

**From:** Laurie Ferullo  
**To:** Hughes, Jeanne  
**Date:** 8/24/2007 1:17:08 PM  
**Subject:** Re: information for next staff meeting

1. Student may earn full apportionment credit 1st time around if earnest attempt made. Next RP, student may earn ½ credit apportionment when reassigned.
2. ok
3. ok
4. For example, if a student is assigned chapters 1-6, but comes back to school with only 1-4 completed, the teacher should accept, grade and **award apportionment**, if needed, for 1-4 and reassign 5+6.

Do you want to address the San Diego Quick test - a reliable testing area?  
Book contract ID# NEW (reminder for me)

>>> Jeanne Hughes 08/24/07 12:45 PM >>>

Laurie, sending to you first..is there anything in here that you would like me to revise?

Pam,

I spoke with Laurie Ferullo regarding the need to clarify some current policies. She will place these items on the next agenda as well **as one in early spring** when we have more new teachers.

1) apportionment for Okay to award apportionment for work that needs to be fixed and the fixed work itself. The apportionment should reflect the effort put into the work. (IS Handbook page 8-5...For the ADA reporting purposes, it is the effort devoted to the assigned work, not the quality of achievement or learning, that is computed. To avoid creating problems for an auditor, when and as necessary, the supervising teacher should add a note of explanation to records of assigned student work that addresses occasions when inadequate student educational achievement made it necessary to reassign work (usually in a reconfigured manner).

2) 3 hour minimum: the current policy is that any student who is credit deficient, has not passed CAHSEE, is not working on grade level, and is not an independent learner, should be scheduled and required to stay a minimum of 3 hours. This sounds reasonable (and to many members of the private and educational community does not sound like nearly enough). However, my understanding is that sometimes the offices get crowded and sufficient privacy for shy students is therefore unavailable. The Library is available to students to do their assigned coursework and should be utilized when a teacher needs privacy or space in their office. Other options include the computer and CAHSEE labs when available.

3) credit pacing : teachers requesting more than 35 credits per semester or 45 credits per 6 month period, may do so as long as student is working at grade level, is working towards courses attached to ILP, and courses are incremental (academic rigor) in nature. They do not have to also be earning letter grades, however, this is also possible if desired.

4) accepting partial work: teachers should accept partial work when the student has not yet completed the entire assignment. For example, if a student is assigned chapters 1-6, but comes back to school with only 1-4 completed, the teacher should accept, grade and **award apportionment** for 1-4 and reassign 5+6.

Pam, we appreciate you notifying us that some teachers had misperceptions on these important issues. Please let me know if covered all the issues you brought to my attention, so that we can be assured that we are all on same page.