

[Commissioner's Update Archive](#)

Commissioner's Update

September 5, 2000

Dear Superintendents, and Leaders of Charter Schools and Collaboratives:

Welcome to the start of a new school year. I hope that your openings are proceeding safely and smoothly.

Here are three items recently posted on our website at www.doe.mass.edu. **I want to call your attention to the first two items that include important information on special education:**

1. [Special Education Administrative Advisory: Compliance Issues](#)
2. [Special Education Advisory: Changes to Massachusetts Special Education Law](#)
3. [Announcement about the 2001 Massachusetts Teacher of the Year](#)

School Finance

We have posted on the school finance web page two advisory memos issued jointly with the Department of Revenue, one relating to the [appropriation procedures for the additional Chapter 70 funds](#) included in the FY01 state budget, and the other relating to changes in [school district financial reporting requirements](#). Both of these memos have been distributed by DOR to the appropriate municipal officials in your city or town.

Educational Exhibit

The Long Road to Justice is an exhibition portraying the experiences of the African American community and the Massachusetts courts from the colonial period to the present day. The Honorable Julian T. Houston, Associate Justice of the Massachusetts Superior Court, announces that the exhibit will open at the Edward W. Brooke Courthouse in Boston, on September 28. Over the course of this year, the exhibit will be on display at courthouses throughout Massachusetts. For more information on this educational opportunity call 617-373-3327.

I am looking forward to this school year that will be both exciting and challenging for all of us.

All the best, and

Sincerely,

David P. Driscoll
Commissioner of Education

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

Massachusetts Department of Education

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



- > [Special Education Home](#)
- > [Technical Assistance](#)
- [Training](#)
- [Documents](#)
- [Grants](#)
- > [IEP Process, Forms and Notices](#)
- > [Policy](#)
- > [Project FOCUS](#)
- > [Parent Information](#)
- > [Complaints & Compliance](#)
- > [MCAS](#)
- > [Laws and Related Documents](#)
- > [General Information](#)
- > [Links and Resources](#)
- > [Contact Us](#)

[Family & Community](#) > [Special Communities](#)

Special Education

Administrative Advisory SPED 2001-2: Compliance Activities Required by the U.S. Office of Special Education Programs (OSEP)

To: Superintendents, Charter School Leaders, Special Education Administrators, Directors of Collaboratives, Directors of Approved Special Education Schools, and other Interested Parties

From: David P. Driscoll, Commissioner of Education

Date: September 1, 2000

The Department of Education recently received a report from the U.S. Office of Special Education Programs (OSEP) reflecting on monitoring activities that took place in Massachusetts during the 1998-99 school year. The monitoring report and Massachusetts' preliminary response are posted on the Department of Education website under special education. Districts will be learning about the findings and various actions in which the Department and school districts will engage during the coming year.

Certain practices that had been found non-compliant in either the 1991 OSEP monitoring or the 1995 OSEP monitoring or both, continue to occur in Massachusetts schools as evidenced by the 1999 monitoring report and are considered "serious systemic noncompliance." The two areas we must address immediately are related to:

1. the development of the IEP at the Team meeting; and,
2. placement practices that may conflict with least restrictive environment (LRE) requirements.

Inappropriate practices in these areas, if not corrected, may jeopardize services for students with disabilities as well as Massachusetts' receipt of over \$110 million in federal special education funds. For that reason, I am writing to you to highlight your responsibilities in these two key areas related to OSEP's findings and I urge you to take steps to ensure that your district's and schools' practices are appropriate and consistent with the requirements of law. Massachusetts must demonstrate systemic compliance in these areas and ensure that all districts implement procedures that are fully consistent with federal requirements.

More detail in these two areas of concern is provided below. Please note that OSEP based its findings on a sample of school districts. OSEP acknowledged in its report that there was variation in implementation in Massachusetts districts; some districts do very well and others do not. Although your district's practices may be appropriate in one or both of these areas, please carefully review the requirements for each area and the OSEP findings to ensure that your understanding and practice of appropriate procedures is consistent with the requirements of law. The ten districts visited during the 1998-99 OSEP monitoring activities will be contacted soon by our Program Quality Assurance Services unit regarding specific followup monitoring in these areas.

I. Development of the IEP at the Team Meeting:

- a. All components of the IEP must be determined by the IEP Team in a meeting with all required participants.

- **The requirements:** 34 CFR 300.347 identifies the components of the IEP and includes, among others, the components related to transition planning. 34 CFR 300.29 defines "Transition services." 34 CFR 300.344 identifies the required Team participants and requires that the IEP Team be composed of a group that includes the parents of the child with a disability; at least one regular education teacher of the student (if the student is, or may be, participating in the regular education environment); at least one special education teacher; a representative of the public agency; at the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the student; and whenever appropriate, the student. 34 CFR 300.343 requires annual meetings to develop, review, and revise IEPs as necessary. 34 CFR 300.343 details the efforts districts must make to involve parents.
 - **OSEP's findings:** OSEP found that Massachusetts districts did not make sufficient efforts to ensure parental participation in IEP meetings; even though parents are notified in writing about a Team meeting, this notification is sent only once. OSEP did not find evidence that school districts had taken additional steps to encourage parents to attend. Additionally, OSEP found that general education teachers did not consistently participate as Team members for students who received at least a portion of their education in the general education classroom. OSEP found that IEPs for students 14 years of age or older did not include required information related to transition or needed transition services.
- b. Each IEP accurately reflects the decisions made by the IEP Team regarding the content of each of the IEP components.
- **The requirements:** 34 CFR 300.343 requires school districts to conduct meetings for the purpose of developing, reviewing, and revising the IEP. The IEP Team is responsible to complete all required components of the IEP.
 - **OSEP's findings:** OSEP found that annual goals and short-term objectives were not developed during a meeting with the required participants, but were developed afterwards and sent to the parent. In addition, parents and local school district personnel have different understandings of the purpose and use of "draft" or "pre-organized" IEPs that are brought into IEP meetings by school staff. Parents stated that they believe the "draft" IEP is a finished product into which they have no input and which does not represent their concerns, ideas, and wishes for their child.
- c. None of the components of the IEP are subsequently changed, outside of an IEP meeting, by school district staff.
- **The requirements:** 34 CFR 300.344 requires that the IEP Team include a representative of the public agency who is "knowledgeable about the availability of resources of the public agency." This requirement has consistently been interpreted to mean that the district representative serving in this role has authority and responsibility to commit resources at the Team meeting.
 - **OSEP's findings:** OSEP found that IEP Teams were unable to commit to needed services for students with disabilities because services are reviewed and approved by a higher authority. Decisions that change from the IEP meeting to the IEP document include: 1) agreed upon goals and objectives for the student; 2) the extent to which the student will be involved in and participate in the regular education environment and State and District-wide assessments; and 3) the services needed to support that involvement and participation.

Massachusetts has taken steps to assist districts to meet the requirements in Section I(a-c):

1. Revision of state special education regulations removed a regulation allowing the school district up to ten days to produce a copy of the IEP for the parent, and now requires that the parent receive a copy immediately following the development of the IEP. 603 CMR 28.05(7)
2. Monitoring criteria have been strengthened in these areas and will assist in identifying school district's compliance with state and federal requirements.
3. Complaints received through the Department's Problem Resolution System related to these areas will be tracked and districts will be required not only to respond to and resolve the complaint but also to demonstrate that training has been provided to ensure that staff of the district understand the requirements.
4. A new IEP form incorporating all required components, including transition requirements, has been developed and statewide training occurred in Spring 2000. All districts are expected to begin using this form in September 2000. Training emphasized that all elements of the IEP **must** be completed by the Team at the IEP meeting. Follow-up training during 2000-2001 will continue to emphasize these expectations.
5. School districts must ensure that multiple efforts are made to involve parents in IEP Team

- meetings or, if parents are unable to attend, to ensure in some other fashion, parental input to the IEP.
6. School districts must ensure that a person fully able to commit district resources is either present at the IEP Team meeting, or immediately available to the school district representative who does attend the Team meeting, in order to ensure that service decisions made at the Team meeting are not subject to change after the meeting occurs.
 7. School districts should encourage parents to respond to the proposed IEP as soon as possible following its development and ensure that the student receives required services immediately following parental consent for such services.

II. Placement and the Least Restrictive Environment Requirements:

- **The requirements:** 34 CFR 300.550 requires that all students with disabilities, including students placed in separate classes or schools, are educated to the maximum extent appropriate with nondisabled students. Students with disabilities are not removed from the general education environment unless the nature or severity of their disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. 34 CFR 300.551 requires a continuum of alternative placements to meet the needs of students with disabilities. 34 CFR 300.552 requires that placement decisions are based on the IEP, are as close as possible to the student's home, and do not remove a student from education in age appropriate regular classrooms solely because of needed modifications in the general curriculum. 34 CFR 300.347 requires that the IEP include any services necessary for the student to be involved and progress in the general curriculum, participate in extracurricular and other activities, and be educated and participate with other students with and without disabilities. The IEP must also include an explanation of the extent to which the student will not participate with nondisabled students in curricular, extracurricular, and other non-academic activities.
- **OSEP's findings:** OSEP generally found that elementary schools do a much better job with inclusion than middle and high schools. Data indicated that students with disabilities do not have access to the full range of support services and accommodations necessary to participate in regular education classes and non-academic activities with nondisabled students. Students in separate classes were included in general education classes with their peers only for "specials," such as art and music, with no individual determination of the portions of the day for which they could be educated with nondisabled students. OSEP found that the explanation on the IEP of the extent, if any, to which a student with disabilities will participate with non-disabled students was not individually determined based on the needs of the student. Reasoning was either not explained, explained based on a standard level of academic achievement, or explained with insufficiently general language such as "consensus of the Team."

OSEP found that, in some districts, participation for students with disabilities in specific programs or activities was denied based on the preferences of individual teachers or contingent on agreement to demands for funding, resources, or staff, and was not based on the individual needs of the students nor a non-discriminatory policy. Students with behavior issues were consistently "required" to attend segregated programs. Students with severe disabilities had little to no opportunity to participate in activities with nondisabled students.

OSEP found that location of separate programs was often determined because of space availability and administrative convenience. School districts often remove collaborative programs from comprehensive school buildings in order to accommodate school district space needs and with little regard for LRE considerations for the students served in the collaborative program. Districts consistently reported policies or funding concerns resulting in limited access to services, assistive technology, or other needed supports that would have increased students' ability to participate in general education classes.

OSEP found that general educators often do not participate in planning goals or objectives for students with disabilities and do not participate as members of the Team. When students are served in separate environments, it was reported that participation of general education staff on the Team was never considered, because it is already assumed that the student would not be participating in the general education environment.

OSEP found, based on reports of teachers and administrators, that the point system used to determine admissions to vocational schools emphasized academic achievement and good behavior, and, in combination with the quota system giving a predetermined number of student slots for each school in the region, resulted in limited admission opportunities for students whose disabilities resulted in behavior problems or below average academic skills. OSEP found that IEP Teams were not used to consider services or supports that would have enabled students to participate in regular vocational programs.

Massachusetts has taken steps to assist districts to meet the requirements of Section II:

- a. Revision of state special education regulations emphasizes the district's continuing responsibility for students placed in out-of-district programs and requires regular monitoring of the appropriateness and adequacy of the program. Revised regulations emphasize LRE requirements and address specific situations where problems have arisen in the past. (For example, charter schools are required to provide special education services if those services would be available in the original district of residence rather than placing the student in an out-of-district placement. 603 CMR 28.03(4)(i)(1)) Additionally, the revised regulations allow the district to convene a separate placement Team meeting up to fifteen days after the IEP Team meeting. 603 CMR 28.06(2)(c) This additional time allows the district to explore in-district capacity and prevents automatic out-of-district placement for students with complex needs.
- b. Revisions of state special education regulations removed the long-standing practice of characterizing placements by "prototype" - use of prototypes had resulted in acceptance of a "prototype" determination as sufficient to determine amount of inclusion that a student received and limited consideration of individual needs and individual abilities of students. The Department has provided training, and will continue to do so, to emphasize that each student's program and placement must be individually determined and not force-fitted to a particular placement description.
- c. Monitoring criteria have been strengthened in these areas and will assist in identifying districts not following state and federal requirements.
- d. Complaints received through the Department's Problem Resolution System related to these areas will be tracked and districts will be required not only to respond to and resolve the complaint but also to demonstrate that training has been provided to ensure that staff of the district understand the requirements.
- e. The new IEP form does not include placement information. The revision of the overall process emphasizes that the placement decision is based on the student's IEP. Our revised process provides a separate form for consideration of placement needs based on the IEP services that have been identified by the Team. Additionally, within the IEP, the requirements of the law are restated and the Team is required to explain specifically any removal of the student from the general education program.
- f. Massachusetts has had a long-standing funding program providing direct financial assistance for placements made by school districts to separate residential programs. That program (known as the 50/50 program) has been revised by the state Legislature and funding, beginning in FY 2002, will be based on the cost of the overall student program. Reimbursement for programs serving students in less restrictive environments will be somewhat higher than reimbursements for students served out-of-district. This will serve as a strong support to districts to develop in-district supports and services and to encourage service to students with disabilities in the least restrictive environment.

In closing, we hope this information is helpful to districts in ensuring that local practices are consistent with requirements. We urge districts to take immediate steps to correct any practices that do not conform with federal special education law and regulation. Further information will be forthcoming throughout this year on these and other findings related to Massachusetts' compliance with federal requirements.

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



- > [Special Education Home](#)
- > [Technical Assistance](#)
- [Training](#)
- [Documents](#)
- [Grants](#)
- > [IEP Process, Forms and Notices](#)
- > [Policy](#)
- > [Project FOCUS](#)
- > [Parent Information](#)
- > [Complaints & Compliance](#)
- > [MCAS](#)
- > [Laws and Related Documents](#)
- > [General Information](#)
- > [Links and Resources](#)
- > [Contact Us](#)

[Family & Community](#) > [Special Communities](#)

Special Education

Administrative Advisory SPED 2001-1: Changes to Massachusetts Special Education Law

To: Superintendents, Charter School Leaders, Special Education Administrators, Directors of Collaboratives, Directors of Approved Special Education Schools and other Interested Parties

From: David P. Driscoll, Commissioner of Education

Date: September 1, 2000

As you may know, the Legislature made significant changes to the Massachusetts special education law through approximately 50 outside sections to the FY01 budget. Eighteen of those sections require changes in the recently revised state special education regulations that take effect on September 1, 2000. Most of the statutory changes that are the subject of this memorandum are in effect immediately; a few take effect January 1, 2001. In order to provide consistency of requirements throughout the 2000-2001 school year, the Department of Education intends to propose all regulatory changes for emergency promulgation by the Board of Education at its September 26, 2000 meeting. This memorandum highlights those sections that have immediate effect on special education practices.

1. **Please note the changes that have immediate effect.**
2. **Do not wait until September 26 to implement necessary changes in practice, or, where noted, to maintain existing practice.**
3. **Note that revised forms are available on the Department's website in relation to some of these requirements.**
4. **The change in the special education standard from "maximum possible development" to "free and appropriate public education" is not in effect until January 1, 2002, and district practices in relation to the standard should not be changed until that time.**
5. **Additional information and assistance relating to requirements that take effect later or that relate to other areas of special education practice will be forthcoming in additional advisories throughout this year.**

Some of the outside budget sections require maintaining "in force and effect" certain special education regulations. The specific regulations are as follows:

106 re: consent	122 re: parent	203 re: communication	204 re: consent
208 re: consent	209 re: consent	317.2(f) re: observation	319 re: 45 day timeline
320.3 re: evaluation	322.22 re: placement	502.12(g) re: daily duration	508 re: facilities
804 re: transportation	18.06-8 re: program and safety requirements for approved private schools		

As a result of the legislative action, all of the state special education regulations listed above remain in effect, as they were before the Board of Education revised the regulations earlier this year to take effect on September 1, 2000. School districts (including charter schools) and, where applicable, approved special education day and residential schools must continue to comply with the regulations listed above, notwithstanding amendments adopted by the Board. When the Board of Education adopts emergency regulations at its September 26, 2000 meeting, the pre-existing legal requirements contained in the regulations listed above, and not contained in the current Section 28.00 regulations, will be fully

incorporated.

The information following is organized by section of the state special education regulations, 603 CMR 28.00. Since emergency regulations have not yet been promulgated, we are not yet providing the specific regulations where regulatory language will change.

Section 28.02: Definitions

- A. **Definition of "consent."** The law maintains the definition of "consent" in the regulations that had been in effect through the 1999-2000 school year. Since this definition tracks federal language, this action does not change local practice because districts must follow federal requirements.
- B. **Related Services.** The revised state law expands the definition of "school age child with a disability" to include eligibility when a student with a disability requires related services alone if such services are necessary to access the general curriculum. This change preserves the educational focus of special education and requires school districts to find students eligible if, because of a disability, they are unable to progress effectively in regular education and require special education services, "including a school age child who requires only a related service or services if such related service or services are required in order to ensure access of the child with a disability to the general education curriculum." This substantive change means that eligibility Teams must ask the following questions:

<ol style="list-style-type: none">1. Does the student have a disability? What type?2. Does the disability cause the student to be unable to progress effectively in regular education?3. Does the student require specially designed instruction to make progress?4. If the student does not require specially designed instruction, does the student require a related service or services in order to access the general curriculum?	Teams must answer yes to each of the questions 1 & 2, identify the type of disability, and answer yes to either 3 or 4 in order to find a student eligible for special education.
---	---

This change affects the definition section and the section in the state special education regulations relating to making an eligibility determination (28.05).

Additionally, a recently released form related to eligibility determinations has been revised to reflect changed requirements. Please download revised form ED-1 [[PDF](#) | | [MS WORD](#)] from the special education section of the Department website.

Section 28.03: School District Administration and Personnel

- A. **Facilities.** The law maintains in regulations the requirement that districts ensure that all students have access to school facilities including, but not limited to, those areas necessary to implement the student's IEP.
- B. **Curriculum Accommodation Plan.** The law now requires each district to adopt a Curriculum Accommodation Plan ("CAP") for the purpose of assisting principals in ensuring that all efforts have been made to meet students' needs in regular education. The plan is a systemic plan that will be adopted by the district, and although it does not require individual written plans, the intent is to increase the general education capacity to meet the individual needs of diverse student learners. School principals and school councils are involved in developing and implementing the CAP at the school building level. The CAP is considered an educational activity for the general education program, not solely or specifically special education. Additional information will be provided during the course of the 2000-2001 school year regarding this requirement.

Section 28.04: Referral and Evaluation

- A. **Consultation on evaluators used.** School districts are now required to provide the student's

parent an opportunity to consult with the Special Education Administrator or his/her designee regarding the evaluators who will be used by the school district to conduct any individual evaluation, including the initial evaluation to determine eligibility and any subsequent reevaluations. This requirement may be met by meeting with the parent prior to an evaluation or by incorporating information on this consultation opportunity in the notice sent to the parents when a district is requesting permission to conduct an evaluation. The intent of this new requirement, in conjunction with the existing requirement to consult with the parent on the types of assessments recommended, is to assist the parent to be involved in the planning for the evaluation conducted by the school district in order to maximize parental satisfaction with the district evaluation.

B. Independent evaluation—sliding fee scale. The law now requires the Department to establish in regulations a sliding fee scale for independent educational evaluations. Although this provision is not in effect until January 2001, the Department will recommend that the Board include this in the emergency regulations in September 2000, to simplify implementation during the 2000-2001 school year. As soon as such regulations are passed, the Department will provide detailed assistance on how to implement this requirement.

Section 28.05: The Team Process and Development of the IEP

- A. Related Services.** The law now requires that, when determining eligibility for special education, the Team must consider if the student needs only related services in order to access the general curriculum. See the discussion of this issue in "B" of Section 28.02: Definitions of this memorandum. Additionally, a recently released form related to reporting eligible students has been revised to reflect changed requirements. Please download revised form PL-2 [[PDF](#) | [MS WORD](#)] from the special education section of the Department website.
- B. Transportation.** The law maintains specific requirements regarding transportation of students in wheelchairs and information that the Team must include on the IEP. Other transportation requirements are also maintained and will be reflected at section 28.06, including specific training for transportation providers and equipment inspections by the district.
- C. Placement determination.** The law maintains requirements related to the Team's participation in making placement decisions. The Team's decision on type of placement may be accompanied by recommendations of specific classrooms or schools. The school district may make the final determination of the specific classroom or school assigned, however, the district must abide by the Team's decision on placement type, must give careful consideration to the Team's recommendations for specific classrooms or schools, and must ensure that final placement is made in compliance with the IEP, the LRE requirements, and requirements related to giving preference to approved programs.

28.06: Placement Types and Service Options

- A. Five days advance notice.** The law now requires districts to provide five days advance notice of a scheduled Team meeting to other districts that may be financially responsible for a student's special education program.
- B. Preference to in-state programs.** In addition to the preference that districts must give to approved day and residential programs, the law now requires preference for in-state programs, if they are the least restrictive placement, when districts are making out-of-district placements of students. The law does not require school districts to return students in-state if they are currently appropriately served in out-of-state settings.
- C. Unannounced visits.** The law prohibits any limitation on unannounced visits to out-of-district placements. Therefore, the school district that places a student in an out-of-district placement may make unannounced visits to the placement at its discretion.

28.07: Parent Involvement

- A. Consent requirements.** The law *maintains* specific regulatory requirements related to parent consent. Note also that the definition of "consent" is also maintained as previously stated in "A" of **Section 28.02: Definitions** of this memorandum. Maintenance of these requirements has the following effects:
- School districts may not proceed to evaluate or serve students after documenting multiple attempts to involve non-participatory parents. If parents refuse to participate and/or consent, except for initial evaluation and initial placement, the district must

assess whether such lack of participation or response results in a loss of a free and appropriate education for the student. If so, the district immediately must proceed to the Bureau of Special Education Appeals to resolve the matter.

- The law maintains the requirement that parental consent is required for the initial and each subsequent placement of a student. A recently released form related to placement has been revised to reflect changed consent requirements. Please download revised form PL-1 [[PDF](#) | [MS WORD](#)] from the special education section of the Department website.

B. Parent Advisory Council. The law maintains the requirement that every district establish a districtwide parent advisory council for parents of students with disabilities. Additionally, each year, districts are responsible to provide training in parent and student rights and responsibilities concerning special education, in accordance with a specific curriculum that will be developed by the Department in cooperation with parent groups.

C. Communications with Parents. The law maintains requirements related to communications with parents and students when the primary language of the home is other than English. This action has no substantive effect because these requirements appear in the federal regulations for special education.

28.08: Continuum of Options for Dispute Resolution

Authority in relation to other state agencies. The new law authorizes the Bureau of Special Education Appeals to order other state agencies to deliver or pay for services in accordance with the rules, regulations or policies of that agency, if appropriate.

28.09: Approval of Public and Private Day and Residential Special Education School Programs

The law requires reinstatement of certain regulatory requirements related to program and safety requirements for approved schools. These requirements will be incorporated throughout section 28.09 of the regulations and will apply to all programs, both public and private, seeking approval from the Department for day or residential special education school programs. A selection of the reinstated requirements includes:

- A. Facility requirements.** Certain requirements are maintained related to the appropriateness of facilities, materials, and their safety for the population served.
- B. Parent advisory group.** The requirement that every approved special education school establish a parent advisory group is maintained.
- C. Prohibited practices.** Specific prohibitions of certain disciplinary practices are maintained.
- D. Restraint requirements.** Certain requirements on restraint are reinstated and will be included in new regulations in this area that are now authorized by law. The Department will bring proposed regulations on the use of restraint on students to the Board meeting in November for authorization to release for public comment.

In closing, this memorandum provides an outline of key changes in special education that have an immediate impact on special education in Massachusetts. Questions regarding these requirements may be addressed to Program Quality Assurance Services at (781) 338-3700. The Department will provide additional information during the school year. Thank you for working with us for the benefit of students.

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

2001 TEACHER OF THE YEAR

FORMER MA TEACHERS OF THE YEAR

* Finalist for National Teacher of the Year

- Judith Segzdowicz Chelte, Ph.D.**
Chicopee Comprehensive High School – Chicopee
- Jillian C. Nesgos**
Boston Renaissance Charter School – Boston
- James Anthony Nocito**
Framingham High School – Framingham
- Deirdre Scott**
Fairview Veterans Memorial Middle School – Chicopee
- Carol A. Shestok**
Norman E. Day Elementary School - Westford
- Elaine Cawley Weintraub**
Martha's Vineyard Regional High School – Oak Bluffs
-
- Frances Ashe**
Fred Miller School - Holliston
- Marie Concannon**
Angier School - Newton
- Gail A. Conlon**
Winthrop High School – Winthrop
- Charles Haffey**
The Norwood Science Center – Norwood
- Janet Leone Panaggio**
Angier School – Newton
- Roland C. St. Jean**
Milford High School – Milford
- Cheryl Sanderson**
Summer Street School - Lynnfield
- Robert Serino**
Masconomet Regional High School – Topsfield
- George H. Smith**
Quincy High School – Quincy
- Dora Vientós-Guzmán**
Fuller Middle School – Framingham

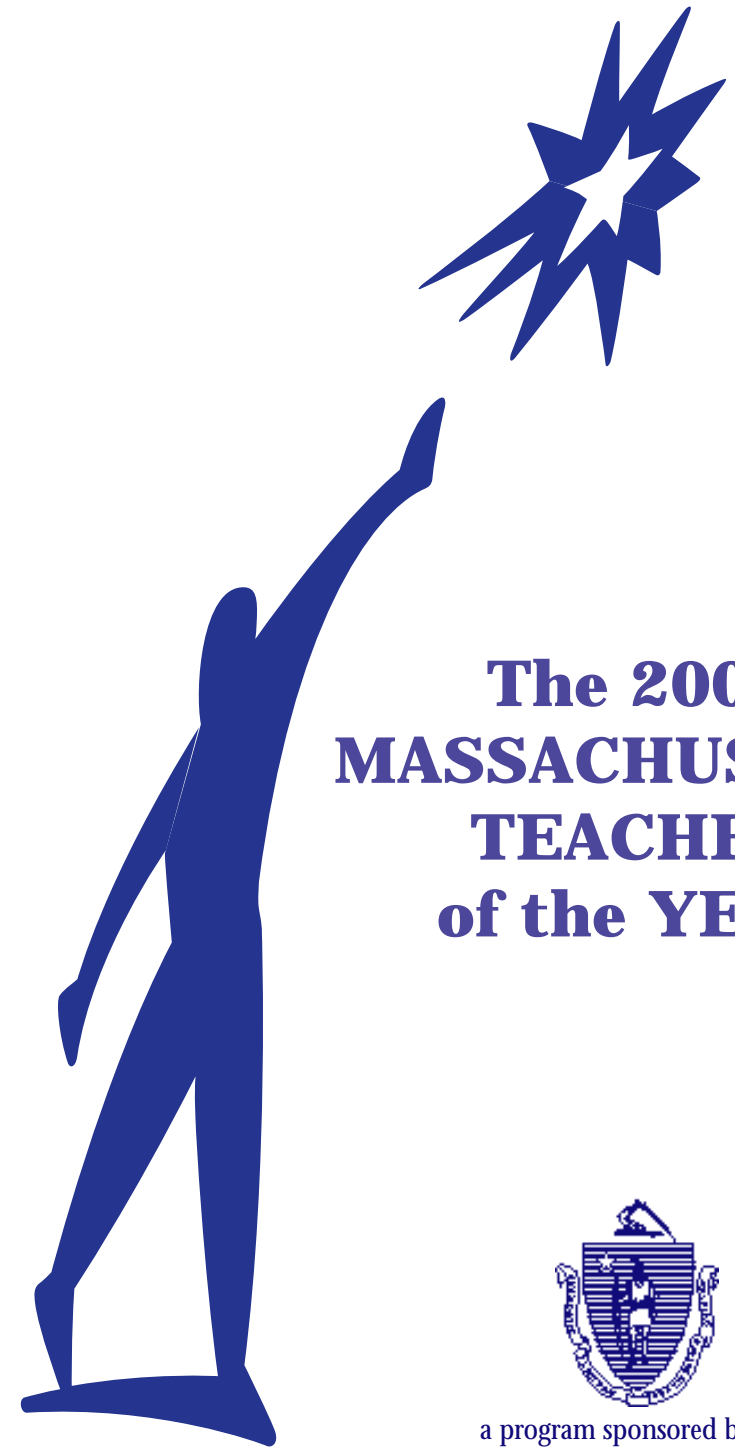
- | | |
|---|--|
| 2000 David Lussier, Andover | 1979 Rita Croteau, Worcester |
| 1999 Bruce Penniman, Amherst * | 1978 Olive Craigwell, Boston |
| 1998 Mary Ginley, Longmeadow | 1977 Martin Badoian, Canton |
| 1997 Leonard Swanton, Lexington | 1976 Barbara Boschert, Worcester |
| 1996 Kathleen Sherman, Falmouth | 1975 no selection |
| 1995 Jerry Howland, Boston * | 1974 Thais Waldron, Reading * |
| 1994 Virginia Freyermuth, Duxbury | 1973 Marcia Hayes, Boston |
| 1993 Steven Levy, Lexington | 1972 Marcia Fowler, Ipswich |
| 1992 Ronald Adams, Quincy | 1971 Robert Anastas, Framingham |
| 1991 Charles Sposato, Framingham | 1970 Lucille Thimblin, Tantasqua Reg. |
| 1990 Molly Murphy, Brookline | 1969 Ruth Doorly, Westwood |
| 1989 Marjorie Montgomery, Newton | 1968 Neil Fitzgerald, New Bedford |
| 1988 James McDermott, Worcester | 1967 John Moulton, Brookline * |
| 1987 Margot Desjardins, Westport | 1966 Leah Benway, Southwick |
| 1986 Donna Viveiros, Fall River | 1965 Vivian Little, Hampden-Wilbraham |
| 1985 Francis Smith, Wayland | 1964 Edna Penwarden, Arlington |
| 1984 Cathleen Hughes, Scituate | 1963 no selection |
| 1983 Donald Pottle, Shrewsbury | 1962 Lottie Perry, Norton |
| 1982 Joseph Kelly, Lexington | 1961 no selection |
| 1981 Margaret Campbell, Longmeadow | 1960 Edward Frude * |
| 1980 Marta Valdes, Boston | |



**For more information on the
Massachusetts Teacher of the Year
Program, please contact:**

Deborah Walker, Director
Educator Recognition Programs
Massachusetts Department of Education
350 Main St. Malden, MA 02148
PH: 781.338.3347
email: djwalker@doe.mass.edu

or visit our website:
www.doe.mass.edu



**The 2001
MASSACHUSETTS
TEACHER
of the YEAR**



a program sponsored by the
Commonwealth of Massachusetts
Department of Education



The Commonwealth of Massachusetts
Department of Education

350 Main Street, Malden, Massachusetts 02148

June, 2000

Dear Friends,

Teaching is both an art and science; the most difficult, most rewarding and most important of careers. While all classroom teachers should be recognized on a daily basis, the National Teacher of the Year Program is the oldest and most prestigious awards program that focuses public attention annually on excellence in teaching. Since 1952, the national program (co-sponsored by the Council of Chief State School Officers and Scholastic Inc.) has recognized and honored the contributions of classroom teachers by granting one outstanding teacher a year's paid sabbatical. During that year, the teacher travels the nation and meets with a wide variety of audiences to address educational issues.

The Massachusetts Teacher of the Year Program is administered by the Massachusetts Department of Education. Each year the program honors a Massachusetts teacher who exemplifies fine teaching in the Commonwealth. The purpose of the program is to select a teacher who is worthy of speaking for and energizing the teaching profession, and representing the positive contributions of all teachers statewide. The Massachusetts Teacher of the Year automatically becomes the state's candidate for the National Teacher of the Year Program.

The selection process for the Massachusetts Teacher of the Year begins early in the calendar year, with a call for nominations. An independent panel of experts, including past Teachers of the Year, reviewed written applications, interviewed seven finalists, and made recommendations of the top candidates for my consideration for this year's honor.

I wish to thank the following corporations and organizations for supporting the Massachusetts Teacher of the Year 2000 Program: Bell Atlantic; the Boston Celtics; College Fund Division of UICI; J.L. Hammett Company; Massachusetts Teachers Association; Massachusetts Field Center for Teaching and Learning at UMASS/Boston Graduate College of Education; SMART Technologies, Inc.; Tom Snyder Productions; and Verizon Wireless.

I am proud to present the 2001 Massachusetts Teacher of the Year, **Marianne Vaughan Moran** of **Methuen High School**. We wish her much energy and success in the year ahead.

Sincerely,

David P. Driscoll
Commissioner of Education

Marianne Vaughan Moran

Methuen High School • Math and Science Teacher



Throughout her twenty-six year teaching career, Marianne Moran has taught middle school science, high school and college physics, college chemistry, AP physics, and high school mathematics. For the last five years, in her capacity as Mathematics Department Head at Methuen High School, Marianne has been intimately involved in education reform and curriculum revision. She has been active in realigning Methuen High School's mathematics curriculum to the State Math Frameworks.

Marianne was one of fifty teachers nationwide chosen to participate in a National Science Foundation program to write a high school physics curriculum based on the Modeling method pioneered by David Hestenes at Arizona State University. This curriculum has become a model for physics education reform at both the high school and college levels. She was invited to participate in the Modern Physics Institute for Teachers at Fermilab, the national accelerator facility in Batavia, IL, where she was involved in research on cosmic rays. Marianne also spent a summer as a Research Associate at M.I.T., and worked at their Bates Linear Accelerator facility in Middleton, Massachusetts, through a grant funded by the Department of Energy.

Believing life long learning is the key to success in the classroom, she has been active in Methuen's exemplary staff development program, and is committed to educational excellence and renewal through professional development. Marianne holds all her students to high standards, and works with each student to help them achieve that goal. Her classes are fast-paced and upbeat, frequently involving cooperative methods and student presentations. She has been proactive in the area of informal classroom assessment, and is particularly interested in the use of "whiteboards" in student presentations as assessment techniques. In one project, her class designed an experiment for determining the distance across "Ranger Lake," a small pond on campus, as a means of reinforcing trigonometric concepts involved in measurement. The students then ran the activity, and presented both design and results to their colleagues. Marianne has also been active in infusing technology into the mathematics and science curriculum.

An active member of the New England section of the American Association of Physics Teachers, she served as their newsletter editor for three years. She is also a member of the National Council of Teachers of Mathematics, and is active in the Merrimack Valley Mathematics Caucus.

Marianne graduated from Stonehill College with a B.S. in Chemistry, and has an M.A.T. from Salem State College. Previous to entering the teaching profession, Marianne worked as a chemist-statistician for the renowned Framingham Heart Program. She will be available on a limited basis to consult with school districts and teacher preparation programs.

Marianne graduated from Stonehill College with a B.S. in Chemistry, and has an M.A.T. from Salem State College. Previous to entering the teaching profession, Marianne worked as a chemist-statistician for the renowned Framingham Heart Program. She will be available on a limited basis to consult with school districts and teacher preparation programs.

CONSULTATION TOPICS

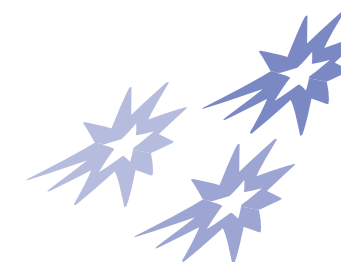


Alternative Assessment in Mathematics and Science

Infusing Technology into the Curriculum

Addressing Diversity and Learning Styles in the Classroom

Teaching Math and Science in the Block



CONTACT INFORMATION

Marianne Vaughan Moran can be reached at:
The Massachusetts Department of Education
350 Main Street, Malden, MA 02148
tel.: 781.338.3000
email: mmoran@doe.mass.edu