



Report of the Superintendent

October 14, 2026

Our Student Representatives

Bernardsville Middle School

Nora Sullivan, Will Solano, and Jane Sullivan

representing the Color Run

Bernards High School

Krisztina Lekai

Jack Martin

Welcome Katie Farina

Development Director, School Engagement American Heart Association



American
Heart
Association®

**Special thanks to SHSD staff leaders for their support:
Lisa Garofalo, Ashley Oliveira, and Liz St. Ours**



Run for your HEART

There was an abundance of color in the air on September 23rd at Bernardsville Middle School. Hosting their second Color Run, over 105 participants came out for an evening filled with fun, energy, and laughter!

Students, parents, and guardians hit the pavement for a one mile run at the BMS polo grounds. Prizes were awarded to the 1st, 2nd and 3rd place finishers of each grade level. Grand prizes were raffled off at the end of the event for any student who participated in the run.

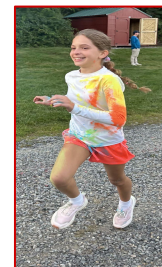
Together, the participants and supporters helped BMS raise \$650 for the American Heart Association, making the event even more meaningful. The American Heart Association Director of Development, Katie Farina, was in attendance to cheer BMS on and provided American Heart Association capes to all runners.

“Mrs. St. Ours and Mrs. Oliveira continue to put forward an amazing Color Run experience for BMS students and families,” shared Principal Lisa Garofalo. “This now annual fall opportunity is a chance to contribute to a good cause while promoting health and fitness!”



Community members can use the QR code below to make additional donations to the American Heart Association on behalf of Bernardsville Middle School's initiative.

Special thanks to all of the generous prize donors who helped make the evening extra special, including the following local businesses: Tons of Toys, Penguin Ice Cream, and the YMCA. There were also generous donations from the New York Red Bulls, New York Giants, and New York Jets.



Somerset Hills Welcomes Mrs. Albert!



At a Special Meeting of the Somerset Hills Board of Education on September 29, 2026, Mrs. LaShaunda Albert took the Oath of Office. She was sworn in by Mr. Richard Liguori, Business Administrator/Board Secretary. Members of her family were there in support and celebration as she received a warm welcome from the Superintendent and members of the Board. Below is her Board Bio, and those of her fellow Board members can be found by visiting [Meet Our Board](#) on the district website.

LaShaunda Albert was elected to Bedminster Township School Board of Education (BOE) in 2025 for a three (3) year term. She serves as the BOE representative for the Safety/Security Committee and is a member of the Personnel and Programs (P&P) Committee. Most recently, Mrs. Albert was inducted into the SHSD Board of Education in 2026 as the Bedminster Township School Board of Education representative.

Mrs. Albert has been an active volunteer in Bedminster Township Schools for years serving as class parent, member of the 8th grade committee, and founding committee member of the Bedminster Township School Cub Scout Troop 1749. Mrs. Albert has served as lead committee chair for Boy Scout (BSA) Troop 154 for the last two years. She is also a member of Bernards High School Home School Association (HSA), serving as Secretary.

Mrs. Albert holds her Bachelor of Science from Monmouth University in the field(s) of Marketing, Finance, and Biology (minor). She obtained her Master's Degree from the Temple University School of Pharmacy in Quality Assurance and Regulatory Affairs. She has over twenty years of experience in the pharmaceutical industry specializing in quality and compliance. Her education and technical experience have strengthened her ability to remain objective, agile, and concise when evaluating BOE P&P matters.

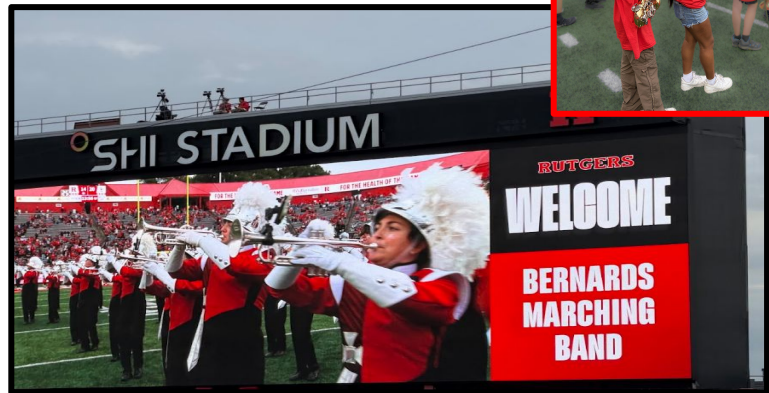
Mrs. Albert has lived in Bedminster since 2017 with her wife Seria Mills, an accomplished Weichert Real Estate Agent. They have one child who is a Bedminster Township School graduate and currently attends Bernards High School. In her spare time, she enjoys spending time with her family, supporting/providing oversight to students during their community service projects, and volunteering with BSA.

"I come from a long line of educators who were activists and advocates. My priority as a BOE/Public Servant is to always act in the best interests of our students while advocating for teachers and providing the necessary support to administrators and staff. It is an honor to represent our community on the Board of Education. I look forward to collaborating with members on the Bedminster Township School Board of Education and the SHSD Board of Education, and leveraging ideas to aid in the success of both districts."

Kudos BHS Marching Band - What an Experience!

The Bernards High School Marching Band attended Rutgers Band Day on September 19, 2026 in the SHI Stadium in Piscataway. Nineteen members of the marching band spent their day proudly representing the Somerset Hills School District while engaged, learning, and participating in a myriad of experiences alongside an array of RU musicians, color guard, and dedicated staff at the high school and collegiate levels.

Students rehearsed with the Marching Scarlet Knights, joined in the University Pep Rally, and played stands tunes, such as Wipeout by the Surfaris, during the football game. The BHS Marching Band also took to the field at half time, welcomed by a sea of cheering scarlet fans! During the halftime show they performed a segment of the Marching Scarlet Knights' final movement: Who Loves You Pretty Baby and Can't Take My Eyes Off You by Frankie Valli. "It was the chance of a lifetime that every student thoroughly enjoyed being a part of," shared BHS Band Director Stephen Taesler. "We brought many new rehearsal strategies home with us and were validated on the approaches we already take to achieve excellence in the Marching Arts." Special thanks to Technical Director Allyssa Jurgens who first pitched the idea to staff and band members.



As part of the 2026-2027 band season, there are 12 musicians and seven members of the colorguard. After starting in August, the BHS Marching Band has since spent the last two months creating, performing, and perfecting their original show called "*Night at the Movies*," which focuses on themes from Jurassic Park, Pirates of the Caribbean, Fast and Furious, and Star Wars.

At the recent homecoming game on October 9th, four BHS Marching Band seniors were celebrated, along with seniors from the cheerleading squad and football team. In addition to performing "*Night at the Movies*" that evening, the band hosted 8th graders from Bernardsville Middle School and Bedminster Township School in the stands to play a variety of traditional, upbeat stands tunes together.

This fall, the BHS Marching Band will be returning to Wayne Hills for the New Jersey Music Educators Festival on October 17, 2026 where they seek to either maintain their Silver rating or improve to Gold! We wish them good luck!

Hispanic Heritage Night

Bedwell hosted a Hispanic Heritage Night event for the entire Bedwell community on October 1st. The event included multiple activities, artifacts donated by families, and cultural crafts including: Ojos de Dios, worry dolls, country bracelets, lotería, soccer, dancing, food, and face painting. The Hispanic Heritage Month committee collaborated with our Hispanic students and families, who selected the activities and crafts that they felt represented their culture. The committee worked diligently to make sure the BES event recognized the varied aspects of Hispanic culture worldwide, while specifically highlighting Paraguayan and Guatemalan culture. Paraguay and Guatemala are the two largest Hispanic groups within SHSD, and they were represented with Danza de la Botella (a traditional Paraguayan dance) and a display of multiple handmade trajes (traditional indigenous Guatemalan outfits). The event was expanded this year to include more activities, drinks, and snacks for participants!

Thank you to our community for showing up to represent different cultures and to embrace all aspects that make the Somerset Hills so unique. Thank you to the Bedwell HSA for providing financial support for the event as well as to the volunteers who transformed the Bedwell cafeteria. With all of the smiles and pride, the work was "vale la pena!" Our planning committee is already discussing ways to make next year even bigger and better (and we are taking suggestions for food trucks as well)!



A Week of Spirit... and Respect!

The Bernards High School Student Council organized a themed Spirit Week held the week of October 4th. It culminated with a Pep Rally that was held outdoors on a beautiful, sunny day. That Friday night was the homecoming football game, followed by a homecoming “disco” dance in the BHS cafeteria. It was a fun, spirit-filled week at the high school for sure!

Additionally, during the Week of Respect, BHS hosted various activities for students to work together and promote a climate and culture of tolerance, acceptance and respect. One particular event partnered with Community in Crisis (CiC) in the BHS Media Center during lunch. Students participated in a number of activities focused on what respect looks and feels like. They were challenged to continue to think about the impact their actions have on our community through an ongoing “Kindness and Respect” Bingo game in which they can perform a number of courtesies and respectful actions to win an Amazon gift card. Special thanks to Allison Snyder, Abby Alvez, and Lauren Cava for all of their creativity and enthusiasm.



Week of Respect at Bedwell

Bedwell celebrated the Week of Respect with a spirit day, grade-level read alouds, a community project, kindness challenges...and the very exciting Superhero Day!

You can be a **H.E.R.O.** by **h**elping **e**veryone **r**espect **o**thers!

The Bedwell community was reminded this week that one small act of kindness can set off a chain reaction. Special thanks to Emma Van Kooy for organizing all of the events, to Arielle Rementilla for her wonderful read-alouds, and to the whole staff for their school spirit!





On October 7th, more than 100 Bedwell students and their families participated in National Walk to School Day.

Despite the chilly morning temps, everyone bundled up and brought plenty of enthusiasm for the mile-long walk.

With assistance from the Bernardsville Police Department and dedicated crossing guards, everyone arrived at school safely. The event was a wonderful success, and we hope it inspires more families to walk to school!

National Walk To School Day



Advancing Literacy at BMS



On October 8th at BMS, a staff developer from Teachers College Advancing Literacy worked with cross-grade teams, focusing on questioning and metacognition to support nonfiction comprehension in various content areas. The group consisted of ELA, Social Studies, and Science teachers. During this visit, the educators explored together how to frame questions based on Depths of Knowledge or the thinking required at each level of questioning. Following that, they went to a classroom lab site and applied their learning to hands-on work with 7th graders, helping to infuse content knowledge understanding. Special thanks to Michelle Clark, Eric Calabrese, Carrie Walker, and Julie Weinstein.



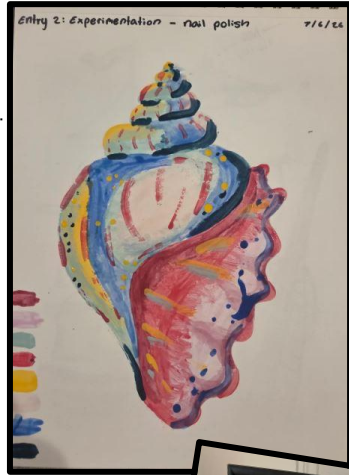
BEDWELL ART

Presenting Bedwell's collaborative mural to kick off the 2026-2027 school year... Each student was given a square piece of recycled styrofoam. After discussing the colors of the rainbow and the feelings they elicit, students selected a color. They used paint, oil pastels, and a variety of collage materials to create a monochromatic mini masterpiece. Each piece is unique, but when displayed together they form one radiant rainbow! Special thanks to BES Art Teacher Terri Johnson.



BHS ART

To prepare for Gillian Crisman Butler's current AP Art & Design class, students completed a variety of summer assignments in a sketchbook series.



In Kristina Rovtar's Digital Art 1 class, students are officially off and running in Adobe Photoshop! They're getting comfortable with the interface while learning the basics of selections, adjustments, layers, and composition. "It's been fun watching them experiment, problem-solve, and start turning their ideas into digital artwork," she shared.



In The News...

BHS Everyday Hero



Bianca Chaparro



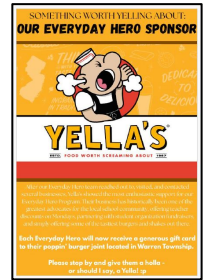
Bianca Chaparro, a junior at Bernards High School, was recognized by the school as the “Everyday Hero” for October!

Nominees for the monthly Everyday Hero Program are students who have a positive influence on the student body through exemplary qualities. Selected students inspire others, are responsible and respectable and have a commitment to peers and the school community. Students are nominated by one or more teachers, selected by the Everyday Hero committee, and announced schoolwide by either Principal Scott Neigel or Assistant Principal Mike Corbett.

Bianca is an incredibly kind, generous, and positive person who always brings great energy to class. She is fluent in both English and Spanish, which makes her an amazing bridge between classmates; plus she is always happy to help anyone who needs a hand. She participates actively, shares creative ideas, and makes learning more fun for everyone around her. Outside of class, she shines as a goalie for the girls’ soccer team, showing determination, teamwork, and a great attitude. She’s truly one of a kind and deserves to be recognized for all of the ways that she makes BHS a better place!

Congratulations to October’s Everyday Hero, BIANCA !

A BIG thank you to **YELLA's** in Warren Township, our Everyday Hero program sponsor. Their business continues to be an enthusiastic advocate for our school community by offering teacher discounts, partnering with student organization fundraisers, and now for our Everyday Heroes by awarding them with a generous gift card each month!



Sunshine & Clean Cars!



On October 3rd, 31 student volunteers from Bernardsville Middle School gathered (on a finally rain-free weekend) to put their car washing skills to the test! They raised over \$1,200 and many local residents of the Somerset Hills were driving around in sparkling clean vehicles. All of the money will go towards the 8th grade end-of-year field trip and other graduation events.

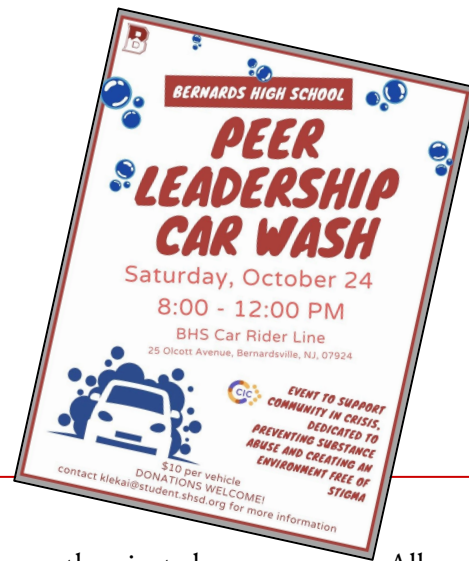
Special thanks to the BMS HSA and to all of the Bernardsville Middle School student volunteers!

But wait... Did you miss the last one? Or is your car dirty again?

Mark your calendars for the...

2nd Annual Bernards High School Peer Leader Car Wash

The Bernards High School Peer Leadership Program is excited to host its **2nd Annual Peer Leader Car Wash on Saturday, October 24th, from 8am to 12pm**, in front of the Olcott Building (25 Olcott Avenue). Led by faculty advisors Justin Kaufman and Alyssa Samson, all 50 enthusiastic junior and senior Peer Leaders will roll up their sleeves for a morning of teamwork, community spirit, and giving back!



This event is about more than just clean cars.

All proceeds will benefit the local chapter of Community in Crisis, supporting substance abuse prevention and efforts to create a stigma-free community. Car washes are just \$10 per vehicle, and additional donations are welcome! Our Peer Leaders are putting leadership into action and proving that even small acts of service can make a big difference.

So.... Come out, get your car washed, and support a great cause as our Peer Leaders work together to make a positive impact, one car at a time!

Who doesn't love game night?

Come be a part of "**CLUE** (High School Edition)" as Bernards High School brings this fun, family classic board game to life on stage at the Bernards High School Performing Arts Center.

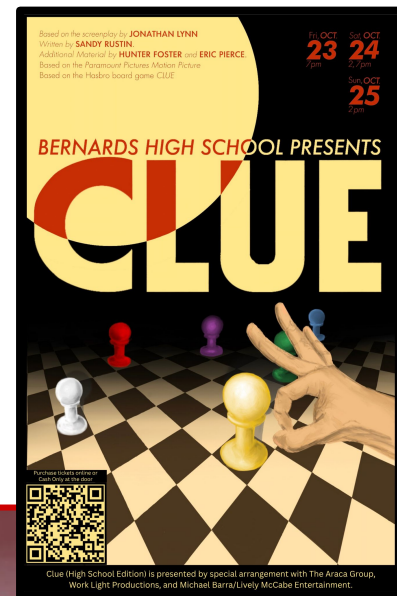
Clue is a fast-paced, madcap comedy and mystery farce based on the iconic 1985 Paramount film and the classic board game. On a dark and stormy night, six mysterious guests with colorful aliases: Miss Scarlet (Olivia Hamada), Mrs. Peacock (Charlotte Mitchell), Mrs. White (Elizabeth Black), Col. Mustard (Jake Melendez), Prof. Plum (Aiden Chang), and Mr. Green (Sean Chen), gather at the remote Boddy Manor for an unusual dinner party where they discover they are casualties of the same blackmailer. When their host suddenly meets his final journey, the eccentric guests—led by Wadsworth (Penelope Christie) the butler—must race through secret passages to find "whodunnit" before the toll mounts.

Packed with physical comedy and quick-witted banter, the group frantically tries to solve the classic puzzle of who did it, where, and with what before the police arrive.

Performances will take place Friday, October 23rd - Sunday, October 25th at the Bernards High School Performing Arts Center. For details on each performance and online ticket purchases please visit:

<https://cur8.com/14205/project/141486>.

Tickets will also be sold at the box office before each show (cash only).



January 2026 NJSCI Survey Administration

Overall Respondents: 1,524

Grade 3 & 4: 166 Bedwell Parents: 48 Bedwell Staff: 54 <i>Total: 268</i>	Grade 5: 74 Grade 6-8: 287 BMS Parents: 59 BMS Staff: 51 <i>Total: 471</i>	Grade 9-12: 628 BHS Parents: 89 BHS Staff: 68 <i>Total: 785</i>
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January 2026 NJSCI Results: Bedwell Parent View (48 Respondents)

Overall positive picture with strong perceptions based on supportive adult & family relationships, and physical safety

Major opportunities for growth in prosocial student behavior, reversing the trend of negative student interactions and enhancing student voice in the classroom and with school-based decisions

Families feel respected.

Peer relationships need to improve overall.

January 2026 NJSCI Results: Bedwell Parent View

Skill development is needed for students to resolve conflicts.

Data suggests that the inclusion of students with disabilities is a pressure point.

Opportunities for students to talk about their feelings requires consideration.

Families feel comfortable, but reported less involvement in school-based decisions (desire for more).

Student to student interaction requires consideration (it's negative): Students are perceived to be saying mean things to each other and excluding peers from groups.

January 2026 NJSCI Results: Bedwell G3/G4 View (166 Respondents)

Students reported feeling safe and proud to be Bedwell students. Additionally, they reported having an adult they can speak to if needed.

Students report being left out of groups.

Students report that peers are picked on because of their appearance and it's common to be pushed, hit, or kicked.

Results suggest a need to strengthen peer conflict resolution, inclusion, and respectful interactions.

January 2026 NJSCI Results: Bedwell G3/G4 View

Students reported that their teachers work hard overall. However, students would like to choose the type of work they are asked to complete.

Bedwell students are not seeing connectivity between the work they are doing in our school and their future. They want to develop school rules and policies, but also feel connected to opportunities because they can join clubs and student groups.

Bedwell students want to lead!

January 2026 NJSCI Results: Bedwell Staff View (54 Respondents)

Overall, staff feel safe and connected and reported helping students who are not treated properly.

Reported that family engagement is consistently positive

Reported the lowest scoring domain was Negative Student Interpersonal Behaviors

Reported wanting more time to collaborate with their instructional peers, more stress-management resources and training overall regarding unwanted student behaviors

The staff would like to develop students who are more resilient and who keep trying when the complexity of work increases.

January 2026 NJSCI Results: Bedwell Staff View

The Bedwell staff reported that students are generally helpful and kind, but the ability to resolve problems with their peers is lower.

*The highest rated negative behavior concern is online/text meanness.
Concerns also exist about group exclusion.*

Opportunities to strengthen peer conflict resolution, inclusion and digital citizenship

Desired training in managing escalating student behavior

Staff reported positive relationships with school leadership and a desire for processes like our school leadership team structure to connect student/staff voice for shared leadership

January 2026 NJSCI Results: BMS Parent/Caregiver View (59 Respondents)

*Physically safe and high academic cultures are reported,
with opportunities for student voice and staff-student
relations generally positive*

*The areas of behavioral expectations, prosocial behavior,
and social-emotional learning received mixed ratings*

*Students are perceived as being mean to each other in
person and through text/online exchanges.*

*Parents would like more involvement in school-based
decision making processes*

January 2026 NJSCI Results: BMS Parent/Caregiver View

Physically safe and high academic cultures are reported with opportunities for student voice and staff-student relations generally positive

The areas of behavioral expectations, prosocial behavior, and social-emotional learning received mixed ratings

Peers were reported as mean to each other in person and through text/online exchanges.

January 2026 NJSCI Results: BMS Parent/Caregiver View

*Concept of student voice over student influence uncovered
Reported Negative Interpersonal Behaviors as the highest
need followed by SEL and prosocial behaviors*

*While the group perceives school safety to be positive
overall, reinforcing communication around preparedness
was noted.*

*The strongest academic signals are staff expectations and
staff support, however there's a low connection to how
relevant students feel their learning is*

January 2026 NJSCI Results: BMS Parent/Caregiver View

*Parents view student meanness as a big problem,
particularly online and by exclusion*

*When asked about decision making process, parents rated
family involvement as low but reported comfort and
respect with staff*

January 2026 NJSCI Results: BMS Student View

Grades 6-8 (287 Respondents)

Overall patterns report physical safety, strong adult relationships and belonging to BMS.

Student involvement in an opportunity area, particularly around decision-making and rules

Peer behavior concerns are substantial.

Academic culture and classroom practices was lowest scoring domain overall - lower than student voice.

Students want instructional/assessment choice, as well as an explanation of how academic work will benefit them in the future.

Grade 5 (74 Respondents)

Students report positive experiences across safety, belonging and adult relationships.

Opportunities exist in academic culture and student voice/involvement

Negative peer behaviors are a concern.

This cohort also rates academic culture/classroom practices lower than the need for student voice.

Students want to inform the rules!

January 2026 NJSCI Results: BMS Student View

Grades 6-8: Student Voice and Peer Behavior

Many reported chances to join interest-based activities and agreed that there are opportunities to offer perspective

The desire for meaningful engagement with school leadership on items that have impact on their experience

BMS students described their peer interaction as divisive, mean, ostracizing and reflective of digital citizenship matters.

Grade 5: Student Voice and Peer Behavior

Students feel like they belong and have adults to speak with; they feel safe!

There is a high level of academic expectations expressed from the teachers to the students, who are encouraged to learn from their mistakes.

Students are not overly connected to current curriculum and connection to their future

Desires for student choice in classroom-based assessments

January 2026 NJSCI Results: BMS Staff View (51 Respondents)

Reported strong relationships with students and colleagues but have concerns about student relationships with each other, particularly meanness expressed and online/text interaction

Teachers want more time with colleagues, staff development and their own voice in the direction of the school.

Students need to develop skills, and have those skills supported by the school, in the area of prosocial behavior.

January 2026 NJSCI Results: BMS Staff View

Physical safety is a strength of the school.

Students need to develop skills to continue working when the content is difficult.

Based on the foregoing, how can BMS preserve strong student opportunities while giving staff a more visible role in decision making and shared direction?

January 2026 NJSCI Results: BHS Parent/Caregiver View (89 Respondents)

Parents perceive physical safety to be the highest rated domain.

Family engagement is rated lower, particularly in the area of student progress communication.

Students are perceived to be mean to each other in comments (in person and online/text)

Continue communicating safety procedures with a particular emphasis on readiness to respond to threat/crisis.

Make real world purpose of learning explicit to connect classroom experiences to students' future.

Support students when they struggle!

January 2026 NJSCI Results: BHS Student View (628 Respondents)

Staff supports students to meets expectations!

Adults model expectations!

There are concerns expressed regarding rule enforcement.

*Students feel safe but see room to improve relevance and choice
in classroom learning.*

*Students are given access to clubs and student interest-based
activities but have less influence over school rules.*

*Academic Culture was the lowest scored domain due to the lack
of student connection classroom activities to their future*

January 2026 NJSCI Results: BHS Student View

Very high level of connectivity to staff members

Teachers expect students to work hard, but offer limited choice.

Links need to be developed between coursework, student interests, cultures, and future student goals.

Students want input!

Students need coping strategies and progress around stress management.

January 2026 NJSCI Results: BHS Staff View (68 Respondents)

Staff report great relationships with students but want more time with their colleagues to plan and collaborate.

Concerns about peer meanness

Support from colleagues is strong, as is physical safety, but desires are strong for continued crisis preparedness.

Planning time and resource increases are a point of emphasis for future inspection.

Staff wants input into school-based decisions and direction through the school leadership team functionality.

NJSCI Looking Ahead

Areas of Strength

Physical Safety

Relationships between Staff/Students

Parents Connectivity

Areas of Opportunity

Student Voice

Student Meanness

Academic Culture

Strategic Plan Development

Teams Connect in November

December Regular Public Meeting Update

School Regionalization Study

The New Jersey Department of Community Affairs awarded the Somerset Hills School District \$130,000 to conduct a *regionalization study* to assess the feasibility of merging Somerset Hills and Bedminster Township (Pre K-8) into one Pre-K through Grade 12 District.

The study will determine whether or not regionalization is feasible and if variables have changed since the last study was conducted in 2003. The outcome of the study does not determine or guarantee future actions considered by both Boards; they only inform the Boards.

A Steering Committee and/or Advisory Groups from SHSD
and Bedminster are being created.

Regionalization Study 2026

Key Points

Steering Committee: 9 total members between the two districts include Superintendent, Business Administrator, Board President, a BOE Committee Chairperson, and an at large member

Regionalization Study 2026

Key Points

Advisory Committee: 21 total members between the two districts include school principals, teachers, elected municipal officials, HSA representatives

Regionalization Study 2026

Key Points

Advisory Committee and Steering Committee Joint Meeting:

January 29, 2026

February 5, 2026

Regionalization Study 2026

Key Points: Workflow

1. Develop proposed outline of study with Advisory Committee and Steering Committee input (December through February)
2. Data Collection: March 2026 through June 2026
3. Develop Analyses: Summer 2026 and Fall 2026
4. Make Recommendations based on analyses, draft report, review report with Steering Committee and deliver report: by early winter 2027
5. Present fundings publicly: Estimated in January/February 2027

Regionalization Study 2026

Report Composition: How will it look?

1. Executive Summary/Study Purpose
2. Introduction
3. Governance and Law
4. Education and Program
5. Demography and Facilities
6. Finance and Operations
7. Findings and Recommendations

Regionalization Study 2026

Report Composition: How will it look?

3. Governance and Law
 - a. District profile
 - b. Statutory review and transition features
 - c. Election process and Board composition
 - d. State monitoring status
 - e. Stakeholder input (Advisory Committee, Steering Committee, other data collection)
 - f. Potential political matters
 - g. Governance and legal impact

Regionalization Study 2026

Report Composition: How will it look?

- 4. Education and Program
 - a. Curriculum and Instruction
 - b. Performance Measures
 - c. Preschool Education
 - d. Special Education
 - e. Support Programs
 - f. Extracurricular Programs
 - g. School and District Staffing
 - h. Educational and Programmatic Impact

Regionalization Study 2026

Report Composition: How will it look?

5. Demography and Facilities
 - a. Municipal Profiles
 - b. Housing Starts
 - c. Enrollment History
 - d. Enrollment Projections
 - e. Disaggregated Enrollments
 - f. Facility Utilization
 - g. Demographic and Facilities Impact

Regionalization Study 2026

Report Composition: How will it look?

- 6. Finance and Operations
 - a. Collective Bargaining Agreements
 - b. Operating Expenses
- c. Borrowing Margin, Debt Allocation, and Reserves
 - d. Contracted Services and Tuition
 - e. Shared Services
 - f. State Aid
- g. Local Tax Levies and Potential Cost Savings
 - h. Financial and Operational Impact

Regionalization Study 2026

Report Composition: How will it look?

7. Findings and Recommendations

Baseline Demographic Study 2026: Statistical Forecasting

Dr. Richard S. Grip, Executive Director of Statistical Forecasting, possesses a Doctorate in Educational Statistics and Measurement from Rutgers University in New Jersey. His dissertation, *Prediction of Public School Enrollments Using the Modified Regression Technique*, demonstrated an alternative method to the Cohort Survival Ratio Method in predicting school enrollments.

As a recognized leader and expert in the field, Dr. Grip has testified as an expert witness in school demography in several court cases on issues related to school districts terminating their sending-receiving relationship. Dr. Grip has written numerous papers on topics in school demography and has presented his findings at regional and national conferences. Dr. Grip's latest research consisted of applying prediction bands or confidence intervals when projecting enrollments.

Baseline Demographic Study 2026: Scope

Community Overview
Live Birth Data
Historical Enrollment Trends
Sending-Receiving Districts (Bedminster)
Self-Contained Special Education
Enrollment Projections
Housing Growth
Capacity Analysis
Home Sales
GIS Mapping