



**SHREWSBURY**  
PUBLIC SCHOOLS

# **Preschool-Grade 4 Capital Planning Study Committee Report**

March 19, 2024

William H. Lupini, Consultant

Edward J. Collins, Jr. Center for Public Management

## Overview

In late 2021 LPA|Architects (formerly known as Lamoureux Pagano Associates|Architects) was hired by Shrewsbury Public Schools to reassess the district facilities inventory as it relates to long-term programmatic goals. The District had worked with LPA|A on a similar study in 1997. That study was used as the basis for capital projects in the District over the past 25 years; when the funding for the new Beal School feasibility study was requested at Town Meeting, additional funds for an updated space study were included in order to get an updated assessment of the district's nine school buildings and recommendations for potential future capital projects.

The results of the new study were presented in February 2022 and provided an assessment of the current school buildings and made recommendations for various ways in which the District could approach addressing future needs. A link to the full study is included [here](#).

This study touted the severe overcrowding at Shrewsbury High School as the top issue facing the school district. In response, in April 2023 the School Committee and Select Board authorized the submission of a Statement of Interest to the Massachusetts School Building Authority (MSBA) to ascertain if MSBA would join with Shrewsbury on a solution for expanding the High School facility.

The LPA|A study also identified the age and condition of Coolidge School, the amount and quality of space for the District's preschool program, and providing parity among the K-4 elementary schools in the District as key issues to address. During discussions between the two boards in advance of submitting the Statement of Interest for the high school, the idea for forming a study committee to review the future needs of PreK-Grade 4 school buildings was put forward. At the request of the School Committee, the Superintendent recommended a process to be followed during the 2023-2024 school year to convene a study committee to identify a pathway for future direction for preschool and elementary capital investment. That recommendation was adopted in April 2023, and the PreK-4 Capital Planning Study Committee was formed in September 2023. This document is the report of the work and findings of this Committee.

The District contracted with the Edward J. Collins, Jr. Center for Public Management for services in facilitating this process. The Center, which is affiliated with the John W. McCormack Graduate School of Policy and Global Studies at the University of Massachusetts-Boston, is dedicated to improving efficiency, effectiveness, governance, and accountability at all levels of government, with a particular focus on state and local

government. The Center assigned Dr. William H. Lupini as the consultant to this project. His biography is included in the appendix of this report.

The PreK-4 Capital Planning Committee was charged with examining the following issues with respect to the future of PreK-4 facilities in Shrewsbury:

- Create a transparent process to discuss the future direction for early childhood and elementary capital investment.
- Review the LPA|A PreK-4 Space Study and determine the pros and cons of the various preschool and elementary configurations suggested in the study and make recommendations to the School Committee and Select Board for a preferred pathway forward.
- Key questions outlined for this Planning Committee:
  - In the future will the need for preschool increase, either because of demand or due to the potential of state/federal law requiring universal preschool?
  - What is the best model for early childhood and elementary education in terms of size of building? What are the benefits and trade-offs of large elementary schools?
  - Should preschool be folded into each elementary school or provided in a separate setting?
  - What is the value of “neighborhood” elementary schools?
  - How should equity fit into our thinking about preschool and elementary education?

## **Project Methodology and Schedule**

The PreK-4 Capital Planning Committee considered the issues outlined in the charge in a series of six (6) meetings starting in September, 2023 and culminating in early March, 2024. While the agendas and minutes for each meeting are available through links to this report, following is a brief outline of the focus of each of these meetings:

- Monday, September 18, 2024 @ Calvin Coolidge School. Sean Brennan from LPA|A, presented a summary of the recent LPA|A *Pre-K Through 12 Capital Investment and Assessment Study* (also known as the “PreK-12 Space Study”).

- Monday, October 30, 2024 @ Walter J. Paton School. Dr. Sawyer and Mr. Girardi presented the October 1st enrollment data, along with future enrollment projections provided by the New England School Development Council (NESDEC), McKibben Associates, and the Town Manager’s office.
  
- Monday, December 4, 2024 @ Spring Street School. Members of the Committee worked in small groups to consider the importance of “neighborhood” (i.e., “smaller”) schools in Shrewsbury. These groups generated questions and observations for discussion.
  
- Monday, January 8, 2024 @ Major Howard W. Beal School. Bridget Nichols, Director of the Parker Road Preschool, provided the group with a presentation on Preschool in the Shrewsbury Public Schools, including locations of classrooms, morning and afternoon sessions, and a historical context on enrollment (including students with IEPs). During the second half of the meeting, Committee members divided into five (5) groups to consider the following question: *Is there consensus regarding maintaining the current neighborhood school configuration v. potentially consolidating to fewer, larger elementary schools? Reasoning?*
  
- Monday, February 12, 2024 @ Floral Street School. Committee members divided into five (5) groups to consider the following questions: (1) *Is there consensus regarding which elementary school should be the first priority for replacement or renovation? Why? Next after that?* (2) *Is there consensus regarding whether Shrewsbury should consider expanding preschool seats and how that is best accomplished?*
  - *Stand-alone new construction*
  - *Renovated/Expanded Stand-alone building*
  - *Combined New Elementary with Full New Preschool Space*
  - *Spreading Preschool Across Elementary Schools*
  
- Monday, March 4, 2024 @ Major Howard W. Beal School. Bill Lupini, Consultant to this Project from the Collins Center, presented a draft version of the report for consideration by the Committee members. Members provided suggested changes to the report and Dr. Lupini was charged with creating an updated draft of the report to be sent to Committee members. The ultimate goal was to have a final version of the Report for School Committee members prior to their meeting on Wednesday, March 27, 2024. Dr. Lupini will present the Report to the School Committee that evening.

## Key Recommendations

The Committee was able to reach consensus on the following recommendations with respect to early education, the elementary schools and the course of action that Shrewsbury might adopt with respect to these issues.

1. There appears to be consensus that, given the limited resources of the Town, the need for support from the Massachusetts School Building Authority (MSBA) and the current condition of Shrewsbury's smaller schools, the next elementary school project should address as many of the current space issues as feasible. This could certainly result in consolidation of elementary schools and redistricting. In addition, it should include addressing the early education needs of the Town for preschool services, which are described in greater detail below.
2. There appears to be consensus that future PreK-4 building projects should focus on consolidating students and programs into larger schools in order to maximize resources, rather than maintain more, smaller schools.

However, there was also strong advocacy for ensuring that the district take specific steps to ensure that any future larger schools maintain the more personal approach that Shrewsbury Schools, including Floral Street and Beal, the two larger elementary schools, currently provide. These factors include establishing a sense of belonging for all, fostering PTO involvement, making a big community feel small, and fostering family connections.

Note: For the purposes of this study, "neighborhood" is seen as a synonym for "smaller," that is, all of Shrewsbury's smaller schools serve multiple neighborhoods across attendance zones that are not all "walkable."

3. There appears to be consensus that of all existing PreK-4 school buildings, Coolidge is the greatest priority to address in some fashion due to its age (the building was constructed in 1927) and physical condition, as described in the LPA|A report. However, there are multiple ways in which this could be addressed, depending on the approach ultimately pursued.

One of the challenges that must be considered for future PreK-4 capital planning that would address Coolidge is the reduction in seats that would be available at Paton and Spring Street, given that the LPA|A space study report indicated that modular classrooms will need to be removed from Coolidge, Paton, and Spring Street when they reach the end of their useful life. The LPA|A space study report indicates that they have already "outlived the anticipated lifespan of the construction,"

although the modular classrooms are not in a condition of imminent danger or failure.

4. There appears to be consensus that preschool space needs beyond the current six (6) classrooms at Parker Road, two (2) classrooms at Beal, and one (1) classroom at Shrewsbury High School will need to be addressed, both due to family preference/demand and in anticipation that some level of public preschool may become a state mandate at some future point. Governor Healey has made universal access to public preschool in Gateway Cities in Massachusetts a focus of her budget plan for the coming fiscal year, and this could portend future incentives or mandates for expanded preschool access.

Specifically, expanding opportunities could include providing for students to attend for more days per week and longer days, such as a five (5) days/week for 5 hours/day, as opposed to the current three (3) or two (2) days/week for 2.5 hours/day. Shrewsbury preschool families have expressed interest in more and longer day preschool programs, and it is becoming more common for communities to offer full-day preschool options. Full-day preschool programs impact space needs, as the same classroom is used all day for one group of full-day students instead of serving two groups of half-day students in the morning and afternoon.

It is also important to note that the number of students the town must serve for preschool is dependent on the number of children age 3 and 4 who become eligible for special education services, as these students must be provided access to programming along with a ratio of 8 tuition-paying preschool students for every 7 preschool students who must receive preschool services due to their disabilities. The district is currently utilizing two classrooms at the Beal School for four sections of preschool in order to maintain mandated ratios given the number of students with special needs; prior to Beal opening, for many years those sections were housed in two classrooms located on Wesleyan Terrace (behind the post office on Maple Avenue) in space rented by the Town. If the number of students requiring preschool grows, more space will be needed for additional preschool sections.

Expanding opportunities could include providing public preschool experiences to more Shrewsbury students (currently room for 272 individual students attending for various combinations of days, while incoming kindergarten cohorts have been about 345 students, with a projection for 382 kindergarteners in 2031-2032 according to the McKibben enrollment report).

## Variables Impacting Capital Planning

While the following factors should not be construed as recommendations from the Preschool-Grade 4 Capital Planning Study Committee, they do represent important issues for consideration as Shrewsbury officials monitor present conditions, future trends and the possible changing demographics of the community in preparation for future capital projects at the preschool and/or elementary level.

### 1. Enrollment

- a. The LPA|A study is based on existing modular classrooms at Coolidge, Paton, and Spring Street being phased out due to their age and not being replaced by new modular classrooms. This is a key variable, as is how long the current modular classrooms will remain viable. As noted earlier in this Report, the LPA|A space study report indicates that they have already “outlived the anticipated lifespan of the construction,” although these modular classrooms are not in a condition of imminent danger or failure.

Replacing the modular classrooms would not only come with significant cost for new modular classrooms themselves, this may also trigger ADA compliance requirements for the entirety of the school where they are being replaced.

Moreover, given that any solution(s) to the preschool to grade 4 facilities challenges may not be submitted to MSBA for consideration for five (5) to seven (7) years, assuming the desire to seek MSBA funding and the potential for a high school addition project coming before, the Town’s Public Buildings Division will need to continue to plan for maintenance of Shrewsbury’s preschool and elementary schools for at least the immediate future. In addition, there appears to be a significant question regarding replacing the current modular classrooms at Coolidge, Paton and Spring Street; specifically whether doing so could trigger a need for full Americans with Disabilities Act (ADA) compliance at the site(s).

With respect to the modular classroom question, according to Sean Brennan (LPA|A Architect), Shrewsbury would need to differentiate between temporary and permanent if considering a modular upgrade. If it is determined by building officials that the modular classroom is permanent, then it must meet all current code, including compliance with the Americans with Disabilities Act (ADA) and sprinklers. If it is determined to be temporary, then code may not be triggered. Temporary can be defined as a portable space to be used during a transition period, i.e. displacement during a building project, etc.; however, the length of the transition period can be interpreted in many ways.

If the total add-on exceeds 30% of the building value, it would trigger the entire building to be brought up to current code, including ADA compliance and sprinklers throughout. Costs are currently estimated at \$1,000 per square foot for educational construction, resulting in full-size “permanent” modular classrooms costing approximately \$1,000,000 each.

- b. Based upon enrollment projections combined with the possible loss of modular classroom space, there would not be enough capacity at the 2031-2032 school year projection point to close one school and consolidate students within the remaining schools (see slide 7 of the [LPA|A slide deck](#)). See Section 3 below for more specific information regarding the potential capacity of the new Beal School to absorb additional students.

Note: These enrollment numbers do not include projections for the Emerald Run development currently planned for Green Street (currently within the Floral Street School attendance zone, which was not known at the time of the demographer’s projection), nor do they take into account other possible housing construction at any potential location in town, including through potential Chapter 40b projects that could override local zoning.

- c. Enrollment trends will need to be carefully monitored on an ongoing basis over the coming years. For example, Coolidge’s enrollment increased by 42 students this year, while Paton’s decreased by 20 students and Spring Street’s decreased by 31 students. It will be important to track enrollment figures to ascertain if the demographer’s projected student populations used by LPA|A and this Committee in their deliberations hold over time.

## 2. Class Size

- a. Currently, Shrewsbury utilizes the following class size guidelines in administering elementary schools: Kindergarten - 17 to 19 students; Grades 1 and 2 - 20 to 22 students; and Grades 3 and 4 - 22 to 24 students. While MSBA has class size guidelines that they utilize in working with school districts on facilities planning, they will utilize the policies of local School Committee’s where such guidance exists.

## 3. Beal School Capacity

- a. The current enrollment at Beal vs. the enrollment projection through 2031-32 raises questions about how much space Beal might have to absorb additional



students in future years. Specifically, questions have been raised regarding the potential role of the Beal building in housing redistricted students from other buildings in a “one step” building solution.

- b. The Beal design capacity provided through the Massachusetts School Building Authority (MSBA) that the school building plan was based upon is 790, while the design capacity for the 40 general classrooms that were included in the final building design ranges from 808 to 888 based on the range of School Committee class size guidelines (LPA|A uses the mean of 848 for its projection). Current K-4 enrollment at Beal is 623 students (as of February 29, 2024), a difference of 225 from the mean design capacity. The current enrollment is also 68 students *greater* than the McKibben projection of 555 for Beal in grades K-4 for this school year, which indicates that the Beal population is currently trending above projections.
- c. Given that two other classrooms at Beal are being utilized for four sections of preschool beyond the current capacity of Parker Road Preschool building, the current additional capacity for K-4 enrollment is about 183 students.
- d. The McKibben enrollment projection for 2031-2032 for Beal is for 548 students and for the three smaller K-4 schools the projections are for Coolidge at 292, Paton at 318, and Spring Street at 303. If these projections remain accurate, a consolidation of schools using excess capacity at Beal at that time would only be feasible if 1) there were no longer any preschool classrooms located at Beal, and 2) modular classrooms at smaller schools would continue to be functional, as otherwise there would be significant overcrowding at those remaining schools if there is much less classroom capacity due to the loss of those modular classroom spaces.

#### 4. Demographic Trends and Program Needs

- a. The English language learner population in Shrewsbury increased by 60% this year compared to last, with fewer than half of these 109 students residing at the emergency homeless shelter. Additional space for English language education programming may be required in K-4 buildings in future years if this becomes a trend.
- b. The opening of the new Beal school provided more room across all of the K-4 elementary buildings for dedicated spaces for music, art, special education, and English language education spaces. The continued evolution of program needs, especially for mandated services such as special education and English language

education that require specialized instructional settings, may create additional space pressures.

## **Potential Future Solutions**

1. The LPA|A report includes a number of options for projects designed to address future needs at the elementary level, including preschool (see pages 270-302 of the LPA|A space study). While the following alternatives should not be viewed as recommendations, they do represent potential future solutions generated (in no particular order) during the Committee's small group discussions in considering which elementary school should be the first priority for replacement or renovation:
  - a. Build a new school on the Coolidge site that would replace and expand the current Coolidge School. In addition, this facility could also replace and expand upon the number of classrooms currently offered at Parker Road Preschool. This option would address the age and condition of both schools by consolidating them into one new school, provide additional preschool seats, and create seats to replace those currently addressed through the modular classrooms at Coolidge, Spring Street and Paton. This option would also require redistricting and could create transportation issues at this new school building, depending on the size of the school. It was noted that LPA|A's second recommendation in its report after the expansion of the high school was "replace Coolidge Elementary School and expand district-wide preschool." Of all of the existing PreK-4 schools, the Coolidge site has the most space for a potential future building project.
  - b. Renovate and expand Coolidge without replacing Parker Road Preschool. Utilizing this option would address the age and condition of Coolidge School and could create seats to replace those currently available through modular classrooms at Coolidge, Spring Street and Paton. Depending on the size of this facility, both Spring Street and Paton could potentially be closed. This option would likely require redistricting and would not, in itself, address the goal of addressing the age and condition of Parker Road Preschool or the ability to create additional preschool classroom spaces, unless the preschool program shifted from Parker Road to one of the current K-4 schools (the LPA|A report lists Paton as a potential future preschool option if it were to cease being a K-4 school).
  - c. Renovate and expand Paton School without replacing Parker Road Preschool. Utilizing this option would address the age and condition of Paton School and could create seats to replace those currently available through modular classrooms at Coolidge, Spring Street and Paton. This option would require

redistricting and would not, in itself, address the age and condition of Parker Road Preschool or Coolidge School, unless Coolidge were to be closed in the process. In addition, this option does not, in itself, address the ability to create additional preschool classroom spaces.

- d. Replace Paton and Spring Street with a new school located somewhere within the geographic area near those current buildings. Utilizing this option would address the age and condition of Paton School and Spring Street School and could create seats to replace those currently available through modular classrooms at Coolidge, Spring Street and Paton. This option would require redistricting and would not, in itself, address the age and condition of Parker Road Preschool or Coolidge School, unless Coolidge were to be closed in the process. In addition, this option does not, in itself, address the ability to create additional preschool classroom spaces. It should also be noted that, based on the process of locating a suitable site for a large elementary school when the new Beal School project was done, there are limited new parcels within the town that could support a large elementary school campus; the LPA|A space study discusses the opportunities and limitations of the current Paton and Spring Street sites for potential expansions or new construction.

It is important to examine these options through the lens of the recommendations of this Committee. As noted earlier in this report, there appears to be consensus among Committee members that, given the limited resources of the Town, the need for support from the Massachusetts School Building Authority (MSBA) and the current condition of Shrewsbury's smaller schools, the next elementary school project should address as many of the current space issues as feasible, which could certainly result in consolidation of elementary schools and redistricting. In addition, this solution should include addressing the early education needs of the Town and what that would require for preschool space.

Finally, as noted above, the Committee concluded that Coolidge is the greatest priority to address in some fashion due to its age and physical condition.

2. There are varying opinions on how to best solve the preschool space and program needs, whether through adding dedicated preschool spaces to a K-4 new building project as noted above (making those preschool spaces eligible for MSBA funding), or spreading preschool classes across multiple K-4 schools, which will be highly dependent on actual enrollment trends in each elementary attendance area.

While there is not right or wrong model with respect to including preschool classes in one vs. multiple locations, each option does have advantages. The single location,

whether included in a Pre-K-4 building or separately, allows preschool teachers to collaborate with one another, provides a dedicated team of specialists to service the needs of students, and can be more efficient for leadership with respect to implementing policies and procedures throughout the program. Having a single preschool site also creates economies of scale for serving the needs of special education student populations, where spreading this population across multiple schools could create fragmentation and result in staffing inefficiencies with early childhood specialist staff needing to travel from school to school. Conversely, the option of including programs in multiple PreK-4 schools could permit many students to attend preschool in the same school where they will attend elementary school, providing families with an opportunity to be part of an elementary school for 1-2 additional years, and allowing preschool educators to collaborate with partners from other grades.

As noted above, and in other sections of this report, a key factor for Shrewsbury may be the ability to garner MSBA funding participation in creating additional preschool space by including preschool classrooms in an elementary school project in partnership with the MSBA.

## **Summary**

The efforts of the PreK-4 Capital Planning Study Committee have met the expectation of conducting a transparent process to consider the Shrewsbury Public Schools' future capital planning needs for the preschool and elementary level. The Committee worked to review the LPA|A space study's content and recommended options, the district's enrollment projections, the question of the timeframe for maintaining modular classroom spaces at Coolidge, Paton, and Spring Street Schools, and potential future needs or requirements of preschool programming. The Committee applied this information in consideration of possibilities for the future direction of preschool and elementary space needs. Both in small discussion groups and as a full group, the Committee carefully weighed the variables presented and provided thoughtful responses.

Through its work, the Committee recognizes that how actual enrollments materialize in future years will have a significant impact on what options might make sense to pursue. Population changes over time will need to be carefully monitored both in terms of the total enrollment across the K-4 grade span and the educational needs related to student demographic trends. Moreover, as the district has experienced over the past decades, changes in special education needs may require more specialized programming and, as a result, demand for more specialized instructional spaces; this may also be the case depending on the evolution of the English language learner population.

The Committee's findings also emphasize the need to be pragmatic regarding what future capital investments might be recommended to the community. It is recognized that the citizens of Shrewsbury will ultimately determine whether significant investments of their tax dollars will be warranted; when the time comes, a case will need to be made regarding the affordability and value of a capital investment, as was the case for the two most recent school building projects to replace the Sherwood and Beal facilities.

In this vein, the Committee's consensus is that the next PreK-4 capital project should be as cost effective as possible in addressing multiple needs while meeting the necessary expectations for the MSBA to partner in sharing the cost. The MSBA process requires that the community demonstrate the needs a project will address and that the project will be a long-term solution to those needs. In other communities, the MSBA has made a funding commitment contingent upon efficiencies such as consolidation and closure of smaller school facilities, and the Committee recognizes that this approach may be required for a future MSBA-supported project at the elementary level. Further, it recognizes that a K-4 project that includes preschool space would leverage MSBA cost sharing for preschool space that is currently not available for stand-alone preschool facilities.

The deliberations of this PreK-Grade 4 Capital Planning Study Committee were aligned with the long-standing practice in Shrewsbury to identify key space needs for its public education program and to seek solutions that meet the educational needs of students in a manner that is cost effective and an excellent value for the Town. Many variables will influence the ultimate pathway that is chosen for future investments in PreK through Grade 4 school facilities. If the approach outlined by this Study Committee is utilized, the Town will maintain its tradition of providing school buildings that reflect both its citizens' pride in its public school facilities and its excellent stewardship of their tax dollars.

## Appendix

- PreK-Grade 4 Capital Planning Study Committee Membership
  - Sandy Fryc, School Committee Chair
  - Erin Boucher, School Committee Vice Chair
  - Theresa Flynn, Select Board Vice Chair
  - John Samia, Select Board Clerk
  - Bridget Nichols, Director - Parker Road Preschool
  - James Dealy, Parent - Parker Road Preschool
  - Jennifer Foran, Staff Member - Parker Road Preschool
  - Kristen Gasper, Principal - Beal School
  - Rajesh Velagapudi, Parent - Beal School
  - Margaret Aulenback, Staff Member - Beal School
  - Tiffany Ostrander, Principal - Coolidge School
  - Justine Maloy, Parent - Coolidge School
  - Kelly Finneran, Staff Member - Coolidge School
  - Lisa McCubrey, Principal - Floral Street School
  - Varanasi Pokala, Parent - Floral Street School
  - Kristy Ralys, Staff Member - Floral Street School
  - Scott Mulcahy, Principal - Paton School
  - Colleen Luzzo, Parent - Paton School
  - Aaron Detrick, Staff Member - Paton School
  - Bryan Mabie, Principal - Spring Street School
  - Peter Welland, Parent - Spring Street School
  - Alison Kimball, Staff Member - Spring Street School
  - Keith Baldinger, Assistant Town Manager for Operations
  - Chris Girardi, Assistant Superintendent for Finance & Operations
  - Joe Sawyer, Superintendent of Schools
  
- Supporting Documents
  - Meeting Agendas and Minutes
    - Monday, September 18, 2024 @ Calvin Coolidge School
      - [Meeting Agenda](#)
      - [Meeting Minutes](#)
    - Monday, October 30, 2024 @ Walter J. Paton School
      - [Meeting Agenda](#)

[Meeting Minutes](#)

- Monday, December 4, 2024 @ Spring Street School

[Meeting Agenda](#)

[Meeting Minutes](#)

- Monday, January 8, 2024 @ Major Howard W. Beal School

[Meeting Agenda](#)

[Meeting Minutes](#)

- Monday, February 12, 2024 @ Floral Street School

[Meeting Agenda](#)

[Meeting Minutes](#)

- Monday, March 4, 2024 @ Major Howard W. Beal School

[Meeting Agenda](#)

- [Recommendation for PreK-4 Capital Planning Process](#) (Superintendent Sawyer)
- [LPA|A Capital Investment and Assessment Study Summary](#)
- [LPA|A Final Report](#)
- [LPA|A Report Presentation](#)
- [Shrewsbury Administration Enrollment Report](#)
- [Shrewsbury Administration Enrollment Presentation](#)
- [McKibbon Enrollment Study](#)
- [NESDEC Enrollment Study](#)
- [Town Manager's 's Enrollment Projections](#)
- [Shrewsbury Redistricting Guiding Principles](#)
- [Recommendations for Elementary Redistricting Plan](#) (Superintendent Sawyer)
- [Preschool Presentation](#) (Bridget Nichols)

- Consultant Profile

**Dr. William Lupini** has worked as a school superintendent for over 25 years, having held the position in Massachusetts, New Hampshire, and Pennsylvania, with the majority of that time spent with the Public Schools of Brookline and the Beverly Public Schools. These experiences have taken place in cities, towns, and regional school districts, as well as career and technical schools and educational collaboratives. He has also served as a Director of Curriculum and Instruction, Assistant High School Principal, Program Specialist with the New Jersey Department of Education, and a Marketing Education Teacher. Bill served as President of the Massachusetts Association of School Superintendents (MASS) and the Minority Student Achievement Network (MSAN) Governing Board. He was the 2015 Massachusetts “Superintendent of the Year” nominee. He has also served on several statewide working groups in Massachusetts, including the Special Commission on Education Collaboratives, the Commission on Achievement Gaps, and the Next Generation MCAS Procurement Review Team. Bill teaches school law and other educational administration courses in several programs for aspiring administrators. Bill holds a Doctor of Education degree in Educational Leadership and Administration from Lehigh University, a Master of Education degree in Leadership, Administration, and Supervision from Rider University, and a Bachelor of Science Degree in Marketing and Business Education from Indiana University of Pennsylvania.