

Schedule at least three sessions per week, each at least 30 minutes long Build tutoring sessions into the master schedule, if possible Never replace core instruction with tutoring Avoid scheduling models that stigmatize students receiving tutoring Dedicate time and resources to scheduling and rescheduling

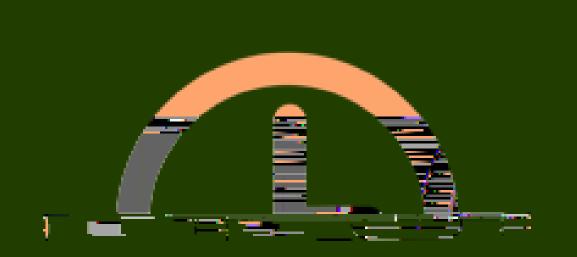
Under HB 1416, students cannot be removed from:

in for the foundation curriculum, i.e. reading, math, science, etc.

for the grade in which the student is enrolled, i.e. LOTE, Fine Arts, CTE, Health/P.E., Technology Apps, etc.

that is available to other students enrolled in the same grade





Decisions and tradeoffs are informed by data Equitable access to opportunities and resources Prioritize the student and teacher experience Strengthen and sustains instructional priorities and is responsive to changing needs

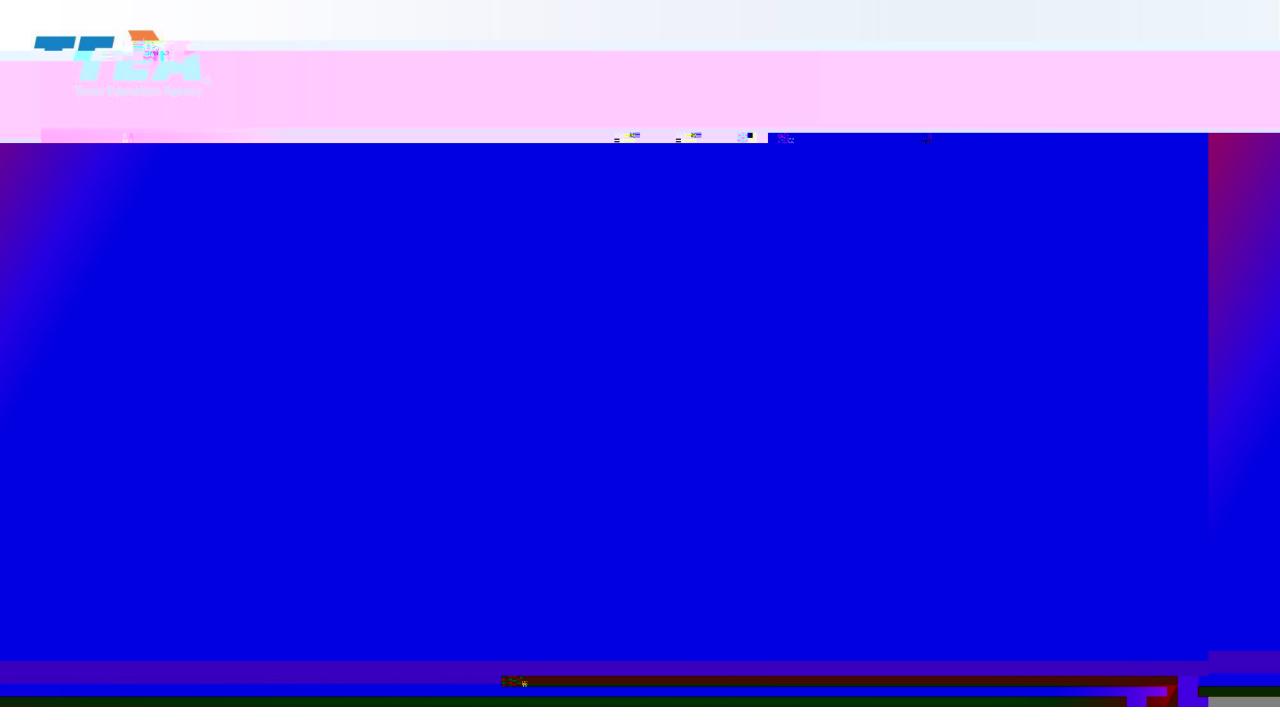


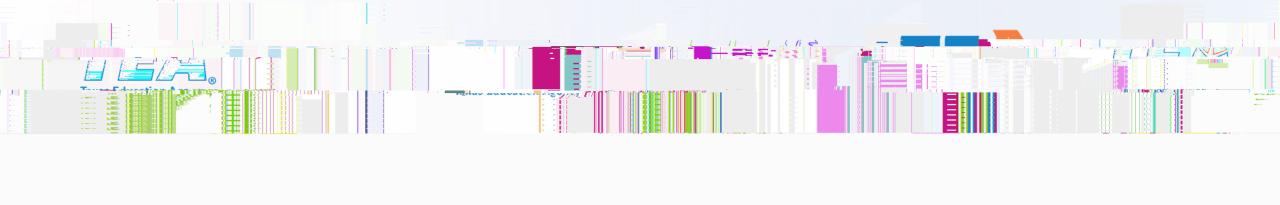


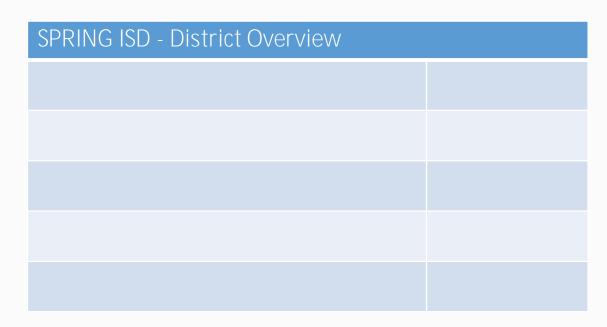


and make those nonnegotiable

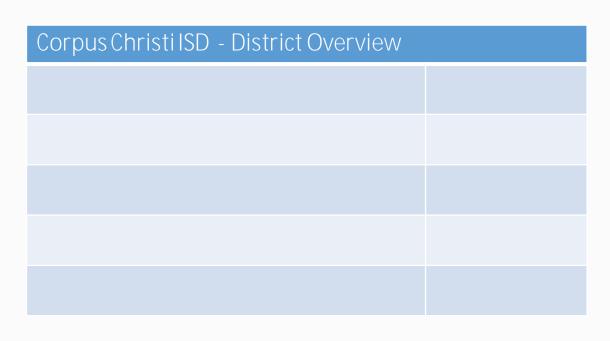








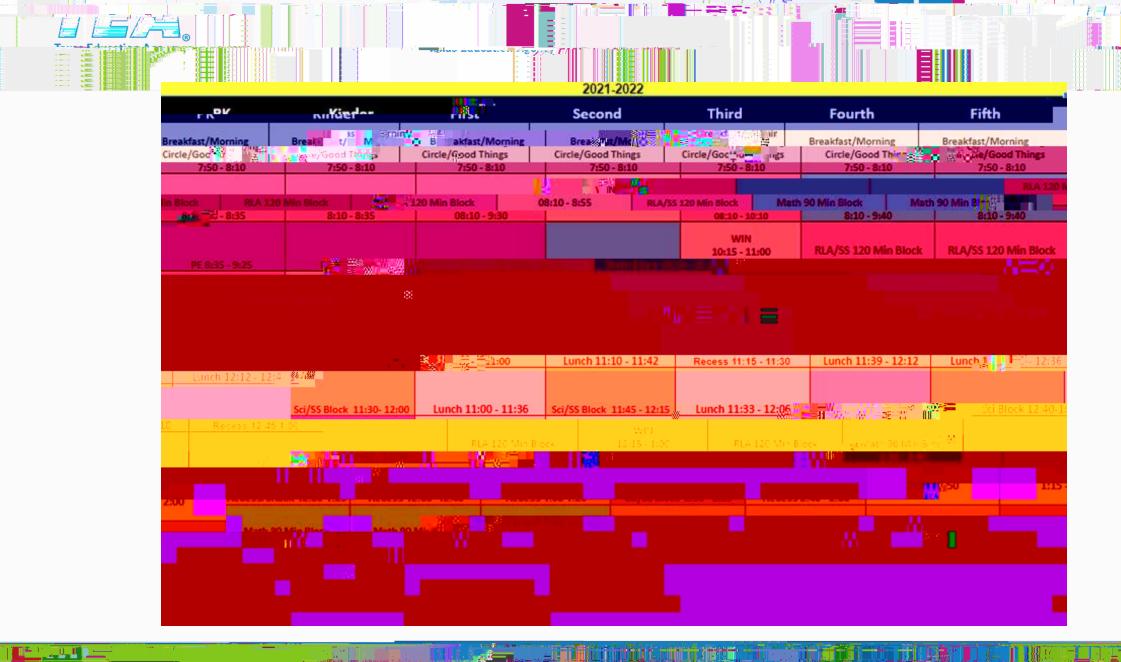


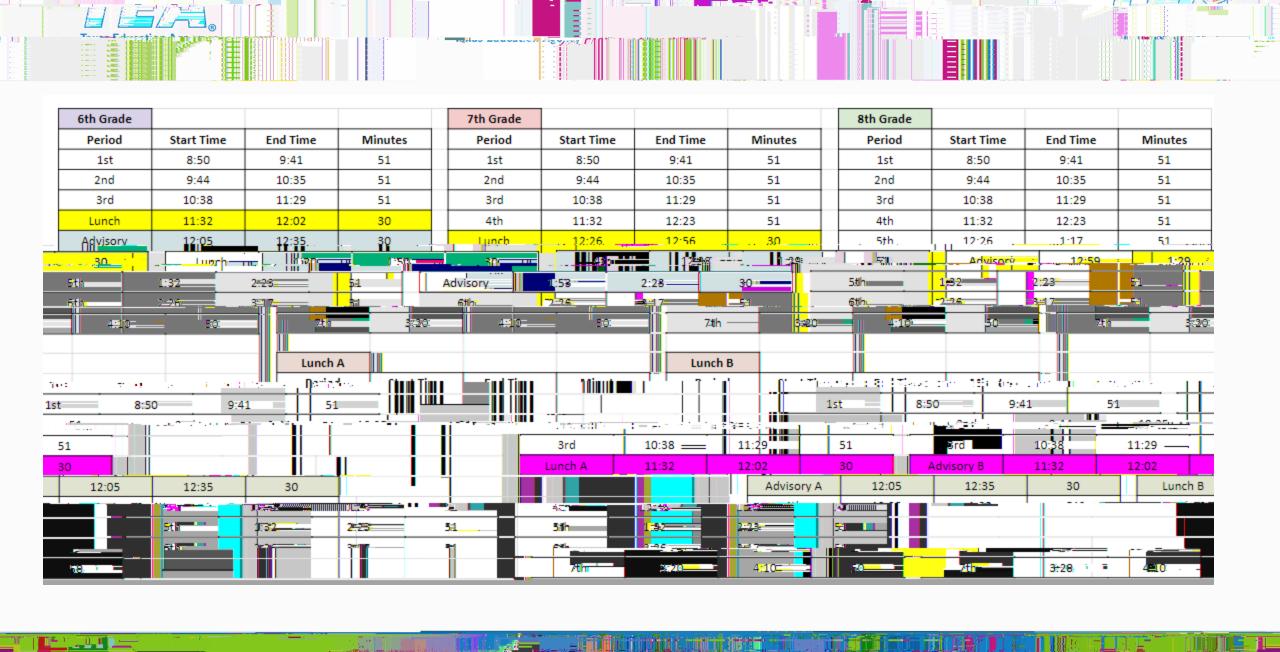




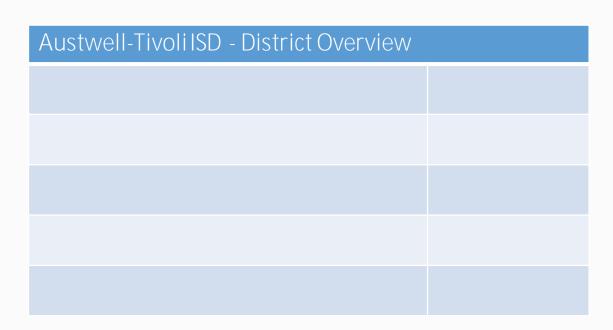
**Dr. Brandi Garza**ESSR III Coord/Instructional Teacher Advisor

Amanda Cameron
Director of Title I & State Comp







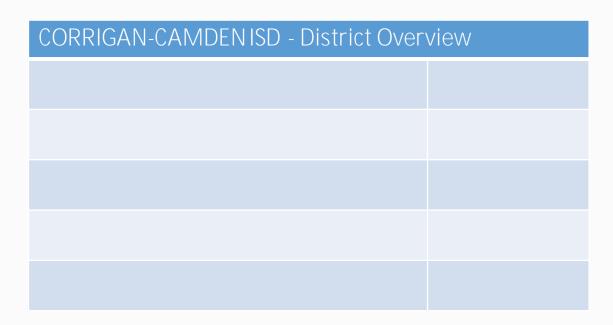




William Lumpkins
High School Counselor





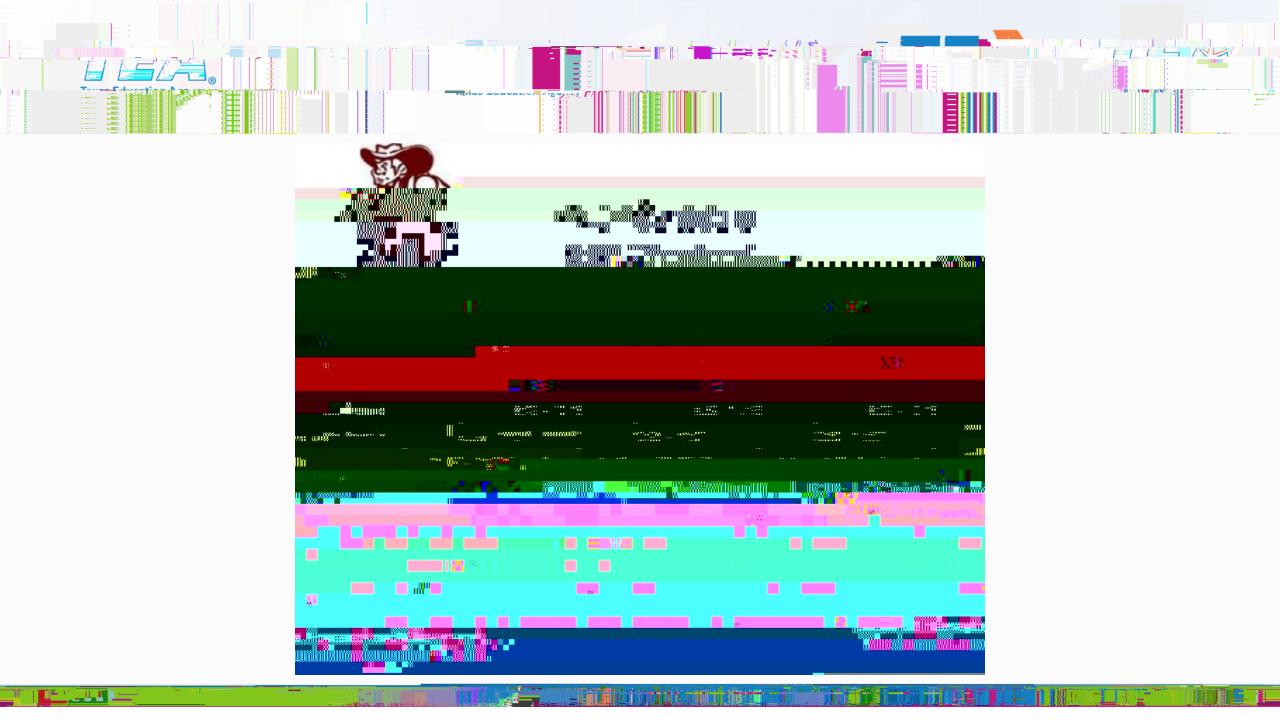


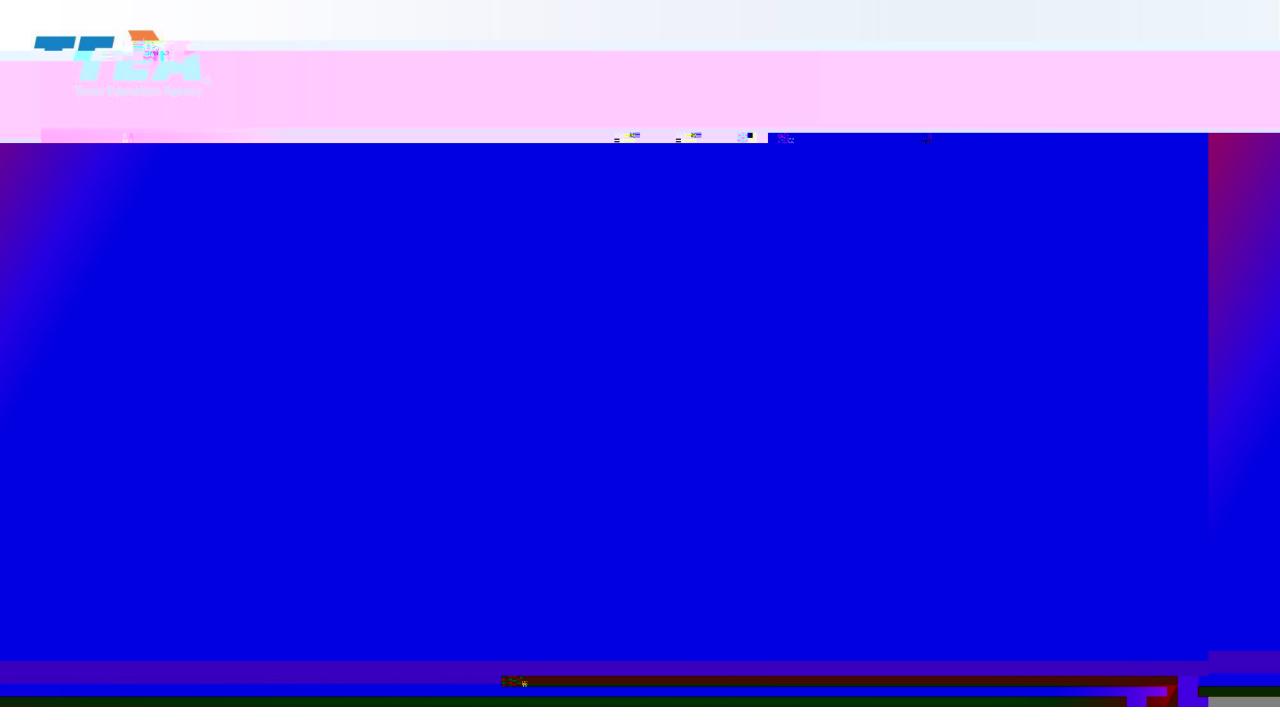
## **DeAnna Prunes M.Ed**

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