.

3. While I am aware that various school construction projects are occurring within the District, it is not clear whether the District has a formal plan in place to install additional cameras within the interior of the high school, or to install any interior cameras at Cole or the elementary school buildings. As previously noted, there are currently 716 students enrolled at the high school, and 549 students enrolled at Cole. In these settings, students have more independence and unstructured time as they transition between classrooms, to their lockers, lunch, the bathrooms, and to their various club and sport activities. It is simply not feasible to expect that two administrators per building, or staff, can effectively monitor the level of activity generated by these many students. Therefore, the Committee and the District's leadership should further discuss whether interior cameras will be placed in the various school buildings and if so, a reasonable timeline within which such installations will occur.

4. The District should review the reporting and investigation process that is employed when incidents such as the discovery of antisemitic and racist graffiti occur. In speaking with the District's principals, there is not a consistent process by which such incidents are managed, and therefore the reporting or sharing of information amongst the District's leadership is unreliable. Some incidents appear to warrant an investigation, in one instance the framework of a bullying investigation was used, and in another instance a principal attempted to review handwriting samples. I learned that sometimes teachers manage matters, other times a principal and/or assistant principal may be involved, sometimes student reflections occur, other

times parents are involved, and some, but not all of the incidents are documented in Aspen. While I recognize that I have a brief context as to these incidents and the daily workings in each of these schools, there should be a systematic approach as to how incidents that fall within a bias/hate/intimidation/discrimination realm are identified, reported, investigated, and documented.

5. Further, there needs to be more communication amongst District leadership when these types of incidents occur, so each administrator can have a heightened awareness as to what is occurring District-wide. To the extent these types of discussions are not already occurring at the bi-monthly District-Leadership meetings, then I would recommend that a portion of that meeting be dedicated to such a discussion so timely updates can be provided to District leaders regarding school-specific incidents of bias, hate, intimidation, and discrimination including verbal, written, or physical altercations related to thereto. This will provide leadership with a better sense of the type of conduct impacting each school environment, and then a more cohesive approach can be considered on how the District will recognize, report and address such issues.

6. I also recommend involving middle and high school coaches as part of the District's conversation on these topics. Under R.I. Gen. Laws § 16-11.1-2 and District Policy #8135, coaches are required to give or sponsor a preseason lecture related to the impact of substance abuses. Additionally, Rhode Island has anti-hazing legislation which criminalizes conduct where any school official permits hazing. *See* R.I. Gen. Laws § 11-21-1, *et seq.* In line with these conversations and lectures, I recommend including additional topics such as inclusivity, anti-bias, and hate. Having another adult voice, such as a coach, who is often someone outside of the classroom that students look up to, to share this message would be impactful and would further demonstrate unity throughout the District.

7. Lastly, I recognize that the District may face challenges from parents/legal guardians and the community, both locally and nationally, concerning the introduction of certain information and materials that are presented in the educational setting. For example, Ms. Tedeschi briefly shared that currently the District does not have a health curriculum, but that she was aware of a complaint from a fifth-grade parent whose student had learned generally about puberty in school during a basic discussion about being aware of body odor and using deodorant. While I understand that is just one example, I am cognizant of the fact that the District balances many different perspectives, interests, and needs with the families that it serves. I also learned that on or about March 27, 2026, employees and officials within the District and the Town were the recipients of thousands of emails titled *East Greenwich: Unified Stand Against Antisemitic Incidents*, from what appeared to be a national group referencing the recent incidents and directing that actions and initiatives be implemented in response to the antisemitic and racist graffiti. *Exhibit 19*, Email of March 27, 2026 titled *East Greenwich: Unified Stand Against Antisemitic Incidents*. The sheer volume of these emails received by the District and the Town was disruptive to their daily operations and their handling of these incidents and resulted in a request to the Information Technology department to shut down further receipt of such communications. In part, some of resistance and responses, both locally and nationally, are due to the fact that the District is limited in its ability, under federal and state law, to publicly disclose information pertaining to students and school-related incidents, and this lack of disclosure makes it appear as if issues are not being addressed, or consequences are not being imposed. That being said, I would recommend that as the District moves forward and considers how it will address the issues and educational initiatives recommended in this Report, that it continues to involve various stakeholders in its conversations and planning, and that it builds

upon the existing strength of its administrators, educators, staff, active and supportive PTGs and SIT committees, and the engaged members of its community.

This Report is respectfully submitted to Alyson Powell, Chair of the East Greenwich School Committee, and Thomas W. Kenworthy, Ed.D., Superintendent of the East Greenwich Public School District on this 26th day of May, 2026.

/s/ Gina Renzulli Lemay
Gina Renzulli Lemay, Esquire

APPENDIX

Exhibit List

Exhibit 1 ..... District email of March 27, 2026 from Dr. Kenworthy

Exhibit 2 ..... Emails from Dr. Kenworthy to Principals dated March 27, 2026 and March 31, 2026

Exhibit 3 ..... Emails from Dr. Kenworthy to the District Concerning the Graffiti Incidents

Exhibit 4 ..... March 19, 2026 Parent Email to Melissa Centracchio

Exhibit 5 ..... March 17, 2026 Email from Dr. Page

Exhibit 6 ..... EGHS Internal Vandalism Investigation

Exhibit 7 ..... Securely Bathroom Printout for March 13, 2026

Exhibit 8 ..... Photo of Graffiti at Cole

Exhibit 9 ..... Email from Melissa Centracchio regarding Incident at Cole dated March 18, 2026

Exhibit 10 ..... Parent Email to Dr. Kenworthy re: Antisemitic Incidents Prior to the Public Graffiti, dated April 5, 2026

Exhibit 11 ..... Email from Melissa Centracchio regarding Student Incident dated February 10, 2026

Exhibit 12 ..... Cole Parent Education Night Flyer

Exhibit 13 ..... Email from Coleen Smith dated March 17, 2026

Exhibit 14 ..... Letter from Jennifer Tedeschi dated January 8, 2026

Exhibit 15 ..... Letter from Jennifer Tedeschi dated January 23, 2026

Exhibit 16 ..... Eldredge Think Sheet

Exhibit 17 ..... Incidents of Discrimination at Cole, 2021-Present

Exhibit 18 ..... Incidents of Discrimination at EGHS, 2021 to the present

Exhibit 19 ..... Email of March 27, 2026 titled *East Greenwich: Unified Stand Against Antisemitic Incidents*

EXHIBIT 1

---------- Forwarded message ---------
From: **EAST GREENWICH SD** <email@finalsiteconnect.com>
Date: Fri, Mar 27, 2026 at 3:45 PM
Subject: Graffiti Investigation Next Steps - 3.27.26
To: <tkenworthy@egsd.net>

A message from EAST GREENWICH SD

Dear Members of the EGPS Community,

Earlier today, the School Committee met in a special session and voted to accept my recommendation, on the advice of district legal counsel, to engage Attorney Gina Renzulli Lemay of Oliverio & Marcaccio LLP as an outside investigator for the recent graffiti incidents.

Attorney Renzulli Lemay will bring an independent and experienced perspective to strengthen our district's overall response. She will coordinate and review investigative efforts across schools, identify patterns or gaps, and provide recommendations on safety, prevention, reporting practices, and education. This work will take place alongside the police department's active criminal investigation.

The School Committee will meet again on Tuesday, March 31, 2026, at 6:00pm at Cole Middle School. We will speak to this update, and there will be an opportunity for public comment. The meeting agenda is available here.

Once again, thank you for your partnership as the investigation proceeds. I will continue to provide updates as there is more information to report.

Dr. Thomas Kenworthy
Superintendent
tkenworthy@egsd.net

This e-mail has been sent to you by EAST GREENWICH SD. To maximize their communication with you, you may be receiving this e-mail in addition to a phone call with the same message. If you no longer wish to receive email notifications from EAST GREENWICH SD, please click here to unsubscribe.

To view the EAST GREENWICH SD privacy policy, please click here.

EXHIBIT 2

EAST GREENWICH PUBLIC SCHOOLS

Kenworthy, Thomas <tkenworthy@egsd.net>

Fwd: Graffiti Investigation Next Steps - 3.27.26

1 message

Kenworthy, Thomas <tkenworthy@egsd.net> Fri, Mar 27, 2026 at 4:12 PM
To: "Dr. Patricia Page" <ppage@egsd.net>, Timothy McPartlin <tmcpartlin@egsd.net>, Melissa Centracchio <mcentracchio@egsd.net>, Beth Cauley <bcauley@egsd.net>, Maryann Crudale <mcrudale@egsd.net>, Domenic Giusti <dgiusti@egsd.net>, Coleen Smith <coleen.smith@egsd.net>, Jennifer Tedeschi <jtedeschi@egsd.net>
Cc: Azadeh Noorbaloochi <anoorbaloochi@egsd.net>, Neil Marcaccio <nmarcaccio@egsd.net>

Hello Principals,

I will be meeting with Attorney Renzulli Lemay on Tuesday (I will be tied up most of Monday with the groundbreaking pre and post events). I will connect back after I meet with her. I am assuming she will start with scheduling a time to meet with our recently affected school leaders. Dom and Maryann, I will include you in any updates in case she does want to speak with you at any point. I will conclude with a reminder that you should never hand anything over to the police department without checking with me and ensuring that we have the proper legal clearance to do so. [redacted]

Have a great weekend!

Tom

---------- Forwarded message ---------
From: **EAST GREENWICH SD** <email@finalsiteconnect.com>
Date: Fri, Mar 27, 2026 at 3:45 PM
Subject: Graffiti Investigation Next Steps - 3.27.26
To: <tkenworthy@egsd.net>

A message from EAST GREENWICH SD

Dear Members of the EGPS Community,

Earlier today, the School Committee met in a special session and voted to accept my recommendation, on the advice of district legal counsel, to engage Attorney Gina Renzulli Lemay of Oliverio & Marcaccio LLP as an outside investigator for the recent graffiti incidents.

Attorney Renzulli Lemay will bring an independent and experienced perspective to strengthen our district's overall response. She will coordinate and review investigative efforts across schools, identify patterns or gaps, and provide recommendations on safety, prevention, reporting practices, and education. This work will take place alongside the police department's active criminal investigation.

The School Committee will meet again on Tuesday, March 31, 2026, at 6:00pm at Cole Middle School. We will speak to this update, and there will be an opportunity for public comment. The meeting agenda is available here.

Once again, thank you for your partnership as the investigation proceeds. I will continue to provide updates as there is more information to report.

Dr. Thomas Kenworthy
Superintendent
tkenworthy@egsd.net

Gina Renzulli Lemay

From: Kenworthy, Thomas <tkenworthy@egsd.net>
Sent: Tuesday, March 31, 2026 1:41 PM
To: Dr. Patricia Page; Timothy McPartlin; Melissa Centracchio; Beth Cauley; Maryann Crudale; Domenic Giusti; Coleen Smith; Jennifer Tedeschi
Cc: Azadeh Noorbaloochi; Neil Marcaccio; Gina Renzulli Lemay
Subject: Graffiti Investigation Next Steps - 3.31.26

Hello Principals,

I met with Attorney Renzulli Lemay today and brought her up to speed on all that has transpired including communications from each school after incidents. She may be reaching out to you directly from here on out during the course of her investigation. She is included on this email.

Thanks,

Tom

EXHIBIT 3

EAST GREENWICH PUBLIC SCHOOLS

Kenworthy, Thomas <tkenworthy@egsd.net>

K

---------- Forwarded message ---------
From: **EAST GREENWICH SD** <email@finalsiteconnect.com>
Date: Wed, Mar 18, 2026 at 10:11 AM
Subject: Recent Incidents of Antisemitic and Racist Graffiti in Our Schools
To: <tkenworthy@egsd.net>

A message from EAST GREENWICH SD

Dear Members of the EGPS Community,

I am writing to share deep concern and disappointment following the discovery of antisemitic graffiti earlier this week at three of our schools: Hanaford Elementary School, Cole Middle School, and East Greenwich High School. This comes just weeks after an incident of racist graffiti at Eldredge Elementary School. These acts are not only unacceptable, they stand in direct opposition to the values we uphold as a district and as a community.

Our schools must be places where every student, staff member, and family feels safe, respected, and valued. Acts of hate, whether rooted in antisemitism, racism, or any form of discrimination, undermine our sense of belonging and cause real harm. We condemn these actions unequivocally.

School administrators are working closely with local authorities to investigate these incidents. Any individuals found responsible will be held accountable in accordance with district policies and the law. At the same time, we recognize that a meaningful response must extend beyond investigation and discipline; it must also include education, reflection, and a renewed commitment to our shared values.

We will continue to partner with state and local organizations to support this work with our staff and will engage students in age-appropriate conversations about respect, inclusion, and the impact of hate. We will also continue to review and strengthen our practices to ensure our schools are inclusive environments where all individuals feel safe and protected against discrimination.

I understand that incidents like these can be deeply unsettling, particularly for those most directly affected. Please know that we are here to support our students and families. I encourage anyone in need of assistance to reach out to their school principal, who can help connect them with appropriate resources within the district or through outside agencies.

As a community, we must stand together against hate in all its forms. We share a responsibility to model and uphold the values of empathy, dignity, and respect; values that define not only our schools, but the kind of community we strive to be.

Thank you for your continued partnership and commitment to our students.

Dr. Thomas Kenworthy
Superintendent
tkenworthy@egsd.net

This e-mail has been sent to you by EAST GREENWICH SD. To maximize their communication with you, you may be receiving this e-mail in addition to a phone call with the same message. If you no longer wish to receive email notifications from EAST GREENWICH SD, please click here to unsubscribe.

To view the EAST GREENWICH SD privacy policy, please click here.

EAST GREENWICH PUBLIC SCHOOLS

Kenworthy, Thomas <tkenworthy@egsd.net>

Fwd: Update on Graffiti Investigation and District Response - 3.25.26

1

---------- Forwarded message ---------
From: **EAST GREENWICH SD** <email@finalsiteconnect.com>
Date: Wed, Mar 25, 2026 at 4:53 PM
Subject: Update on Graffiti Investigation and District Response - 3.25.26
To: <tkenworthy@egsd.net>

A message from EAST GREENWICH SD

Dear Members of the EGPS Community,

I am writing to you today to provide an important update and to speak directly to the concerns many in our community are feeling following the recent discoveries of antisemitic and racist graffiti in our schools.

Let me begin by saying that these acts are completely unacceptable and contrary to everything we stand for as a school community here in East Greenwich. As a resident in our town and father to children in our school system, I understand why many of you are asking urgent questions about the safety of our kids, about accountability, and about the direction we are taking. You deserve clear information and confidence that this is being addressed with the seriousness it demands. While we don't have all the answers right now, I want to share where we are and how we are moving forward in the coming days.

We continue to work in close and ongoing partnership with the East Greenwich Police Department, who is taking these incidents very seriously. This is an active criminal investigation, and we are committed to supporting it fully. We all want answers and accountability. Since these incidents were first reported, our school leaders have been conducting site-based investigations at each affected school. We will now be extending our investigatory efforts. Given the seriousness and scope of this vandalism, I will be recommending, and expect the School Committee to act on at a special meeting on Friday, March 26, 2026, on the engagement of an independent, outside investigator. This investigator will begin work immediately and will oversee a coordinated, district-wide review.

We are making sure that we get this process right, and can move toward the answers and outcomes we need as quickly as possible. We have been in ongoing discussion with our school department legal counsel to ensure all of our actions are as thorough and extensive as they can be.

And we know that our responsibility goes beyond that. We are actively working to support those impacted and to reinforce the values that define our schools and our incredible school district. Our principals and

school teams are providing support to students and staff, including access to counseling resources. Please reach out to your child's principal if you need support speaking with your student, or would like help making a connection to our school-based mental health and counseling resources.

Further, we have engaged with the Jewish Alliance of Greater Rhode Island and the Sandra Bornstein Holocaust Education Center to guide our immediate and longer-term educational response. We are also actively planning additional community engagement opportunities for our district to address and learn from this, and ensure our families have further access to resources and support.

Despite these acts of hateful vandalism, we have seen powerful and unifying support around our families and community. I am grateful for the outreach I have received from other state and local organizations, including a unified message from all of our local religious leaders. And here in town, our Town Manager and Town Council are all aligned with us in addressing this as a community-wide issue.

We are committed to ensuring that our schools are safe, and continue building respectful and inclusive environments for every student and every family here in East Greenwich. Thank you for partnership, and for your patience as the investigation proceeds. I will be back in touch as we continue to have additional updates.

Challenges like this test a community, and create fear and division. But I strongly believe we can grow stronger from this, and come together for our students and our community that we love. Let's keep standing together, and stand firmly against antisemitism, racism, and all forms of hate.

Dr. Thomas Kenworthy
Superintendent
tkenworthy@egsd.net

This e-mail has been sent to you by EAST GREENWICH SD. To maximize their communication with you, you may be receiving this e-mail in addition to a phone call with the same message. If you no longer wish to receive email notifications from EAST GREENWICH SD, please click here to unsubscribe.

To view the EAST GREENWICH SD privacy policy, please click here.

-

From: Kenworthy, Thomas <tkenworthy@egsd.net>
Sent: Friday, May 15, 2026 2:59 PM
Subject: Fwd: Update on District Investigation and Educational Initiatives

---------- Forwarded message ---------
From: **EAST GREENWICH SD** <email@finalsiteconnect.com>
Date: Thu, May 14, 2026 at 4:00 PM
Subject: Update on District Investigation and Educational Initiatives
To: <tkenworthy@egsd.net>

A message from EAST GREENWICH SD

Dear Members of the EGPS Community,

Over the past several weeks since our *EG Together: Community, Responsibility, and Respect Forum*, our district has continued important conversations about racism, antisemitism, belonging, and the kind of community we strive to be together. Following this forum and ongoing dialogue with students, staff, families, and community partners, I want to provide an update regarding both our educational efforts and the status of our internal district investigation tied to incidents of racist and antisemitic vandalism.

First, I want to reaffirm that the East Greenwich Public Schools is committed to maintaining safe, inclusive, and respectful learning environments for every student, staff member, and family.

As part of the district's internal investigation into the graffiti incidents, I can report that disciplinary consequences were issued for one specific and isolated incident at East Greenwich High School, consistent with our district policies and student privacy laws. At this time, there is no known connection between the high school incident and any other graffiti incidents in the district. Our internal district-wide investigation remains ongoing. It is important to clarify that the district's internal student disciplinary process is separate from any investigation being conducted by law enforcement.

While accountability is important, we know that our work as educators must also include a clear path for further education and growth. We have been working hard to strengthen the educational foundation that helps prevent hate and bias from taking root.

Our district and school leaders have been working closely with local partners such as the Anti-Defamation League, the Jewish Alliance of Greater Rhode Island, and the Sandra Bornstein Holocaust Education Center. Principals at both Cole Middle School and East Greenwich High School have been coordinating around education and programming currently happening in our schools and are actively planning for next school year.

At Cole Middle School, several important efforts are already in progress:

- Prior to April break, teacher leaders worked with advisory teachers to prepare and deliver a five-week sequence of lessons focused on identity, bias, empathy, and respectful dialogue.
- East Greenwich High School students involved in the "No Place for Hate" initiative will participate in upcoming grade-level assemblies at Cole.
- The Cole School Improvement Team recently hosted a parent workshop titled

Freedom of Speech in a Student's Life, which provided families an opportunity for thoughtful discussion around student expression and responsibility.

At East Greenwich High School, students and staff continue to engage in several ongoing initiatives centered on inclusion, Holocaust education, and peer leadership:

- EGHS was recently designated a "No Place for Hate" school by the Anti-Defamation League. Students in Grade 11 participated this spring in Anti-Defamation League lessons examining "The Holocaust and the Escalation of Hate."
- We continue to offer a Genocide Studies elective focused on Holocaust education and the study of the roots of hate and discrimination, as we have for more than 15 years.
- Through the Peer 2 Peer and "No Place for Hate" programs, student leaders are facilitating conversations and lessons focused on identity, bias, empathy, and accountability at both EGHS and Cole.

In addition:

- Our elementary schools have begun discussions with the Sandra Bornstein Holocaust Education Center regarding a pilot elementary program on the Holocaust and antisemitism.
- The district's Policy Subcommittee is currently reviewing existing policies and considering revisions or additions where appropriate to strengthen our expectations and response protocols.

As I share this update with you and the important work happening across our schools, I want to remind us all that our goal is to prioritize the safety of our students and support their learning. I know many members of our community are seeking answers and want more details on the investigation. While we cannot share that information with you, please know that we continue to take these incidents seriously as we prioritize both accountability and education.

This work, and our internal investigation, remain ongoing. Thank you for your continued support of our students and schools.

Yours in partnership,

Dr. Thomas Kenworthy
Superintendent

This e-mail has been sent to you by EAST GREENWICH SD. To maximize their communication with you, you may be receiving this e-mail in addition to a phone call with the same message. If you no longer wish to receive email notifications from EAST GREENWICH SD, please click here to unsubscribe.

To view the EAST GREENWICH SD privacy policy, please click here.

EG Together: Community, Responsibility, and Respect
Tuesday, April 14, 2026 (6:00-8:00PM) at Archie R. Cole Middle School (100 Cedar Ave, East Greenwich, RI 02818)

5:45-6:00PM | Arrival

6:05-6:10PM | Superintendent Opening Remarks

6:10-6:35PM | Panel #1: Understanding the Moment
Talking about what hate/bias looks like in schools and in our community today, why incidents like this matter, and the impact on our youth (those targeted and observing).

- Thomas Kenworthy, Superintendent (Facilitator)
- Clare Cecil-Karb, EGPS School Committee Member
- Andrew Nota, East Greenwich Town Manager
- Wendy Joering, Executive Director, Sandra Bornstein Holocaust Education Center
- Aubrey Lombardo, Esq. Henneous, Carroll, Lombardo, EGPS Legal Counsel
- Harrison Gerstacov, EGHS student representative

6:35-7:00PM | Panel #2: Student Mental Health & Family Guidance
Focused on how kids process incidents like this, what to watch out for, how to talk to your child about bias, hate, social media content that exacerbates hate, where to go for help in our schools.

- Beth Bixby, CEO, Tides Family Services (Facilitator)
- Neil Marcaccio, EGPS Student Services Director
- Nora Santamour, EGPS School Psychologist
- Andrea Coelho, EGPS School Social Worker
- Dr. Eryn Yamin, Child Psychiatrist, Tides Family Services

7:00-7:25PM | Panel #3: School-Specific Efforts Across the District
Panel of principals from each level talking about educational efforts on tolerance and acceptance, past and planned for the future.

- Rob Petrucci, EGHS Social Studies Teacher (Facilitator)
- Maryann Crudale, Frenchtown Principal
- Dom Giusti, Meadowbrook Principal
- Jennifer Tedeschi, Eldredge Principal
- Coleen Smith, Hanaford Principal
- Beth Cauley, Cole Middle School Assistant Principal
- Patricia Page, East Greenwich High School Principal

7:25-7:50PM | Panel #4: Unity of East Greenwich-Today and Tomorrow
Given the magnitude of impact felt throughout the EG community around the recent racist and antisemetic graffiti incidents, this panel will focus on impact to the broader EG community and unity.

- Azadeh Noorbaloochi, EGPS Assistant Superintendent (Facilitator)
- Mark Schwager, East Greenwich Town Council President
- Major Robert Siple, Deputy Chief, East Greenwich Police Department

- Stephanie Hague, Chief Strategy Officer, Jewish Alliance of Greater Rhode Island
- Fr. Bernard Healey, Pastor, Our Lady of Mercy Parish

7:50-8:00PM | Community Voice
Time for questions from the audience. Panelists will stay longer, if possible, in case attendees would like to speak further.

8:00-8:05PM | Closing & Next Steps (Superintendent Kenworthy)

8:05PM | An interfaith, unified closing message from local clergy members

EXHIBIT 4

EAST GREENWICH PUBLIC SCHOOLS

Kenworthy, Thomas <tkenworthy@egsd.net>

Fwd: Incident at Cole

1 message

Centracchio, Melissa <mcentracchio@egsd.net> Fri, Mar 20, 2026 at 9:19 AM
To: Tom Kenworthy <tkenworthy@egsd.net>

---------- Forwarded message ---------
From: [redacted]
Date: Thu, Mar 19, 2026 at 6:59 PM
Subject: Re: Incident at Cole
To: <mcentracchio@egsd.net>
CC: Bradshaw, Caroline <cbradshaw@egsd.net>, [redacted]

Hi Mrs Centracchio,

My [redacted] just received a text message inviting him to a group chat of 20 people along with an antisemitic message. Given that there is an ongoing investigation after this week's incidents, I wanted to reach out and note that [redacted] brought this to my attention right away.
That said, [redacted] particularly sensitive to being incriminated, so [redacted] like to remain anonymous.
Below is a screenshot of the message.
Kind regards,
[redacted]

Today 6:15 PM

[redacted]

Wtf [redacted]

[redacted]

Who are you

1 Reply

+1 (401) [redacted]

I HATE JEWS

Who are you

+1 (401) [redacted]

Me

+1 (401) [redacted]

AN[redacted]

+ iMessage

AND ME

EXHIBIT 5

EAST GREENWICH PUBLIC SCHOOLS

EGHS

1 message

---------- Forwarded message ---------
From: **Page, Patricia** <aspen-sysadmin@myfollett.com>
Date: Tue, Mar 17, 2026 at 4:36 PM
Subject: Important Message Regarding Graffiti at EGHS
To: <ppage@egsd.net>

This email is directed to the parents and caregivers of EGHS students.

I am reaching out to acknowledge and address troubling behavior at East Greenwich High School (EGHS), where antisemitic symbols and comments were discovered written on the walls of the boys' bathrooms. This conduct is deeply offensive, is a direct violation of our bullying and harassment policies, and stands in opposition to the values of respect, dignity, and inclusivity that we are committed to fostering at EGHS.

The graffiti was removed shortly after it was brought to our attention. However, removing the markings does not erase the impact of such actions. Acts of hate, discrimination, or bigotry have no place in our school community. As a school, we have a responsibility not only to respond when incidents occur, but also to actively work to prevent them.

Our School Resource Officer was notified immediately, and an internal investigation is underway. In addition to addressing the incident itself, we will use this moment to reflect and educate. In the coming days, we will be introducing *No Place for Hate* lessons designed specifically for high school students. These lessons are intended to address antisemitism, bias, and the broader impact of hateful language and symbols.

We have additional and ongoing work to do, and it cannot happen solely within the walls of EGHS. It is going to take all of us. I encourage you to speak with your student(s) about the impact of hateful language and actions, and to remind them that if they see or hear something concerning, they should report it to a trusted adult.

Thank you for your support and partnership as we undertake this essential work,

Pat Page and *Tim McPartlin*

EXHIBIT 6

Vandalism investigation



On Friday, March 13, 2026 at 12:04 PM, the front office was notified by Paraeductor Lisa McLellan that a freshman, whom she did not know, advised her of graffiti on the privacy wall in the second-floor boys' bathroom. She sent a student [redacted] to the bathroom to confirm. She subsequently notified the front office. Principal Pat Page went to the bathroom, locked it, and submitted a work order / contacted facilities to have it painted.

Records from the digital pass system were pulled to determine who may have accessed that bathroom around 12:00 PM. It should be noted that the reporting time coincided with the lunch block, and the bathroom was not locked, which is the expected standard practice.

The bathroom was painted and subsequently re-opened.

On Tuesday, March 17, it was reported that the bathroom was again vandalized.

[redacted] saw the hateful images, and scraped off the swastika and Hitler. After he returned to class, he notified Paraeductor Tracy Cole, who then notified the front office.

Photos were taken, the school administration repainted the privacy divider, and locked the bathroom for the remainder of the week.


HAIL
God


HAIL
God



After this second discovery, administration searched the school and discovered more graffiti on the privacy divider and stall in the first-floor boys' bathroom.





Recent development
External Inbox

[redacted]
Wed, Mar 18, 5:31 PM (22 hours ago)
to me

Good afternoon,

I wanted to reach out because [redacted] brought something to my attention on Friday. I wasn't sure if he was telling me a story but after the email today I know that he was serious. He told me that when he went to the bathroom, this boy named [redacted] was carving a swastika and some words in the boys bathroom by the urinals. I thought I should let you know.

Kind Regards,
[redacted]

[redacted]
Wed, Mar 18, 6:24 PM (21 hours ago)
to me

In regards to my previous email, a student's mother just called to inform me that [redacted] is trying to get another student (has asked multiple students) to say it was [redacted] because [redacted] was the one who walked in on him scratching the graffiti into the wall. No one else was in the bathroom when [redacted] walked in on the situation.

Thank you

> On Mar 18, 2026, at 5:31 PM, [redacted] wrote:
>
> Good afternoon,

McPartlin, Timothy <tmcpartlin@egsd.net>
7:46 AM (8 hours ago)
[redacted]

Thanks for letting us know. We will investigate this matter today.

Tim McPartlin
[redacted]
Wed, Mar 18, 4:54 PM (23 hours ago)
Hi Mr Mcpartlin I need to talk to you first thing in the morning and it very important I have information about the swastika in the bathroom

McPartlin, Timothy <tmcpartlin@egsd.net>
8:06 AM (7 hours ago)
[redacted]

I will be speaking with you this morning.

Interview with [redacted] Thursday, 3/19

[redacted] called [redacted] on 3/18 to say some people are saying it was him who drew that thing. He claimed to not know the name of a swastika. [redacted] did not tell him the name of the kids saying it was him.

[redacted] dad J[redacted] called [redacted] mom. [redacted] mom called him around 4 to ask him if he had any involvement. He advised him to email me to discuss the matter on 3/19. He did email me to request that we speak on 3/19.

He told Ms. McClellan on 3/13 that he saw the graffiti and that it should be removed.

He claimed to have no further information. He suspected it was a senior. If caught, he thought the perpetrator should get a Saturday detention.

He didn't know who was saying he was involved.

Re interview o[redacted] 3/19

It was a coincidence that he and [redacted] were in the bathroom at the same time. In addition to them, [redacted] was also in the bathroom.

[redacted] was there first.
[redacted] came in.
[redacted] came in last.
There was nobody else in the bathroom.

[redacted] went to the bathroom.
He turned to see [redacted] scratching on the privacy wall paint.
He was not sure what [redacted] was using to scratch it.

They were in the bathroom for 5 minutes.

[redacted] came in then [redacted] said yo look at this. Who would do this?

He took a picture of it to protect himself in case some tried to get him in trouble.

He told McClellan about it later that day.

[redacted] took a picture of the image when he showed [redacted] his phone on Monday.

He has no knowledge of the subsequent graffiti on Tuesday.

[redacted] interview 3/19

Yesterday I was after school waiting for volleyball to talk to Junior. [redacted] told me about the news involving the vandalism. I remember [redacted] and [redacted] were in the bathroom on Tuesday. I was walking by in the hallway and [redacted] told me to go in the bathroom and look at what he did when they scared that thing on the bathroom wall.

I know it was [redacted] in the bathroom because late at lunch [redacted] told me what was in the bathroom and asked if I saw it. I told him yes. He said he was in the bathroom with [redacted] He said he didn't do it. He did take a picture of it. In addition to [redacted], [redacted] was also in the bathroom. He thinks that [redacted] did it, and [redacted] was just in the bathroom.

[redacted] took the picture and sent it to [redacted]. [redacted] sent it to me on Wednesday.

Yesterday I talked to [redacted] on the phone. He said [redacted] did it. It is not cool to blame [redacted] when he didn't do it.

I know it was [redacted] but he is trying to angle it to get [redacted] in trouble.

When asked about siblings and other building:

[redacted]

Not sure if [redacted] has siblings.

I am friends with [redacted].

I told [redacted] mom) what happened.

Went up to [redacted] last period on Tuesday. Asked him why he did it. I don't remember his response.

[redacted] does say lots of racist things on the phone including the N word.

Makes me think that [redacted] might have been involved.

They should both get into trouble. [redacted] helped or should have stopped it.

Wednesday I was in a phone group chat with [redacted]. Told told me we should snitch on [redacted] so that [redacted] doesn't get into trouble.

[redacted] and [redacted] are best friends.

[redacted] was made because he was getting blamed for it.

[redacted] **nterview 3/19**

[redacted] showed me a picture of it yesterday.

[redacted] had a picture and his mom made him delete it.

I got the picture from [redacted]

On a call yesterday with [redacted]

[redacted] got the picture from [redacted] He took a picture of [redacted] phone.

Yesterday [redacted] called [redacted] and told me that [redacted] was trying to blame it on him.

Later [redacted] called [redacted]

He told us he took a picture in case this situation happened.

[redacted] doesn't want to get blamed as it is his last strike.

[redacted] did the carving.

He admitted this to [redacted]

I first heard about this on Tuesday.

I am better friends with [redacted]

[redacted] **interview 3/19**

I heard that [redacted] had a picture of the graffiti.

On Monday [redacted] showed me his phone. I took a picture of the graffiti.

On Wednesday, I shared the picture with [redacted].

It was a freshman kid that did it.

I heard it was [redacted] that did it.

[redacted] **interview 3/19**

[redacted] and [redacted] were in the bathroom.

[redacted] was scratching something on the wall.

[redacted] was watching.

It was the privacy stall near the urinals.

I was coming from sculpture.

[redacted] is also in sculpture and went to the bathroom first.

[redacted] were already in the bathroom when I got there.

They stopped when I came in.

[redacted] got scared because he got caught.

[redacted] told me that [redacted] did it.

[redacted] said no it was [redacted]

[redacted] left.

[redacted] tries to convince me that it was [redacted] but I don't believe him because I saw [redacted] do it.

I also saw my name on the wall and it says [redacted] was weird. [redacted] may have done that.

[redacted] called me Wednesday to remind me that it was [redacted] has been trying to blame [redacted] **3/23**

I was in art class. I usually just leave the room and wander for 10 minutes. I went to the bathroom. [redacted] was in the bathroom by the urinals; but I didn't know it was [redacted] at the time. Another tall kid wearing a white hoodie (not 9th grader) was also in the bathroom on his phone.

I went and used the stall. When I came out of the stalls, I realized that the kid using the bathroom was [redacted] I went over to talk to him.

I saw he was writing something on the wall with his finger.

[redacted] walked in. [redacted] said look what someone wrote on the wall.

After, [redacted] was telling all his friends that they should go to the office and say it was me.

I was friends with [redacted] before he tried to blame this on me.

I am not friends with [redacted] We just talked to each other in art class.

At lunch, when I wasn't here on Thursday, [redacted] old me that [redacted] was telling everyone that we should blame it on [redacted]

Why would a student tell me you told him to go into the bathroom and look at what I did?

I didn't ever tell anyone to go into the bathroom and look at what I did.

Why would a witness say that he saw you did it?

If I told [redacted] to go to the office and blame it on [redacted] right now, [redacted] would do it.

Email received on 3/24
Lockhart, Karen
11:08AM (2 hours ago)
to me, Patricia

Tim and Pat,

Because I have no real proof or evidence, I cannot write up the following as a conduct referral. But after some investigation and discussions about the specific student [redacted] I have a strong belief that the following incident in my classroom stemmed from this student's actions.

Last week, a student in my sophomore class notified me of a swastika symbol drawn in pencil on a classroom table. Due to the concerning nature, it was immediately erased, so I didn't take any photos of it in front of students. I had preventative and prohibitive conversations with ALL my classes about the severity of this remark, and while I had some guesses of which students could have been responsible, there was no way of proving it. Upon further conversations with other teachers, and examining who sits at which desks in which classes, it is highly likely that [redacted] wrote the symbol on the desk in a separate, [redacted] --as he sits in the exact spot of where the drawing was. He is in my [redacted] but sits in a different seat. I spoke to Whitney Bates, who is the teacher in the room during that [redacted] --and she confirmed his attendance on that day and table. I am only bringing this up now because it seemed like more of an isolated incident last week, rather than what seems like a trending behavior school-wide this week.

Just wanted to let you know. Let me know if I can help in any other way. --Karen

Parents of all parties interviewed were called on the afternoon of 3/19
[redacted] **message**
[redacted] **message then in person call**
" I wanted to make you aware that Mr. McPartlin spoke with your child today because we believed they had information about the graffiti issue. Encourage you to speak with your child, and let us know if there is any additional information you think we should be aware of."

- [redacted] 2:11 PM
- [redacted] mailbox is full
- [redacted] 2:15 [redacted]
- [redacted] (VM) 2:17 [redacted]

[redacted] **was absent on 3/19.**
He was interviewed on 3/23

Recommended discipline [redacted]

Description of Incident:
RIDE Infraction Code 26: Harassment/Prejudice

On 3/13 you were observed scratching a swastika and Hail Hitler on the privacy screen in the second floor boy's bathroom.

Reintegration plan following return to school:
-Not to leave class during the academic period without administrative supervision.
-Referral to the RI Jewish Alliance for restorative work.

Previous OSS for [redacted]

[redacted]

Recommended discipline [redacted]

Description of Incident:
RIDE Infraction Code 16: Disorderly Conduct

False Report. Student was present on 3/13 when the second floor boy's bathroom privacy wall was vandalized. He took a picture of the vandalism and shared it with at least another student. Despite knowing about the identity of the student that did the

vandalism, when interviewed, he claimed that it was an unnamed senior that did the vandalism.



In a probably unrelated incident, a parent walking on the fields called the front office reported a possible hateful image. FNU [redacted] neighbor -was outside and directed McPartlin to the image. SRO Williams was also present to record the images.

The images looked weathered, and the date of their origination was unknown. Paul A. was notified and sent to paint over the area.







On 3/26 at 215 PM studen[redacted]eported a hate symbol in the first floor boys's bathroom. He said it was recently crossed out. When asked when he first observed it he said yesterday. There was no intact hate symbol on this bathroom privacy divider on the morning of 3/26 when I did a bathroom inspection. He then said there was an intact hate symbol there today sometime between 1020 and 1130.





EXHIBIT 7

pass-histories (1)

Date	Total	First Name	Last Name	Email	Out Location	Out Time	In Location	In Time	Out Location	Out Time	In Location	In Time	Type	Comment
2026-03-13	00:06:45	[redacted]				8:10 AM	First Floor Men's Bathroom	8:17 AM					KSK	
2026-03-13	00:02:59					8:12 AM	First Floor Men's Bathroom	8:15 AM					KSK	
2026-03-13	00:01:37					8:20 AM	First Floor Men's Bathroom	8:22 AM					KSK	
2026-03-13	00:07:16					8:22 AM	First Floor Men's Bathroom	8:29 AM					KSK	
2026-03-13	00:11:28					8:23 AM	First Floor Men's Bathroom	8:34 AM					KSK	
2026-03-13	00:04:09					8:23 AM	First Floor Men's Bathroom	8:27 AM					KSK	
2026-03-13	00:03:31					8:27 AM	Second Floor Men's Bathroom	8:30 AM					KSK	
2026-03-13	00:05:01					8:32 AM	First Floor Men's Bathroom	8:37 AM					KSK	
2026-03-13	00:10:33					8:39 AM	First Floor Men's Bathroom	8:50 AM					KSK	
2026-03-13	00:30:00					8:42 AM	First Floor Men's Bathroom	9:12 AM					TCH	
2026-03-13	00:17:10					8:43 AM	First Floor Men's Bathroom	9:00 AM					KSK	
2026-03-13	00:05:02					8:46 AM	First Floor Men's Bathroom	8:52 AM					KSK	
2026-03-13	00:04:26					8:50 AM	First Floor Men's Bathroom	8:54 AM					KSK	
2026-03-13	00:01:46					8:50 AM	First Floor Men's Bathroom	8:52 AM					KSK	
2026-03-13	00:04:35					8:51 AM	First Floor Men's Bathroom	8:55 AM					TCH	
2026-03-13	00:30:00					8:54 AM	First Floor Men's Bathroom	9:24 AM					TCH	
2026-03-13	00:11:57					8:56 AM	First Floor Men's Bathroom	9:08 AM					STU	
2026-03-13	00:27:14					9:01 AM	First Floor Men's Bathroom	9:28 AM					KSK	
2026-03-13	00:03:48					9:17 AM	First Floor Men's Bathroom	9:21 AM					STU	
2026-03-13	00:10:26					9:23 AM	First Floor Men's Bathroom	9:33 AM					KSK	
2026-03-13	00:10:59					9:25 AM	Second Floor Men's Bathroom	9:36 AM					KSK	
2026-03-13	00:09:03					9:26 AM	Second Floor Men's Bathroom	9:35 AM					TCH	
2026-03-13	00:30:00					9:27 AM	Second Floor Men's Bathroom	9:57 AM					KSK	
2026-03-13	00:05:03					9:38 AM	First Floor Men's Bathroom	9:43 AM					KSK	
2026-03-13	00:08:02					9:39 AM	Second Floor Men's Bathroom	9:47 AM					KSK	
2026-03-13	00:03:29					9:39 AM	First Floor Men's Bathroom	9:43 AM					KSK	
2026-03-13	00:30:00					9:43 AM	First Floor Men's Bathroom	10:13 AM					KSK	
2026-03-13	00:05:54					9:49 AM	Second Floor Men's Bathroom	9:55 AM					KSK	
2026-03-13	00:12:12					9:48 AM	Second Floor Men's Bathroom	10:00 AM					TCH	
2026-03-13	00:30:00					9:53 AM	First Floor Men's Bathroom	10:23 AM					KSK	
2026-03-13	00:07:01					9:54 AM	First Floor Men's Bathroom	10:01 AM					KSK	
2026-03-13	00:02:57					9:56 AM	First Floor Men's Bathroom	9:59 AM					KSK	
2026-03-13	00:01:43					10:03 AM	Second Floor Men's Bathroom	10:05 AM					KSK	
2026-03-13	00:08:14					10:04 AM	Second Floor Men's Bathroom	10:12 AM					TCH	
2026-03-13	00:06:26					10:06 AM	First Floor Men's Bathroom	10:12 AM					KSK	
2026-03-13	00:08:26					10:06 AM	First Floor Men's Bathroom	10:15 AM					STU	
2026-03-13	00:02:56					10:07 AM	First Floor Men's Bathroom	10:10 AM					KSK	
2026-03-13	00:04:17					10:14 AM	Second Floor Men's Bathroom	10:19 AM					TCH	
2026-03-13	00:03:27					10:31 AM	Second Floor Men's Bathroom	10:34 AM					KSK	
2026-03-13	00:06:11					10:42 AM	First Floor Men's Bathroom	10:48 AM					KSK	
2026-03-13	00:06:16					10:42 AM	First Floor Men's Bathroom	10:49 AM					TCH	
2026-03-13	00:12:30					10:49 AM	First Floor Men's Bathroom	11:01 AM					TCH	
2026-03-13	00:12:13					10:49 AM	First Floor Men's Bathroom	11:01 AM					TCH	
2026-03-13	00:04:41					10:55 AM	First Floor Men's Bathroom	11:00 AM					KSK	
2026-03-13	00:30:00					11:01 AM	Second Floor Men's Bathroom	11:31 AM					KSK	
2026-03-13	00:08:14					11:09 AM	First Floor Men's Bathroom	11:18 AM					KSK	
2026-03-13	00:05:04					11:13 AM	First Floor Men's Bathroom	11:18 AM					STU	
2026-03-13	00:02:45					11:15 AM	First Floor Men's Bathroom	11:18 AM					KSK	
2026-03-13	00:30:00					11:15 AM	First Floor Men's Bathroom	11:45 AM					STU	
2026-03-13	00:10:10					12:00 PM	First Floor Men's Bathroom	12:10 PM					KSK	
2026-03-13	00:05:00					12:03 PM	First Floor Men's Bathroom	12:08 PM					KSK	
2026-03-13	00:07:24					12:11 PM	First Floor Men's Bathroom	12:18 PM					KSK	
2026-03-13	00:27:01					12:13 PM	Second Floor Men's Bathroom	12:40 PM					KSK	
2026-03-13	00:30:00					12:17 PM	First Floor Men's Bathroom	12:47 PM					KSK	
2026-03-13	00:12:18					12:17 PM	First Floor Men's Bathroom	12:30 PM					KSK	
2026-03-13	00:04:49					12:18 PM	First Floor Men's Bathroom	12:23 PM					STU	
2026-03-13	00:08:12					12:39 PM	Second Floor Men's Bathroom	12:48 PM					KSK	

EXHIBIT 8

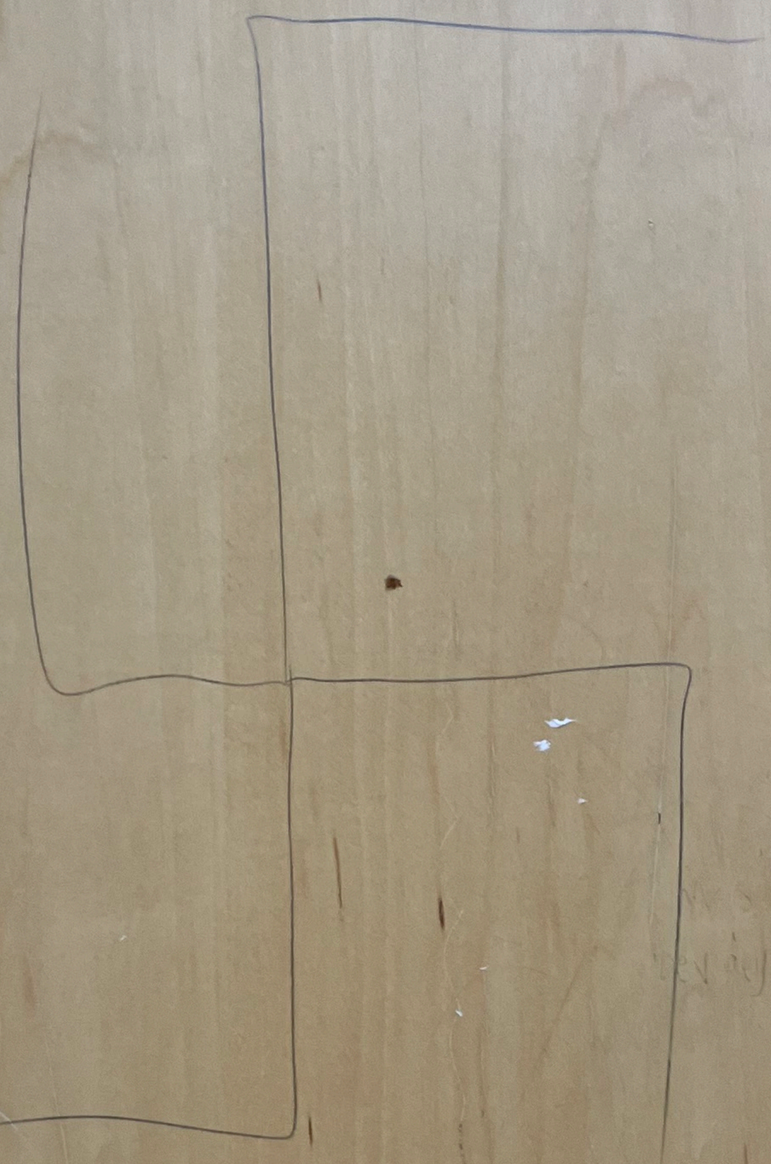


EXHIBIT 9

---------- Forwarded message ---------
From: **ARCHIE R COLE MIDDLE SCHOOL** <noreply@finalsiteconnect.com>
Date: Wed, Mar 18, 2026 at 8:49 AM
Subject: Incident at Cole
To: <mcentracchio@egsd.net>

A message from ARCHIE R COLE MIDDLE SCHOOL

Good morning,

I am writing to share that we are currently investigating an instance of antisemitic graffiti discovered in a student bathroom yesterday. A student immediately reported this to me, and we took quick action to document the site, close the area, and remove the graffiti.

This behavior is a direct violation of our bullying and harassment policies and is deeply offensive. It stands in total opposition to the values of dignity, respect, and inclusivity that we strive to uphold at Cole and the district. While we are fully committed to a thorough investigation, we are unable to provide further specific details while that process is ongoing.

This incident serves as a reminder that our work in teaching empathy and the power of words is never finished. However, fostering a safe and supportive environment for every student is a responsibility that extends beyond our school. We truly need your partnership in this effort.

I encourage you to sit down with your children to discuss the harm caused by hateful language. Please also remind them of the importance of the "see something, say something" principle; reporting concerns immediately to a trusted adult is vital to keeping our community safe.

We appreciate your support and your help in reinforcing these expectations as we work to turn this into a moment of learning and accountability for our students.

Sincerely,

Melissa Centracchio

This e-mail has been sent to you by ARCHIE R COLE MIDDLE SCHOOL. To maximize their communication with you, you may be receiving this e-mail in addition to a phone call with the same message. If you no longer wish to receive email notifications from ARCHIE R COLE MIDDLE SCHOOL, please click here to unsubscribe.

To view the ARCHIE R COLE MIDDLE SCHOOL privacy policy, please click here.

--
Melissa L. Centracchio
Principal ~ Archie R. Cole Middle School
100 Cedar Avenue
East Greenwich, RI 02818
401-398-1400
mcentracchio@egsd.net

EXHIBIT 10

[redacted]

---------- Forwarded message ---------
Date: Sun, Apr 5, 2026 at 9:08 PM
Subject: Antisemitic Incidents Prior to the Public Graffiti
To: <tkenworthy@egsd.net>

Dr. Kenworthy,

Greetings. I hope you and your loved ones had a good holiday weekend. [redacted]. I want to inform you of my son's experience with targeted, antisemitic attacks and the insufficient response to these incidents, and to highlight some of the shortcomings in East Greenwich's schools pertaining to inclusivity.

Before beginning, it is worth letting you know that both my children are proud Jews. My son has always informed people that his name means [redacted] They are not shy about their faith - advocating for themselves throughout the years as many teachers have tried to get them to engage in Christian activities and assignments. It has been a constant disappointment over the years that so many teachers insist on promoting their religious practices to children with no thought to how anyone else may feel. The Supreme Court is very clear on public schools not promoting any religion. I have always chalked up these yearly incidents as a lack of education on the teachers' part, a failure to understand that "just an ornament" or "a cute elf, tree, egg, etc." is not that, or that what one views as "secular" is still religious to another. All of these are microaggressions against other faiths. My son and My daughter have had to sit out and leave the room while other children participated in Christian-based activities, such as ornament making (numerous times), elf crafting, Christmas potholders, Easter egg decorating, telling the Elf on the Shelf what to say to Santa, to name a few. This year, a student yelled at My daughter because he was concerned that the class would be able to do Christmas crafts because of her (Jewishness). Since My son entered kindergarten, I have asked for snowman or snowflake crafts in winter, flowers in the spring, etc. instead of any religious iconography. I have always been met with resistance and told that my kids would be excused from the tasks. Learning about other faiths, cultures, and identities is critical work, but that is not what this is. I start with this not to relitigate the past, but to show that East Greenwich Public Schools has a flawed and uninformed concept of being a public, open, and accepting environment. At the earliest stage of their education in East Greenwich, children are shown that Jewish children are

different, ought to be separated, and could ruin other people's holidays/fun.

In the winter (January), My son was in his skills class. Another student in the class was drawing swastikas on a table near My son and had others come to see what he was doing. According to My son, other students told this student to stop before My son saw it; I am unclear why there wasn't adult intervention. The student then went over to My son's individual desk and again drew a swastika. I believe that some words were exchanged between My son and the student, and then a teacher intervened. Beth Cauley called me to let me know about the incident. Her summation was that the offending child did not know what he was drawing, or its full meaning - that Jews shouldn't be allowed to live. I pushed back on this notion. He knew a swastika is wrong and had been told to stop. He then chose to draw it on a Jewish child's desk. He didn't write a swear word or something universally offensive. He didn't draw a lewd image (as many middle school boys are fond of doing), or something else universally offensively. My son was adamant that the student knew what he was doing, and I cannot see any other interpretation. Following the incident, there was no follow up (that I'm aware of) to check on My son, to educate the student about a swastika's meaning and intention, no followup with the other students who witnessed the event or education on what it means to be a bystander.

A month later (February) a separate student went up to My son in the cafeteria and performed a Sieg Hiel and said "Hiel Hitler." My son chased the student out of the cafeteria and down a hallway. Melissa Centracchio happened to be in the hallway and was able to stop a physical altercation from happening. Mrs. Centracchio initially thought My son was the aggressor, which I understand based on appearance, but she stuck with her own narrative for well over an hour instead of being open minded as to what incited the chase. Through My son's own determination, he was able to tell his side of the story, which Mrs. Centracchio admitted to me was the truth of what happened. I know this because Mrs. Centracchio emailed me about this situation that took places over quite a bit a time. An email. No phone call. No phone call saying that an antisemitic action and words had been hurled at My son. No phone call telling me that there was almost a physical fight. Either of these incidents warrants a phone call to a parent. Mrs. Centracchio emailed a brief summary of events and said she was busy after lunch and would not be calling. She is the principal. It is part of her professional responsibility to contact parents, even if it's after 2:30 PM. From my 22 years in education, I know that administrators take and make phone calls outside the school day's hours. I demanded a call from her the next day, stating I was available any time after 6 AM. She waited until after her morning duties to make the call (approximately 8:45 AM). During that call, Mrs. Centracchio repeatedly said that this antisemitic act was an "isolated incident." I said that it was impossible, given that a month earlier the aforementioned swastika drawing occurred. Two antisemitic attacks against the same child in a month's time frame cannot be classified as "isolated." Plus, I have hear that there are roughly 6 occurrences involving Jewish hate this year that we know about. I asked her if she was aware of the antisemitic attacks that occurred earlier in the school year (not to My son). She responded, "kids say all kinds of unkind things" and reference other hate-motivated offenses. I said I am aware that Jewish hate is not the only poison in our schools, but that that hardly seems like a reason to do nothing. Stopping myself short of reading the poem about the person who throws individual starfish back in the ocean after a storm despite the enormity of the task and impossibility of completing it, I asked if there would be follow up education for the offending student, check ins and education those in the cafeteria for being bystanders, and/or any whole-school engagement in antisemitic learned. She said none of those were in place. I asked if she felt equipped to address this specific type of hate. To her credit, Mrs. Centracchio admitted that the school was not equipped to handle targeted hate. I said that I would use my time to help get education into Cole for students, teachers, etc, or whatever what best

support an inclusive environment. She agreed. I got in touch with Wendy Joering from the Sandra Bornstein Holocaust Education Center. Despite several emails, some of which I am copied on, Mrs. Centracchio did not follow through or accept any of the various supports available. I have been informed that Mrs. Centracchio relayed at a meeting that the Sieg Hiel incident involving My son has been handled fully. That is untrue.

As you can see, this all happened prior to the publicly-announced graffiti incident, although My son has told me that there have been swastikas drawn on boards at Cole that he and/or teachers keep erasing. Even with good intentions, teachers and adults are sending uninclusive and "otherness" messages. They downplay or completely negate the significance and pain that comes with certain words, gestures, and drawings. Our children see and internalize these messages and carry it with them throughout their lives. Administrators, even those who are not trying to obfuscate the truth and severity of antisemitic attacks, lack the education and support to respond to incidents of hate.

While accountability and consequences for the offenders are important, I realize what a challenge it is to find guilty parties each and every time. However, it is more important, nay paramount, that East Greenwich acts now and continuously to foster a more inclusive, open, and educated community, to be proactive in fostering a positive environment in East Greenwich. A forum is a good start, although I noticed the wording lacks mentioning antisemitism specifically as well as the communication about the graffiti not saying "Jewish people."

I write with the hopes that this will not be a "one and done" forum. I hope that you will accept the Holocaust Education Center's offers of various, on-going opportunities for learning and support for numerous grade levels, for students and teachers alike, and make those experiences long-standing practices in the district. Intolerance, aggression, and violence do not manifest overnight. Their opposites are not fostered and actualized overnight either.

I thank you for taking the time to read my email. I am happy to provide more detail and particulars of the above situations if you'd like. I look forward to hearing more from you about ongoing engagement.

Thank you,

EXHIBIT 11

[redacted]

---------- Forwarded message ---------
From: **Centracchio, Melissa** <mcentracchio@egsd.net>
Date: Tue, Feb 10, 2026 at 2:15 PM
Subject: Follow Up
[redacted]
Cc: Michelle Casey <mcasey@egsd.net>

Good afternoon,

I hope all is well.

I am writing to follow up on an incident that happened today durin[redacted]unch. I happened to be in his team area when all of[redacted] were having lunch. [redacted] was chasing a student up the stairs into the team area. The other student had permission to go to his locker, but[redacted] had left the cafeteria without permission. I asked him to go to the office while I spoke with the other student.

When I got to the office[redacted] told me the reason he was chasing him. He reported that the student was holding his hands out by his side and saying he was a plane that was going into the Twin Towers. He also let me know that the boy held up an arm and said Heil Hitler. It was then that[redacted] began to chase after him.

The other student was called to the office, and I spoke with him and[redacted]. Once we established the truth [redacted] version was accurate), I returned[redacted] to class to address the other student. I also followed up with [redacted]

I can assure you that we are taking this very seriously. This behavior is unacceptable. We have already contacted the other boy's parents, and both school and family consequences will be swift.

I was out of the building for a district meeting after lunch, so I didn't get a chance to call. I wanted to make you aware before [redacted] comes home. If you have any questions once you speak to him or would like to discuss this any further, please reach out tomorrow when you have some time.

Have a great night.

Sincerely,
Melissa

--
Melissa L. Centracchio
Principal ~ Archie R. Cole Middle School
100 Cedar Avenue
East Greenwich, RI 02818
401-398-1400
mcentracchio@egsd.net

✓✓ Email tracked with Mailsuite · Opt out

EXHIBIT 12

For parents of Cole students.
Join us for an evening with experienced professionals offering practical strategies to help middle school students navigate organization, anxiety, and peer relationships.

PARENT EDUCATION NIGHT

Supporting Middle Schoolers Through Social & Emotional Challenges

January 15th
6:00–7:45pm
Location TBD
Sponsored by Archie Cole Middle School SIC

SESSIONS (Choose Two)

Let's Get Organized: Executive Functioning
Janet Smith, PhD, University of Rhode Island

Anxiety: How to Cope in Middle School
Dr. Ken Smith, East Greenwich Pediatrician

Relationships with Friends: Navigating Text Groups
Kim Smith, Author of Middle School Book

SESSION TIMES

6:00–6:45pm (Session 1)
7:00–7:45pm (Session 2)

RSVP **HERE**

EXHIBIT 13

EAST GREENWICH PUBLIC SCHOOLS

Hanaford

1 message

Coleen P. Smith

Principal

Dear Families,

I am writing to inform you that we are currently conducting an active investigation related to anti-semetic graffiti found in a student bathroom yesterday. After being reported to an adult, the area was immediately closed, documented, and the graffiti was removed. This conduct is deeply offensive and is a direct violation of our bullying and harassment policies. It stands in opposition to the values of respect, dignity, and inclusivity that we are committed to fostering throughout our district. At this time, we are unable to share further details while the investigation is ongoing. Please know that we remain fully committed to ensuring our school is a safe, respectful and supportive environment for all students.

Moments like this reinforce the importance of continuing to teach and model empathy, responsibility, and the impact of words and actions. We have additional and ongoing work to do, and it cannot happen solely within the walls of our school. It is going to take all of us. I encourage you to speak with your child/children about the impact of hateful language and to remind them that if they see or hear something concerning, they should immediately report it to a trusted adult.

We appreciate your partnership as we work together to reinforce these expectations and help our students learn from this moment.

Thank you for your understanding and support.

Coleen Smith

EXHIBIT 14

James H. Eldredge Elementary School
101 First Avenue . East Greenwich, RI 02818
T: (401) 398-1500 F: (401) 886-3262

Jennifer Tedeschi, M.Ed, *Principal*
Roseanne Carlson, *Secretary*

January 8, 2026

Dear Families,

I am writing to inform you of a concern that was brought to my attention prior to the recent holiday break involving anti-Semitic comments made on a school bus.

We take all reports of derogatory, discriminatory, or hurtful language seriously. Upon receiving this concern, I launched a full investigation in collaboration with our bus company, Ocean State. The investigation determined that while there was no evidence of intent to threaten or target individuals, inappropriate language was used in a way that was unacceptable and does not reflect the values of our school community.

Even when comments are made without harmful intent, words matter. This situation provides an important opportunity for learning and reflection. We are treating this as a teachable moment and will be reinforcing expectations around respectful language, empathy, and the impact our words can have on others.

As part of our follow-up, I will be working directly with individual families to provide support as needed. The school will be working with the Jewish Alliance of Greater Rhode Island to provide age-appropriate educational support and guidance for students. This partnership will help ensure that our students better understand the importance of respect, inclusion, and standing up for one another.

We appreciate the partnership of families in reinforcing these values at home. If you have questions or concerns, please feel free to reach out to me directly. Thank you for your continued support in helping us maintain a safe, inclusive, and caring school environment for all students.

Sincerely,

Jennifer Tedeschi

Jennifer Tedeschi
Principal, Eldredge Elementary School

EXHIBIT 15

James H. Eldredge Elementary School
101 First Avenue . East Greenwich, RI 02818
T: (401) 398-1500 F: (401) 886-3262

Jennifer Tedeschi, M.Ed, *Principal*
Roseanne Carlson, *Secretary*

January 23, 2026

Dear Families,

I am writing to inform you of an incident that occurred last week at our school. Racist graffiti was discovered in a student bathroom. As soon as it was reported, the area was secured, the graffiti was documented and removed, and we launched an investigation.

This behavior is unacceptable and stands in direct opposition to the values of respect, inclusion, and belonging that we work hard to uphold in our school community. Coming so soon after our recent investigation into antisemitic comments—where we determined that inappropriate remarks were made but were not targeted or intentional—this incident is especially troubling. Together, these events remind us that we must remain vigilant in teaching our students about empathy, responsibility, and the impact of their words and actions.

Because this is an active investigation, there are limits to what we can share at this time, but please know that we are committed to identifying those responsible and responding in a way that is both firm and educational. We will continue our work with state and community partner organizations on age-appropriate resources and support. Our staff will be prepared to talk with students, reinforce our shared values, and provide space for questions or concerns. Our mental health providers are available for any students who may need additional support.

We believe schools must be places where every child feels safe, respected, and valued. We appreciate your partnership as we work together to reinforce these expectations and help our students learn from this moment.

Thank you for your continued support of our school community.

Sincerely,

Jennifer Tedeschi

Jennifer Tedeschi
Principal, Eldredge Elementary School

EXHIBIT 16

Eldredge *Think Sheet*

☐ My Name: _____

☐ Today's Date: _____

☐ Names of other students or adults involved:

_____

☐ What happened? What did you do?

_____

_____

_____

_____

☐ Was I:

Safe?	Yes	No	Not Sure
Respectful?	Yes	No	Not Sure
Responsible?	Yes	No	Not Sure
Kind?	Yes	No	Not Sure

☐ The problem this caused was:

_____

_____

_____

☐ My actions may have caused others to be upset or hurt. Their names are:

_____

☐ Should I apologize? Yes or No

If yes, I should apologize to: _____

☐ Is there another way I can help make things better? Yes or No

If yes, I could _____

☐ What will I do differently next time?

_____

_____

_____

☐ Good things happen when I am safe, respectful, responsible, and kind. Some of the good things that happen are:

_____

_____

☐ ***I am ready to return to class and follow expectations. YES NO***

Student Signature _____

Parent Signature _____

EXHIBIT 17

Incidents of Discrimination
Cole Middle School 2021-2026

	25-26	24-25	23-24	22-23	21-22
Race	11	6	6	12	5
Religion	3	*	1	*	*
Sexual Orientation	5	14	2	3	*
Disability	4	1	2	1	*
National Origin	*	*	1	*	*
Gender Identity	*	*	*	*	*

The above reflects reports to the school administrators from each category.
**None documented*

EXHIBIT 18

East Greenwich High School
As of April 13, 2026

An accounting of other documented incidents of discrimination by category over the past five years

The district maintains records of reported incidents categorized by the nature of the discrimination. Below is the accounting of documented incidents from 2021 through the current 2025-2026 school year.

RIDE Discipline Code 26 Harassment-Prejudice/Hate Crimes: An action motivated by hostility or hatred due to some characteristics or perceived characteristics of the victim. Any act, or attempted act, to cause physical injury, emotional suffering or property damage through intimidation, harassment, racial/ethnic slurs and bigoted epithets, vandalism, force, motivated all or in part by hostility to the victim's real or perceived membership in a class (including, but not limited to, race, religion, color, sexual orientation, ethnicity, ancestry, national origin, political beliefs, marital status, age, social and family background, linguistic preference, or disability). Includes prejudice-related harassment or hate crimes carried out through the use of technology or any electronic device.

Code	Total Incidents (Recorded in SIS)	Gender (Female)	Gender (Male)	Race Breakdown	SpEd Status Breakdown
26	9	1	7	Caucasian: 7, MENA: 1 Asian: 1	Active: 2, Inactive: 1, Ineligible: 2, Exited: 1

Student Discipline & Special Education Status Analysis

[redacted]

Incident Count	Incident Description Summary	Disciplinary Action
2	Used **racial** gestures (pulling back eyelids) on multiple occasions; used the "N" word during PE.	Learning Lab Detentions and Out-of-School Suspension (OSS) on 12/20/24.
1	Made **racially** insensitive and body-shaming comments.	Disciplinary actions recorded on 12/22/2025 and 1/10/2026.
1	Made a **homophobic** comment about the main character during a class reading and displayed defiant behavior when addressed.	Assigned after-school detention and required to apologize to the teacher.

[redacted]

Incident Count	Incident Description Summary	Disciplinary Action
1	Threw wet towels at/shook a bathroom stall and admitted to making a lewd, **homophobic** comment.	Suspended 2 days on 2/9/26.
1	Repeatedly directed a **homophobic** slur toward another student during PE. He was also involved in a separate, but related, bullying incident reported on Thursday, February 5, 2026.	Suspended 1 day, 2/10/26.
1	Overheard saying **racially insensitive** things regarding a "black man".	Investigation determined there was no deliberate racial intent.
1	When asked to disguise a drawing of a turkey as part of an assignment, student colored the turkey black, added a boombox, and wrote that is was a "citizen of Atlanta."	Record keeping only; no further action required.
1	**Racial** / Reported to have used the "N" word under his breath in class.	Assigned a teacher detention.
	Filed a complaint alleging **racial** and **antisemitic** comments by team members.	Partnered with ADL. No conclusive findings that systematic bullying or harassment based on race or religion occurred.

N-Word Tennis Courts (Oct 2024) *

Perpetrator(s) not found.

* Incidents not recorded in Student Information System. No perpetrator identified.

EXHIBIT 19

EAST GREENWICH PUBLIC SCHOOLS

email, bounce <bounce@egsd.net>

East Greenwich: Unified Stand Against Antisemitic Incidents

Polina Manyak <regencyrx@gmail.com> Fri, Mar 27, 2026 at 8:07 AM
To: sgarrett@eastgreenwichri.com, apowell@egsd.net, ccecil-karb@egsd.net, jtedeschi@egsd.net, pmcnabb@olmschool.org, mcrudale@egsd.net, coleen.smith@egsd.net, jellis@olmschool.org, dgiusti@egsd.net, cheine@rockyhill.org, equinn@egsd.net, gterilli@eastgreenwichri.com, bmoody@egsd.net, bcauley@egsd.net, ppage@egsd.net, tmunoz@egsd.net, anoorbaloochi@egsd.net, tlufkin@eastgreenwichri.com, kevin.wright@egsd.net, bmcmanus@eastgreenwichri.com, whangan@egsd.net, bclement@eastgreenwichri.com, tkenworthy@egsd.net, ahealey@egsd.net, tmcpartlin@egsd.net, jallen@eastgreenwichri.com, mcentracchio@egsd.net, melissa.larsen@egsd.net, rsiple@eastgreenwichri.com
Cc: renglehart@eastgreenwichri.com, sheldon_whitehouse@whitehouse.senate.gov, towncouncil@eastgreenwichri.com, lcarney@eastgreenwichri.com, rwilmarth@egsd.net, cps@neasc.org, gedwards@neasc.org, sen-gallo@rilegislature.gov, neil_campbell@reed.senate.gov, rep-mcnamara@rilegislature.gov, cscheib@egsd.net, mdonegan@eastgreenwichri.com, jess.vaughn@mail.house.gov, ageary@neasc.org, anota@eastgreenwichri.com, mzarrella@eastgreenwichri.com, nmarcaccio@egsd.net, mschwager@eastgreenwichri.com, ccorinthal@eastgreenwichri.com

Note Additional CC: U.S. Representatives Education and Workforce Committee, Press, Leo Terrell, U.S. Department of Education, Governor Dan McKee, Senator Whitehouse, Senator Reed, Rep. Magaziner, Office of Civil Rights, U.S. Representative Kevin Kiley, Chairman of Early Childhood, Elementary, Secondary Education Subcommittee.

Dear Principal Crudale, Principal Smith, Principal Redeschi, Principal Giusti, Principal Centracchio, Asst. Principal Cauley, Principal Page, Asst. Principal McPartlin, Principal McNabb, Vice Principal Ellis, Ms. Heine, Superintendent Kenworthy, Asst. Superintendent Noorbaloochi, Deputy Chief Siple, Captain Clement, Detective Lieutenant Lufkin, Lieutenants Allen, Garrett, McManus, Sergeant Terilli, District Clerk Healey, District HR Director Moody, and Board of Education,

Last week we heard disturbing news out of East Greenwich, Rhode Island. Three schools, ranging from kindergarten through high school all had antisemitic graffiti on the walls of their bathrooms. They were Hanaford Elementary School, Cole Middle School, and East Greenwich High School. This follows on the heels of racist graffiti that was discovered at Eldredge Elementary School the week before.

We were somewhat reassured to learn that Superintendent Thomas Kenworthy sent a letter to the Jewish community describing the course of action that is going to be taken. Parents report that the letter specifies, "Any individuals found responsible will be held accountable in accordance with district policies and the law." It further acknowledges, "At the same time we recognize that a meaningful response must extend beyond investigation and discipline; it must also include education, reflection, and a renewed commitment to our shared values." There are plans to implement the ADL program "No Place for Hate" which helps K-12 schools improve their climates by combatting bias, bullying, and hatred.

While we commend these efforts, other actions and initiatives should be implemented immediately to ensure this doesn't happen again:

1. Follow through and transparency on implementation of the ADL's "No Place for Hate" program.
2. Follow through and transparency regarding the Internal investigation that is underway.
3. Holocaust education is critical.
4. Education must include all district staff including teachers and should be implemented district wide.
5. Rhode island has adopted IHRA which should be consulted.
6. As the letter states, responsible individuals must be held accountable in accordance with district polices and the law.
7. Findings of the investigation must be reported publicly.

It is absolutely essential to identify not only who created this graffiti at these schools, but if the perpetrators are children, where they are learning such vile and

discriminatory language and ideas. While this may be dismissed as "just graffiti", it is important to acknowledge that this particular graffiti is tied to some very particular ideas and beliefs that have contributed to a rising tide of hatred towards Jews that has included violence. The "othering" of the Jewish community, not just in Rhode Island, but in other areas of the United States as well, has put the Jewish community on high alert to all expressions of antisemitism, criminal or not. It is not insignificant that the FBI reports that 70% of all religious-based crime is against Jews.

Rhode Island is not an exception to this pattern, and East Greenwich is not the only district facing rising Jew hatred. We are, for example, reminded of an incident at Smithfield High School in Rhode Island's Smithfield Public Schools District involving the hazing of a Jewish teammate. Regarding teachers and teachers unions, it is important to ensure that curriculum and classroom activities are transparent and subject to supervision. As I'm sure you know, Nicole Solas only wanted to know what her Kindergarten child was going to be learning in her South Kingston School District school, also in Rhode Island. She ended up having to defend herself against a teachers union initiated lawsuit. What does the teacher's union have to hide? Rhode Island needs to do better by its Jewish families. As a reminder, "Evil triumphs when good men do nothing."

Sincerely,

Resources:
1. Original news release: https://www.youtube.com/watch?v=5kzB9aa5YBs
2. Further reporting including reference to the letter from the Superintendent: https://www.youtube.com/watch?v=5kzB9aa5YBs
3. International Holocaust Remembrance Alliance (IHRA) working definition of antisemitism
4. FBI: 70% of religion based hate crimes are against Jews. https://embassies.gov.il/multilateral-organizations-france/en/news/fbi-nearly-70-us-religion-based-hate-crimes-target-jews-source-ynet-itamar-eichner-august-6
5. Rhode Island hazing incident: https://www.atlantajewishtimes.com/antisemitic-hazing-incident-shocks-rhode-island-town/
6. Classroom Transparency https://www.goldwaterinstitute.org/academictransparency/
7. Nicole Solas: https://www.goldwaterinstitute.org/victory-in-mothers-fight-against-school-districts-lies/

© Copyright 2026 End Jew Hatred, All Rights Reserved

Polina Manyak