

[Commissioner's Update Archive](#)

## Commissioner's Update

April 1, 1999

Dear Superintendents, Principals and Charter School Leaders:

I have a substantial amount of material in this first coordinated mailing of the spring. Also, next week you will receive the [Guide to the History/Social Science MCAS \(PDF\)](#). It will be on our website as well, and the distribution of hard copies will be extensive. We issued a draft form of the guide at the regional conference of social studies teachers a month ago, received much comment about it from Massachusetts educators, and wanted to incorporate their observations before making the document final. As you know, only the 8<sup>th</sup> grade history/social science MCAS this spring is a full test with individual student, school and state results; the 4<sup>th</sup> grade test is a question tryout; and the 10<sup>th</sup> grade exam will have limited reporting because its purpose is to give schools (not individual students) information about their implementation of this newest curriculum framework.

I also want to say a few words about school councils. In my remarks to the public committee and Board during the interview process for the job of Commissioner, I said that I saw three goals for school councils: student achievement, student achievement and student achievement. My point is that I think school councils across the state must focus on creating School Improvement Plans that affect student achievement. In some cases, it is clear that they currently do not have this focus. I believe strongly that the parents and community members on these councils have a crucial role in helping principals and teachers achieve this goal. I encourage superintendents, school committees, principals and teachers to work with the parents and community members more closely, focus on specific and measurable goals, and strengthen family and community involvement in the education of our students. Schools cannot do it alone.

In this mailing, please review the following materials and distribute to your staff and community:

### Teacher Quality

1. Request for Responses for Summer Mentor Training Institutes  
This RFR will provide an opportunity for 1000 veteran teachers to be trained as mentors; this is a major component of our Teacher Quality Enhancement law, Chapter 260 of the Acts of 1998, and represents an important piece of our commitment to strengthen our processes to attract, train and retain high quality teachers.  
[\[No longer available\]](#)
2. Memorandum re: Veteran educators encouraged to pursue National Board for Professional Teaching Standards certification.  
This is the initiative in Chapter 260 which is now called the \$50,000 bonus program for veteran teachers. We will be supporting many more candidates who seek to apply for national certification. The first recipients of the \$5,000 annual bonus will be awarded on April 12.  
[\[No longer available\]](#)
3. [Summer course offered to train teachers in developing technology programs](#)

### Curriculum materials

4. Draft of the revised curriculum framework for the Arts  
[ No longer available ]
5. [Materials about MCET broadcasts concerning the Holocaust](#)

**Fiscal materials**

6. [FY '98 Per pupil expenditures](#)
7. [Per pupil administrative cost averages](#)
8. [Chapter 74 tuition rates](#)

**Other matters**

9. Special education regulations reform -- public comment requested  
[ No longer available ]
10. [Charter school renewal process -- public comment requested](#)
11. [Board-in-brief summary of March 30 Board of Education meeting](#)
12. [Dual Enrollment materials](#)
13. [Legal holidays state memo for 1999-2001](#)

Thank you for your continuing hard work. I look forward to the next three months of this school year.

With all best wishes, and

Sincerely,

David P. Driscoll  
Commissioner of Education

[E-mail this page](#) | [Print View](#)

[Commissioner's Update Archive](#)

## YTE Summer Course

**Date:** March 31, 1999

Dear Colleagues:

Youth Tech Entrepreneurs (YTE), a non-profit organization sponsored by the Massachusetts Department of Education, will offer courses this summer to state educators. YTE runs academic classes that teach students the skills they need to provide high-quality computer support and training for their schools.

The Massachusetts Department of Education believes that the YTE program will have enormous impact in at least three areas:

1. Students will learn invaluable academic and career skills that help them succeed in school and in the workplace;
2. Teachers and school districts will get the support they need to use computers effectively in the classroom; and
3. Business leaders will benefit from a more technically-skilled workforce.

This summer, YTE will offer [week-long courses](#) to teachers and technology coordinators who want to develop student technology leadership programs at their schools. These courses are a welcome opportunity for districts that want to develop a sustainable solution that addresses their ongoing computer maintenance, support, and training needs.

While the Massachusetts Department of Education will not sponsor these summer courses directly, it will sponsor three follow-up meetings during the year for course participants. The Department recognizes that the development of student technology programs is a process that will require more than a week of training and support.

Feel free to contact Michael Goldstein at 781-338-3000 for more information about Youth Tech Entrepreneurs or its summer courses.

Sincerely,

David P. Driscoll  
Commissioner of Education

[E-mail this page](#) | [Print View](#)

[Commissioner's Update Archive](#)

## MCET Broadcasts Concerning the Holocaust

**Massachusetts Corporation for Educational Telecommunications**  
**One Kendall Square**  
**Building 1500**  
**Cambridge, MA 02139-1562**  
**Tel: 617-252-5700 Fax: 617-252-5709**

April 1, 1999

It is with great pleasure that I write to you about a unique and rich learning experience for staff and upper middle and high school students.

On five Thursdays between April 29<sup>th</sup> and June 3<sup>rd</sup>, MCET will present ***Memories, Voices and Choices: Lessons Learned from the Holocaust and Global Genocides***. This live interactive series will examine the history and lessons of the Holocaust and other genocides through the eyes of experts and our host survivors, Gerda and Kurt Klein. Students will have ample opportunities throughout the series to talk with our guests and learn how to translate their new understandings into positive actions.

In addition to aligning with the curriculum frameworks, the program speaks of the intent and spirit of a new law: Chapter 276 of the Acts of 1998; which addresses "recommendations on curricular material on genocide and human rights issues and guidelines for the teaching of these issues..." (see attachment).

Enclosed you will find the following:

- copy of Chapter 276 of the Acts of 1998
- program description
- registration form

Each teacher registering will receive a curriculum packet that includes "A Resource Book for Educators: Teaching about the Holocaust," prepared by the United States Holocaust Memorial Museum, a copy of Gerda Weissman Klein's book, *All But My Life*, support materials, and web resources.

I hope you will share this information with your colleagues.

If you have any questions, please call us.

Sincerely,

William H. Norris  
Director of Research, Development and Special Projects

[E-mail this page](#) | [Print View](#)



- › [Finance/Grants](#)
- › [Recent Updates](#)
- › [Accounting & Auditing](#)
- › [Chapter 70 Program \(Foundation Budget\)](#)
- › [Charter Schools](#)
- › [Circuit Breaker](#)
- › [DOE Budget](#)
- › [Federal Renovation Program](#)
- › [Grants: Information](#)
- › [Nutrition Programs \(School Lunch\)](#)
- › [Per Pupil Expenditure Reports](#)
- › [School Building Assistance](#)
- › [School Choice](#)
- › [School Finance Regulations](#)
- › [Statistical Comparisons](#)
- › [Transportation](#)
- › [Vocational Education](#)
- › [Key Contacts](#)
- › [Links](#)

## School Finance: Statistical Comparisons

### FY98 Per Pupil Expenditures

November 9, 1999

Dear Colleagues and Interested Parties:

Enclosed is the annual "[Per Pupil Expenditures](#)" booklet, which includes the final FY98 Per Pupil Expenditure by Program tabulations and additional tables that provide various perspectives concerning spending that occurred during the 1997-1998 school year. The report includes the following measures:

- Integrated Operating Cost Per Pupil
- Summary of All Day Programs
- Regular Day Expenditures Per Pupil by Grade Level
- Special Education Expenditures Per Pupil, by Prototype
- Bilingual Program Expenditures Per Pupil, by Grade Level
- Functional Costs Per Pupil, Selected Instructional and Non-Instructional Areas

This information is based upon numbers submitted on the FY98 End-of-Year Pupil and Financial Report in the fall of 1998 as well as any final amendments that districts filed as a result of our review of the information, up through the amendment deadline of June 30, 1999.

The entire booklet can be obtained in electronic format on our school finance web site (<http://finance1.doe.mass.edu/>). If you have questions or comments, I encourage you to contact Phyllis Rogers in our School Finance office at 781-338-6534 ([progers@doe.mass.edu](mailto:progers@doe.mass.edu))

Sincerely,

David P. Driscoll  
Commissioner of Education

Enc

[Print View](#)



- › [Finance/Grants Recent Updates](#)
- › [Accounting & Auditing](#)
- › [Chapter 70 Program \(Foundation Budget\)](#)
- › [Charter Schools](#)
- › [Circuit Breaker](#)
- › [DOE Budget](#)
- › [Federal Renovation Program](#)
- › [Grants: Information](#)
- › [Nutrition Programs \(School Lunch\)](#)
- › [Per Pupil Expenditure Reports](#)
- › [School Building Assistance](#)
- › [School Choice](#)
- › [School Finance Regulations](#)
- › [Statistical Comparisons](#)
- › [Transportation](#)
- › [Vocational Education](#)
- › [Key Contacts](#)
- › [Links](#)

## School Finance: Accounting and Auditing

### Per Pupil Administrative Cost Average

**To:** Superintendents of Schools and Mayors/Board of Selectme  
**From:** David P. Driscoll, Commissioner of Education  
**Date:** April 1, 1999  
**Subject:** FY 2000 Per Pupil Administrative Cost Average

Section 10.04 of the State Regulations for School Finance and Section VI of Guidelines for Student and Financial Reporting allows the option of charging and reporting town or city administrative costs based on the state-wide average cost per student of such services.

For municipalities and school committees that have agreed to use this method for their budgeting and year-end reporting, the per pupil administrative average cost for FY2000 is **\$61.39**.

This average is based on student enrollment and municipal expenditures reported in the 1997-1998 End of Year Report.

Should you have any questions, please contact School Finance Services at 781-388-3300 x553.

[Print View](#)



- > [Finance/Grants](#)
- > [Recent Updates](#)
- > [Accounting & Auditing](#)
- > [Chapter 70 Program \(Foundation Budget\)](#)
- > [Charter Schools](#)
- > [Circuit Breaker](#)
- > [DOE Budget](#)
- > [Federal Renovation Program](#)
- > [Grants: Information](#)
- > [Nutrition Programs \(School Lunch\)](#)
- > [Per Pupil Expenditure Reports](#)
- > [School Building Assistance](#)
- > [School Choice](#)
- > [School Finance Regulations](#)
- > [Statistical Comparisons](#)
- > [Transportation](#)
- > [Vocational Education](#)
- > [Key Contacts](#)
- > [Links](#)

## School Finance: Vocational Education

### Memorandum

**To:** Superintendents, Superintendent-Directors  
**From:** Frank W. Haydu III, Commissioner of Education  
**Date:** June 1, 1999  
**Subject:** **Chapter 74 Nonresident Tuition Rates for FY 1999**

Attached are the approved non-resident tuition rates for Chapter 74 approved vocational-technical programs for school year 1998-99. These rates apply to regular secondary and postgraduate Chapter 74 non-residents. Rates for students in bilingual or special education Chapter 74 programs should be negotiated between the vocational-technical school and the city or town of residence. The additional cost added to the regular tuition rate must be based on per hour costs projected for the supplemental services required by the student.

The enclosed rates were calculated using the higher of actual fiscal year 1997 Chapter 74 per pupil costs or estimated fiscal year 1998 Chapter 74 per pupil costs as reported in the 1997 End-of-Year Pupil and Financial Report. Long-term debt and transportation costs were not included. The increase or decrease from the previous year's tuition is limited to ten percent. Because of the ten percent limit on tuition increases, the non-resident tuition for many vocational-technical schools remains below their actual FY97 or estimated FY98 per pupil cost. The limit is imposed because it allows sending districts to estimate their tuition costs in advance while providing vocational-technical schools with sufficient funds to cover the variable cost of serving these students (who are filling spaces which would otherwise remain vacant) as well as a portion of their fixed cost.

If you have questions concerning the Chapter 74 non-resident process, please contact Kevin Matthews of the School to Employment Services cluster at (781) 338-3000, extension 441.

Thank you for your leadership on behalf of vocational-technical education.

### CHAPTER 74 NON-RESIDENT TUITION RATES

		FY97	FY98	FY99
16	ATTLEBORO	8,455	9,301	10,231
35	BOSTON	5,809	6,390	7,029
49	CAMBRIDGE	8,516	8,256	9,082
61	CHICOPEE	5,994	5,395	5,934
93	EVERETT	6,284	6,912	6,221
107	GLOUCESTER	5,681	5,185	4,667
137	HOLYOKE	5,993	5,456	6,002

150	LEE	6,090	6,699	7,369
153	LEOMINSTER	6,084	5,717	6,289
163	LYNN	5,681	6,249	5,624
176	MEDFORD	9,423	10,365	9,623
207	NEWTON	7,709	6,938	6,244
229	PEABODY	7,235	7,959	8,754
236	PITTSFIELD	8,298	8,172	8,052
239	PLYMOUTH	5,629	6,166	5,895
243	QUINCY	5,161	4,645	4,521
274	SOMERVILLE	6,575	6,686	6,897
281	SPRINGFIELD	3,523	3,370	3,707
308	WALTHAM	8,745	9,620	10,581
325	WESTFIELD	8,313	8,347	9,182
336	WEYMOUTH	8,432	8,051	8,295
406	NORTHAMPTON SMITH	8,614	9,166	8,326
408	WORCESTER TRADE	8,482	9,330	8,909
618	BERKSHIRE HILLS	6,307	5,676	5,212
760	SILVER LAKE	6,418	6,182	5,564
770	TANTASQUA	7,019	7,198	7,508
801	ASSABET VALLEY	9,414	8,700	9,570
805	BLACKSTONE VALLEY	6,996	7,696	8,465
806	BLUE HILLS	8,502	8,307	9,138
810	BRISTOL PLYMOUTH	8,503	8,566	8,877
815	CAPE COD	9,423	10,365	11,157
818	FRANKLIN COUNTY	9,423	10,125	10,157
821	GREATER FALL RIVER	6,357	6,993	7,692
823	GREATER LAWRENCE	8,482	9,330	10,263
825	GREATER NEW BEDFORD	8,008	8,804	9,684
828	GREATER LOWELL	8,029	8,832	9,715
829	SOUTH MIDDLESEX	9,423	10,365	11,402
830	MINUTEMAN	9,423	10,365	11,402
832	MONTACHUSETT	8,922	9,505	9,380
851	NORTHERN BERKSHIRE	7,858	8,283	8,319
852	NASHOBA VALLEY	8,769	8,102	8,071
853	NORTHEAST METROPOLITAN	8,058	8,864	9,750
854	NORTH SHORE	7,682	8,450	9,295
855	OLD COLONY	9,423	9,186	9,022
860	PATHFINDER	8,145	8,522	9,070

871	SHAWSHEEN VALLEY	8,961	9,202	9,580
872	SOUTHEASTERN	7,581	7,702	7,617
873	SOUTH SHORE	9,423	9,518	10,116
876	SOUTHERN WORCESTER	7,413	7,561	8,092
878	TRI COUNTY	7,879	7,803	8,293
879	UPPER CAPE COD	8,037	8,580	8,793
885	WHITTIER	9,307	8,376	7,616
910	BRISTOL COUNTY	9,423	10,365	11,402
913	ESSEX COUNTY	8,515	8,900	8,479
915	NORFOLK COUNTY	8,256	9,082	9,990

Minimum tuition to be paid by postgraduate Chapter 74 nonresident students for FY99: \$2,500.

[Print View](#)



- > [CS Home](#)
- > [Listings](#)
- > [Applications](#)
- > [Dissemination Practices](#)
- > [Charter School Finance](#)
- > [Accountability](#)
- > [Reports](#)
- > [School Profiles](#)
- > [Questions & Answers](#)
- > [Contact Us](#)

April 1, 1999

Dear Superintendent,

Between now and August, I will be making recommendations to the Board of Education regarding the renewal of the seven charter schools listed below. I am writing to inform you of the opportunity to submit written comments to me regarding the candidacy for renewal of any of the following charter schools that is either in your district or draws students from your district.

Consistent with charter school regulations, my review of each school's application for renewal for another five year term will be guided by three questions: is the school's academic program a success; is the school a viable organization; and, has the school been faithful to the terms of its charter? My evaluation will consider both the school's performance at the time of its application for renewal and the progress it has made during its first four years of operation. The evaluation will include review of the school's charter, accountability plan, annual reports, state site visit reports, written application for renewal, renewal inspection report, and financial records.

If you choose to comment in writing on a school's candidacy for renewal, please submit your comments to my attention at the Department of Education, One Ashburton Place, Room 1403, Boston, Massachusetts 02108. If you have any questions about the charter school renewal process, or would like to request a particular charter school's written application for renewal, please contact Ed Kirby of the Department's charter school staff at 781-338-3000.

Written comments must be received by the dates indicated:

May 5: Francis W. Parker Charter School (Devens), Neighborhood House Charter School (Boston), and Cape Cod Community Charter School (Orleans)

June 5: Lowell Middlesex Academy Charter School (Lowell), Lawrence Family Development Charter School (Lawrence), Marblehead Community Charter School (Marblehead), and Atlantis Charter School (Fall River)

Thank you for your support of this important process.

Sincerely,

David P. Driscoll

[E-mail this page](#) | [Print View](#)



- > [BOE Home](#)
- > [Board Meeting Schedule](#)
- > [Board in Brief](#)
- > [Board Meeting Minutes](#)
- > [BOE Members](#)
- > [BOE Advisory Councils](#)
- > [Chairman's Statements](#)

[District/School Administration](#) > [Administration](#) >

## Board in Brief

### April 1, 1999

This is [Board in Brief](#), issued at the request of Commissioner David P. Driscoll, to keep you informed on activities of the Massachusetts Board of Education. This is summary of the meeting held on March 30, 1999, at the Department of Education in Malden.

#### Comments from the Chairman

This was the first Board of Education meeting as Chairman for James Peyser, who has been a member of the Board since 1996. He addressed the Board on several issues, including three priorities: accountability for results (relating to staff, schools and districts as well as students); school restructuring, to shift more authority from the school district to individual schools; and leadership for education, which he said "is the glue that creates community and is in short supply." Chairman Peyser stated, "We need to support the development of many more school leaders."

Chairman Peyser announced the appointment of several members to serve on Board of Education committees. The standing committee on budget and school finance will be chaired by Charles Baker and include members Roberta Schaefer, Stanley Koplik and James Peyser. Board members Edwin Delattre and Roberta Schaefer, along with Sheldon Stern, Historian at the Kennedy Library and Leominster Superintendent of Schools Joseph Rappa, will serve as members of the Joint Board of Education/Board of Higher Education Commission on Teacher Preparation, to develop and review proposals to strengthen teacher preparation programs. Member Patricia Crutchfield will represent the Board on the Governor's Design Team for Professional Development.

#### Comments from the Commissioner

This was the first Board of Education meeting for Commissioner David Driscoll, who served as Interim Commissioner since July 1998. He updated the Board on several issues, including progress on activities related to Educator Quality Enhancement. Regarding the Teacher Signing Bonus Program, he reported that more than 700 candidates submitted applications, and 120 were selected as finalists. Of these, about 50, including mid-career professionals entering public school teaching for the first time, will be selected in April to receive the \$20,000 signing bonuses (over four years) to teach in Massachusetts public schools. Additionally in April, \$5,000 annual bonuses will be awarded for the first time to 19 master teachers, veteran Massachusetts public school teachers who have obtained National Board of Professional Teaching Standards certification and who have agreed to mentor other teachers. The master teachers are eligible to receive the annual bonus for up to ten years.

On State House activity, Commissioner Driscoll reported that the Governor has recently proposed legislation on school truancy, uniforms and school safety, and that the Joint Committee on Education, Arts and Humanities is holding hearings on education-related bills through April. Additionally, the Commissioner is working with the Governor on his Executive Order to create regional professional development centers for educators.

The Commissioner announced a new initiative, a collaboration with the Embassy of Spain, which will support ten teachers of Spanish language or bilingual education from Spain to teach in the public schools of Boston and Lawrence. The program is modeled on similar, successful programs in Texas, California, Illinois and Connecticut. An agreement with the Education and Science Office of the Embassy of Spain is being finalized, and the selected teachers are expected to begin in September. Finally, the Commissioner reported that the first charters awarded to establish charter schools are due to be renewed. By law, charters are granted for five years. The Board will act on charter renewals at several meetings this year,

starting in April.

### **Proposed Changes to Special Education Regulations - Initial Review Prior to Public Comment**

The Board discussed Commissioner Driscoll's proposed changes to the twenty-five year old "Chapter 766" Regulations on Special Education. The changes include deleting redundant and outdated language, requiring the IEP Teams to identify the type of disability of the student before making eligibility decisions, providing greater flexibility and a wider range of special education options for school districts, and aligning special education with the priorities of Education Reform. Commissioner Driscoll said, "In the future, the Legislature may act on changing the special education law, but this Board can act now by updating the Regulations. These changes will not withhold services from students with disabilities who need special education, but will provide relief from cumbersome and unnecessarily prescriptive requirements."

Board members Stanley Koplik and Abigail Thernstrom noted that this proposal is an excellent start, and suggested further revisions in some definitions to clarify eligibility. Chairman Peyser urged that the final regulations incorporate federal standards as much as possible. He added that the Board believes all students should get the help they need in order to succeed in school; the issue here is to clarify which students fall within the mandate of the special education law.

The Board voted unanimously to seek public comment on the proposed revisions, and will hold three public hearings throughout the Commonwealth. The dates of the hearings are April 27 at Kasparian Hall in Springfield, April 28 at Quinsigamond School in Worcester, and May 13 at West Roxbury High School in Boston. All hearings will be held between 4 p.m. and 7 p.m.. Written comments are encouraged, and may be submitted directly to the Department of Education by May 14. The Board thanked Marcia Mittnacht, State Director for Special Education, for her work in preparing the proposed revisions. The Board will take final action on the regulations at the June 29 meeting.

### **Mathematics Curriculum Framework --Progress Report on Revision Process**

The Board received a progress report from Mathematics curriculum framework revision committee representatives Dr. Carole Greenes of Boston University, who chairs the panel, Ms. Maureen Chapman-Fahey, director of mathematics for the Medford Public Schools and Ms. Barbara Haig, a grade 4 teacher in Northborough. They reported that the revised framework will make the math learning standards much clearer, and will specify learning standards for pairs of grades (for example, grades 1-2). The framework will focus on content rather than pedagogy, and will give concrete examples of mathematical concepts. Chairman Peyser said he is encouraged by the direction of this revision. The Board is expected to release a preview of the revised learning standards for Mathematics and also for Science & Technology after its May meeting.

### **Foreign Languages Curriculum Framework--Approval**

On Commissioner Driscoll's recommendation, the Board unanimously approved the revised Foreign Languages curriculum framework. Member Abigail Thernstrom commented that the standards in this revised document are impressively high, and she questioned how and when schools and students will be able to meet them, particularly while seeking to improve performance in English language arts and the other core academic subjects. Chairman Peyser noted that many issues still need to be addressed regarding the implementation of a Foreign Languages assessment program, stating, "We are a long way from including a foreign languages proficiency requirement as a condition for graduation." The revised framework will be distributed to all schools in the near future.

### **Arts Curriculum Framework -- Initial Review Prior to Public Comment**

On the Commissioner's recommendation, the Board voted unanimously to seek public comment on the revised Arts curriculum framework. In June, the Board is expected to review and approve the final Arts framework. Chairman Peyser thanked the revision committee and Susan Whelittle of the Department for their work to improve the Massachusetts curriculum frameworks.

### **Update on Lawrence Public Schools**

Board member Roberta Schaefer, who chairs the Board's Lawrence Oversight Committee, reported on progress in the Lawrence Public Schools. She, member Bill Irwin, Commissioner Driscoll and State

Director for Accountability Juliane Dow recently met with Lawrence school officials. Dr. Schaefer said significant progress has been made on a number of fronts. The Oversight Committee has asked Superintendent Gaskins to establish more specific goals and benchmarks for each of seven major areas. The Board will focus on results when it reviews the school district's next quarterly report, which is due in June. Commissioner Driscoll noted, "This oversight plan has the potential to be a national model, but we clearly need to move to the next level of accountability. There is much work to be done."

### **Proposed MCAS Testing Schedule for FY 2001 and Beyond**

The Board discussed several options relating to the MCAS testing schedule, proposed by the Commissioner to improve the efficiency and accountability of the statewide student assessment program. Options include cutting down on testing at grade 4, adding certain assessments at grades 5, 6 and 7, and improving reading assessment at the early grades. Any changes would not be implemented until the 2000-2001 school year. Several Board members stressed the importance of helping teachers and schools to identify and address reading problems in the early grades. Chairman Peyser added that given the state's significant financial investment in education reform, careful assessment of student and school performance is a high priority. The Board will continue its discussion of the proposed changes at the April meeting.

### **Approval of Grants**

The Board voted to award more than \$3.3 million to 66 school districts for grants under the following programs: Technology Literacy Challenge (federal funds); Family Literacy Challenge (state funds); and Academic Support Services (state funds).

### **Other Business**

Chairman Peyser tabled until April the planned discussion of Teacher Quality Legislation filed by Joint Committee on Education Chairman Harold M. Lane, Jr.

The next regular meeting of the Board will be held on Tuesday, April 27, at the Amherst-Pelham Regional High School in Amherst, at 9:00 a.m.

[E-mail this page](#) | [Print View](#)

[Commissioner's Update Archive](#)

## The Massachusetts Dual Enrollment Program

The Dual Enrollment Program was established by the Education Reform Act of 1993. Qualified high school students can earn both high school and college credit through this program. The Commonwealth, through the Department of Education (DOE) and subject to appropriation, will reimburse Massachusetts public institutions of higher education an amount per credit for tuition and fees for participating students. Students participating in the Dual Enrollment Program simultaneously earn high school and college credit. Students are served on a first-come, first-served basis. Over 1400 students participated in the fall 1998 semester. In the lifetime of the program, more than 8,000 students have benefited by taking courses at thirty Massachusetts public colleges and universities.

### Eligibility

Students must be in their junior or senior year of high school and must have a **GPA of 3.0 or higher** to be eligible for participation in the Dual Enrollment Program. Further, students must demonstrate the ability to benefit from college-level course work and should be recommended to take college-level course work by their high school principals, teachers or guidance counselors. Participation is subject to the approval of the higher education institution at which the student wishes to enroll; students must meet pertinent requirements at the respective public college or university.

Prior to final acceptance into the Dual Enrollment Program, students and their parents/guardians, or another adult responsible in the student's educational decision-making process, are strongly encouraged to take part in an interview with appropriate high school and higher education personnel. All students are required to have written approval from their parents/guardians or another responsible adult in order to be accepted into the program. Students must earn a **B or better** in all college-level course work or be highly recommended for continuation by appropriate high school and higher education personnel in order to remain eligible for dual enrollment participation.

A student who is enrolled in a nonpublic high school is eligible only if the school has been approved by the local school district. A student who is home educated is eligible only if the student's educational program has been approved by the local school district.

### Programs, Courses and Grades

Determining which college courses will aid in the growth or progress of the student, and that meet local criterion for high school graduation, is a local decision. Dual enrollment shall apply to both academic and occupational college-level courses that are not available at the high school.

The Dual Enrollment Program is not an alternative high school and does not supplant regular or advanced placement courses offered at the high school. Dual enrollment shall not apply to developmental/remedial courses.

Dual Enrollment students shall receive both high school credit toward graduation and college credit; the awarding of high school credit for nonpublic high school students shall be at the discretion of the nonpublic school. Student grades received from the higher education institution are to be incorporated into the high school transcript. At the discretion of the public and nonpublic high school, college-level course work may be treated at the honors level, i.e., a grade of B earned at the college level may be reflected as an A on the high school transcript. Enrollment under the Dual Enrollment Program does not guarantee admission to the higher education institution.

*Tech-Prep and School-to-Work:* Students participating in tech-prep or school-to-work programs are eligible for participation, provided that the higher education classes are not specifically created for, or enrollment limited to, the high school tech-prep or school-to-work students.

*Day Division and Division of Continuing Education (DCE):* Dual enrollment is applicable to both Day Division (state supported) and DCE (non-state supported) courses at public higher education institutions. On account of concern for student safety, students who choose to take courses that begin after 6:00 PM need to file a waiver request letter (see form letter enclosed) with the superintendent of schools. A parent or guardian must sign the waiver letter.

*Summer and Intersession Programs:* Courses offered in summer and intersession programs at higher education institutions are not eligible for the Dual Enrollment Program.

*Site:* Only courses at the main campus of the higher education institution, and not those at satellite sites (such as the high school), qualify for the Dual Enrollment Program. Distance learning courses, through technology or correspondence courses, are not eligible.

## Funding

The Board of Higher Education has established a fair and equitable per credit cost for tuition and fees for students participating in the Dual Enrollment Program. Fees not included in the per credit cost amount, such as course specific laboratory fees, may be waived by the higher education institution at its discretion or will be the responsibility of the student. All students participating in the Dual Enrollment Program are responsible for their own transportation, textbooks and instructional materials.

The per credit costs for tuition and fees shall be paid to the public institution of higher education by the Department of Education from funds appropriated for the Dual Enrollment Program. The per credit costs for the Dual Enrollment Program established for the 1998-99 academic year are:

University of Massachusetts	\$150
State colleges	\$100
Community colleges	\$70

If funds are not available to cover all qualified applicants for dual enrollment, a high school may, but is not required to, pay the cost of dual enrollment to the institution of higher education if it would like to provide additional opportunities for dual enrollment. Additionally, a qualified applicant for dual enrollment may choose to pay the established dual enrollment costs if funds are not available from state appropriations or school resources.

A letter of approval will be sent by the Department to both the high school and the institution of higher education for all students approved to participate in the program. **Unless such a letter is received, the Department of Education will not reimburse the higher education institution the per credit costs for tuition and fees.**

## Reporting and Evaluation

To be reimbursed by the Department of Education, the institution of higher education will be required to report, at the beginning of each semester, certain information regarding the students participating in the Dual Enrollment Program and the courses they are taking. At the close of each semester, the college or university must report grades received by participating students to the Department of Education. Also, an official college transcript for all dual enrollment students must be sent by the higher education institution to the high school at the end of each semester.

Dual Enrollment students need to notify Richard Salus at the Department of Education in writing of withdrawals from the program as well as any changes in the number of courses and the number of credits for which they were originally approved. The letter should include the student ID number that was assigned by the Department.

At the end of each semester, high schools and colleges may be required to complete a survey from the Department of Education. The survey will be used to evaluate the Dual Enrollment Program.

## How to Apply

Applications for participation in the Dual Enrollment Program have been sent to all public high schools and locally approved private high schools. Applications must be completed and submitted by a member of the high school or charter school staff only, generally the guidance counselor. Students, parents, or institutions of higher education cannot submit applications. The Department will receive applications for the fall 1999 semester beginning April 20, 1999 through May 21, 1999. Complete applications will be processed on a first-come, first-served basis. Students should contact the college or university for instructions on how to apply for courses at that institution.

---

## **Memorandum**

**TO:** Guidance Counselors

**FROM:** Richard Salus

**RE:** After 6:00 PM Waiver Letters

**DATE:** April 1, 1999

The purpose of this memo is to alert you to a change in the after 6:00 PM waiver request procedures.

The Department of Education will no longer process waivers for Dual Enrollment students in college courses which begin at 6:00 PM. The responsibility for managing the waivers will be the guidance counselor at each school.

The parent or guardian of a Dual Enrollment student who plans to enroll in a college course that begins after 6:00 PM, will need to file a waiver request with either:

- (A) the superintendent of schools (if student attends a public high school), or
- (B) the school director (if student attends a private or parochial high school), or
- (C) the superintendent/director (if student attends a vocational-technical school).

Guidance counselors are asked to provide the parent or guardian of a student who plans to take a course that begins at 6:00 PM with a waiver request form letter. You may use the suggested form waiver letter (see reverse side) and add the appropriate name, address and salutation. The waiver letter, once filled out and signed by the parent or guardian, and then approved by the superintendent (or director), is to be maintained in the school district or private school.

Should you have any questions, please contact me at ext. 552.

---

## **Eligibility Requirements**

To be eligible for the Dual Enrollment Program, a student must be either a junior or a senior and have a G.P.A. of 3.0 or better (on a scale of 4.0).

Only courses at the main campus of the higher education institution qualify for the Dual Enrollment Program. Dual Enrollment does not include courses offered at satellite sites or through distance learning. In addition, developmental/ remedial courses do not qualify. The Department discourages students taking courses that begin at 6:00 PM or later for reasons of safety. However, a student may enroll in an evening course, should the student's parent or guardian file a waiver request with the superintendent of schools. (See enclosed suggested form waiver letter).

A student who is enrolled in a non-public high school is eligible only if the school is one that has been approved by the local school district. A student who is home educated is eligible only if the student's educational program has been approved by the local school district.

## **Additional Information**

- 1. Students need to meet with their guidance counselors for instructions on how to apply for courses at the public college or university.**
2. The Department will notify the high school and the college of those students who have been approved for Dual Enrollment. Consequently, students need to contact their guidance counselors for information as to whether they were accepted in the program.
- 3. For any questions you may have regarding the Dual Enrollment program, please contact Richard Salus at 781-338-3000 or by e-mail, [rsalus@doe.mass.edu](mailto:rsalus@doe.mass.edu)**

Please mail original application to:

Richard Salus  
**Massachusetts Department of Education**  
**350 Main Street**  
**Malden, MA 02148**

- [Application for Dual Enrollment Program Fall 1999 Semester \(PDF\)](#)
- [Sample Parent Waiver Request Letter \(PDF\)](#)

[E-mail this page](#) | [Print View](#)



[Commissioner's Update Archive](#)

## Legal Holidays in the Commonwealth of Massachusetts

**The Commonwealth of Massachusetts**  
**Executive Office of Administration and Finance**  
**Human Resources Division**  
**One Ashburton Place, Boston, MA 02108**

**TO:** Cabinet Secretaries, Agency Heads and Departmental Human Resources, Labor Relations, Personnel, Payroll and Budget Directors

**FROM:** James J. Hartnett, Jr., Personnel Administrator

**DATE:** March 22, 1999

**SUBJECT:** Legal Holidays in the Commonwealth of Massachusetts

Under the date of March 30, 1998, a list of legal holidays and the schedule of dates when they will be observed as set forth in Chapter 4, Section 7, Clause Eighteen, was forwarded to you for calendar years 1998, 1999 and 2000. The following is a list of legal holidays and the dates on which they will be observed for calendar years 1999, 2000 and 2001.

Legal Holidays	1999	2000	2001
New Year's Day	January 1	January 1*	January 1
Martin Luther King Day	January 18	January 17	January 15
Presidents' Day	February 15	February 21	February 19
Evacuation Day (Suffolk County)	March 17	March 17	March 17*
Patriots' Day	April 19	April 17	April 16
Memorial Day	May 31	May 29	May 28
Bunker Hill Day (Suffolk County)	June 17	June 17*	June 17**
Independence Day	July 4**	July 4	July 4
Labor Day	September 6	September 4	September 3
Columbus Day	October 11	October 9	October 8
Veterans' Day	November 11	November 11*	November 11**
Thanksgiving Day	November 25	November 23	November 22
Christmas Day	December 25*	December 25	December 25

\* Under the provisions of Chapter 4, Section 7, Clause Eighteen, legal holidays that fall on a Saturday shall be observed on that day. All offices under the jurisdiction of any department of state government shall be open to the public for business on the Friday preceding any Saturday holiday. However, as many employees

as possible should be given that Friday off. Employees assigned to work shall be given an additional day off as the law and applicable collective bargaining agreements allow. Whenever possible the following Monday should be used as the alternative day off.

Chapter 30, Section 24A, provides for the action to be taken in the case of persons employed by the Commonwealth when any legal holiday falls on a Saturday. In addition, Section 11 of the Red Book and Collective Bargaining Agreements currently in effect cover this subject.

\*\* A legal holiday shall be observed the day following when said holiday shall occur on Sunday (Chapter 4, Section 7, Clause Eighteen).

[E-mail this page](#) | [Print View](#)

*Massachusetts Department of Education*

[Search](#) · [Site Map](#) · [Privacy](#) · [Site Info](#) · [Contact DOE](#)