

ILLINOIS STATE BOARD OF EDUCATION

100 North First Street, N-242
Springfield, Illinois 62777-0001

SCHOOLWIDE PLAN**Section 1114, Every Student Succeeds Act**

Instructions: This completed template along with all related documentation must be:

- Approved by the Local Board of Education
- Signed by the School District Superintendent
- Kept on file with all Title I records
- Only send to ISBE if requested

SCHOOL INFORMATION

School Name:	Oakdale Elementary School		
RCDT:	170640050262010		
Principal:	Andrea Lockhart		
Address:	601 S. Adelaide Street		
City, ZIP code:	Normal, IL, 61761		
Telephone:	309-557-4421		
Email address:	lockharta@unit5.org		
Planning Year:	Poverty Rate at Board Approval:	40% Waiver: Y/N	Local Board of Ed. approval date:
2025	67.03.%	N	October 21, 2026

DISTRICT INFORMATION

District Name/Number:	McLean County Unit 5
Superintendent:	Dr. Kristen Weikle
Telephone:	309-557-4000
Email address:	weiklek@unit5.org

 Superintendent's Signature

 Date

Schoolwide Plan Components

1. Please include the names of the participants in the creation of this plan:

NAME	REPRESENTATION
Andrea Lockhart	Principal
Trish Warner	Reading Specialist
Mary Renollet	Reading Specialist
Nichole Vandegraft	Reading Specialist
Katie Zurkammer	Kindergarten
Kennedy Cobb	1st Grade
Melissa Smith	2nd Grade
Hannah Kocar	3rd Grade
Amy Brigham	4th Grade
Michelle Hermann	5th Grade
Erin Bowman	LBS1
Angie Mott	Interventionist

2. If applicable, please include a list of State educational agency and local educational agency programs and other Federal programs under subsection (a)(3) that will be consolidated in the schoolwide program:

1. Title 1 funds will be used to hire staff, purchase supplies, provide training, and enhance parent involvement.
2. Mentoring and Induction funds are used to train new teachers in our core instructional strategies and the district approved interventions.
3. Title 2 funds are used to provide training and support for teachers in literacy instruction through embedded professional development and other trainings.

3. Conduct a comprehensive needs assessment of the entire school:

- a. Include a copy of the document used to conduct the assessment.
- b. Sample available at <http://www.cde.state.co.us/FedPrograms/consapp/na.asp>.

4. Describe schoolwide reform strategies in narrative form to include the following:

- a. provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards;
- b. use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
- c. address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

School wide reform strategies will provide opportunities for all children to meet the state's academic achievement. They are based on scientific research and the school will determine if such needs have been met.

One of the literacy/reading goals in our school improvement plan is to implement and improve Reader's Workshop in order to enhance our core reading instruction. Research has proven that in order for children to become successful readers they need:

- explicit instruction of the reading strategies
- direct instruction followed by guided practice
- teacher and student modeling of strategies
- interactive use of the strategies
- focus on a gradual release of responsibility for strategies
- authentic independent practice for reading strategies
- immersion in a print-rich environment

Reader's Workshop and Writer's Workshop provides opportunities for explicit strategy instruction, guided/independent practice at the students' reading levels, oral and written responses, and sharing to build a literate community. Conferences during independent reading time and observations made during discussions serve not only as chances for teachers to monitor student progress, but also to guide the teacher when developing purposeful lessons.

Oakdale also implemented the Partnerships in Comprehensive Literacy Model (PCL). The PCL model is a balanced literacy approach which includes literacy team meetings, coaching, built-in assessments, supplemental support for struggling readers (Reading Recovery and Small Group Instruction), school plans, and spotlighting efforts. Our literacy goals within this model are to strengthen the core curriculum and to implement Reader's Workshop in grades K-5. Teachers will receive professional development throughout the school year by the literacy coach to strengthen their core curriculum and increase their knowledge of Reader's Workshop and best practices in reading instruction.

Data will be examined to identify children that need additional support and interventions in order to meet the state's academic standards. Grade level teams along with the administration, LBS1s, and Title 1 teachers will meet three times a year to analyze the student data. During these meetings, students who are not meeting grade level literacy benchmarks will be targeted for intervention. Intervention will serve as a double dose of differentiated instruction. Each grade level will have a common, built-in daily intervention block. Specific skills and strategies that need more emphasis will receive support from our most qualified staff members. Administration, grade level teams, reading specialists, and LBS1s will meet on a regular basis to assess and discuss student progress.

Interventions

Students in need of reading intervention will receive one or more scientifically based interventions from the Partnership for Comprehensive Literacy Model. These interventions include Reading Recovery, Assisted Writing, Guided Reading Plus, Writing Aloud, and Comprehension Focus Groups. Data will be used to determine the appropriate intervention to meet the student's needs.

Each intervention type is explained and defined on the following page.

Comprehension Focus Group for Literacy Intervention Groups

Comprehension Focus Group (CFG) is part of the Comprehensive Intervention Model (CIM), a systemic design for preventing reading failure in the early grades and reversing reading failure in the upper grades. The Comprehension Focus Group includes three units of study: (1) Text and Genre Study; (2) Strategy Units; and (3) Content Units. Schools can use the (CIM) interventions as a Response to Intervention method (Dorn & Schubert, 2008). CFG is based on research-based practices for promoting success in reading.

Assisted Writing

Assisted writing intervention is for students in first to fourth grades who are struggling with literacy processing. It promotes the reciprocal processes between reading and writing. It is a shared writing experience between the teacher and a small group of emergent to beginning early writers. Assisted writing assists the children in developing reading and writing strategies for operating

print. The teacher is given the opportunity to see how different children are processing print. The teacher and students construct a story that will be transcribed together.

Reading Recovery

Reading Recovery is an intense, 30 minute/daily, one-to-one intervention. Reading Recovery provides early intervention to the lowest-achieving first grade children to develop effective strategies for reading and writing to reach average levels of classroom performance. The objective of Reading Recovery is to promote accelerated learning so that children become successful readers and writers with internal, self-extending literacy learning systems.

Reading Recovery teaches the child to develop strategic behaviors to use on texts in both reading and writing. Every lesson incorporates learning about letter/sound relationships. With support from sound boxes and letter boxes, children are taught to hear and record sounds and to work with spelling patterns. Comprehension and problem solving with print are encouraged in order for decoding to be purposeful and fluent.

Oakdale will also use a variety of formal and informal assessments to monitor growth and identify needs of their students. All students in grades K-5 will be assessed using MAP and the Fountas and Pinnell Benchmark Assessment (FPBA) as a diagnostic tool.

A data wall based on Fountas and Pinnell levels will be maintained and updated for the school year. This will be maintained by classroom teachers, Title 1 teachers, and LBS1s. Data meetings will be held and changes will be made to the wall.

Each grade level team will meet to discuss all students at their grade level. At this time student progress is investigated to ensure success and continuous improvement. Adjustments to intervention groups will take place at this time. Progress monitoring should be used to make decisions during these meetings. Title 1 teachers, the literacy coach, LBS1s and Principal will meet with each grade level team to discuss students' progress. Ideas, concerns, strategies, and changes may be shared at these meetings.

Students in grades 3-5 who fall below state standards and literacy benchmarks are invited to attend after school tutoring. This program is taught by certified classroom teachers, Title 1, and LBS1 teachers. During this time, students receive additional individual and small group instruction to improve in the areas in which they are weak.

5. Provide any activity information regarding counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas.
 - SEL curriculum within the building continues to include daily circles within classrooms (Restorative Justice Practice), which provide classroom community opportunities where students can share out in a safe and empathetic space.
 - Calming Corners in each classroom are available as a space for students need that a place to regulate emotions and take a break as a means to prepare to be ready to learn.
 - A Sensory Room is an alternate space for students to go to complete academics, should there be a need for a small group setting/a place to regulate outside of the classroom.
 - School psychologist and social worker teach lessons to classrooms on topics in the social/emotional domain as needed throughout the school year, and likewise provide support through SAIG groups to students that flag on screeners in the area of extra social/emotional support.
 - Staff utilize Restorative Justice Practices within the classroom to build and maintain safe classroom communities and while facilitating problem solving among students.
 - Students receive mentoring, behavior support, and positive adult connections through Check In Check Out (CICO). Students needing additional support participate in Individualized CICO and Social Academic Intervention Groups with the psychologist, social worker or ISU psychology students.

- Students with increased needs receive individual counseling from our psychologist, social worker or therapists from the Center for Human Services who meet with students here at the school. Some students are also paired with a mentor from Big Brothers Big Sisters.
 - Oakdale has a Promise Council which aims to reduce barriers to student's education. The Promise Council packs and sends home approximately 100 food packs with students every Friday. Volunteers who meet with students to provide mentoring and academic support with students.
 - Oakdale partners with the WOW (Women of Wisdom) to provide positive mentorship to female students regarding self esteem, academic achievement, relationships, and problem solving.
 - A One by One Program transports students off site to provide positive after school support, mentoring, and tutoring services for students in need. (pending COVID regulations)
 - Oakdale's Family Coordinator acts as a liaison between school and home to reduce any barriers families may be facing that affect their ability to provide for themselves. The Family Coordinator also provides a community garden in which fresh produce is given to families. Different parent workshops are also provided. The Family Coordinator also meets with students on an individual basis and leads restorative justice circles when students are struggling with behavior or need extra social/emotional support. Likewise, the Family Coordinator facilitates the Sensory Room, providing an additional space for students to be supported outside of the classroom.
 - SEL Intervention: A building interventionist will provide social/emotional learning interventions to students at the Tier 2 level that are in need of small group support outside of SAIG group services
6. Include any activity information regarding the preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools).

P21 (21st Century Learning Standards) that are utilized include: Student driven assessments and a shift from a content focus to an application of learning. Open ended and multi modal assessments are utilized. Students know their own learning targets and monitor and track their progress, and it is the students' responsibility to show what they know and can do. Teachers give feedback and students are expected to respond to the feedback. Student choice in assessments and self-assessment is utilized. Students are exposed to multiple forms of communication – written, technology, and verbal. Our math coach trained staff on DOK of learning and 3 Act Tasks. Tech coaches train and promote new innovations in communication. Group problem solving is utilized in math and group inquiry is utilized in science. Play based choice centers are in kindergarten. Students work independently on projects and learn to meet deadlines.

Oakdale Promise Council hosts a VISION program for 5th grade students. The Promise Council brings guest speakers to each of our 5th grade classes. This includes how the speaker has overcome adversity in their life, mentors and the role they have played, positive choices that led them to where they are and how education played a role in their career. The field trip to Illinois State University, ISU, is the culminating event to this program. At ISU, our students visit various areas of the campus and hear from different groups who speak to the same topics as our Vision speakers throughout the year. During our visit, we will be showing students the Bone Student Center Auditorium, Redbird Arena and hearing from workers that help run the campus. University employees will discuss their jobs that help run the school and the importance of education in each of their careers. Our students will hear from current ISU students about their experience and the path to college. (this is all still the plan within COVID regulations)

Normal Community West High School STEM students partner with 5th grade student to build relationships In addition, recipient of Normal Community West High School Million Books Program

Normal Community West High School Future Farmers of America partnership with Oakdale students. Focus on experiences outside of the normal school day including technology and agriculture

State Farm volunteers teach financial literacy lessons to 4th and 5th grade students.

Past and potential future partnerships with the University of Illinois Extension including Ag in the Classroom, and the Miller Park Zoo.

Multiple partnerships with Illinois State University and Illinois Wesleyan students as both volunteers and tutors for all grade level

Oakdale has partnered with College Mentors for Kids (CMFK). Approximately, 15 students are transported to Illinois State University to work with ISU students who have volunteered for the College Mentors for Kids program.

7. Specify any activity information regarding the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.).

School-Wide Universal Systems Include: (Frequency monitored Weekly, Monthly, Quarterly)

- Administrative and faculty buy in
- Building-wide behavioral expectations that are taught to all
- PBIS coaches and Behavioral Leadership Team
- Behavior Matrix, T-Chart, data collection system
- Cool Tools, School Assemblies, PBIS Incentives, Out of the Blue Days, Anti-Bully

Classroom-wide Strategies – Class Dojo, Second Step

PBIS Process

Step 1: Positive Behavior Interventions and Supports (PBIS) is implemented on a school wide basis with integrity and fidelity.

Step 2: Universal Screener will be administered to students in K-5. Completion dates are within the months of October and February, after having students at least 30 days into the school year/semester. Top 3 internalizing and top 3 externalizing students are identified.

Internalizing and Externalizing Dimensions of the Universal Screener

This screener is **completed by the teacher** and asks the teacher to consider each student against the definitions.

Internalizing refers to all behavioral issues that are directed inwardly to get away from a social environment. They represent problems with self. They are self-imposed and involve social avoidance.

Externalizing refers to all behavioral issues that are directed outwardly, by the child, toward the external social environment. They usually involve behavioral excesses.

Step 3: After top 3 internalizing and top 3 externalizing students are identified. Gate 2/Universal Screener will be administered to identified students - Students whose scores meet the internalizing or externalizing criteria on Gate 2 go into the first round of intervention (i.e. CICO).

PBIS Check In Check Out CICO – Key Features - Minimum 20 school days of frequency

10-15% of students

- Same intervention for all
- Same CICO time
- School-wide goals
- Same daily progress report (DPR)
- DPR goes home daily (Daily Progress Report)

Step 4: After students are identified for the first round of intervention, an awareness letter and parent scripts (district developed) will go home notifying them of their child's entry into PBIS Check In/Check Out Intervention. CICO will begin with the assistance of PBIS Tier 2 team.

Step 5: If CICO is not successful after 20 school days (or as defined by PBIS Tier 2 team), use DPR data and other (i.e. attendance, office referrals, etc.) to determine if Individual CICO (ICICO) is necessary, which is done with individual features such as place or person.

Step 5 Continued: If CICO is not successful after 20 school days (or as defined by PBIS Tier 2 team), use DPR data and other (i.e. attendance, office referrals, etc.) to determine if:

- *Individual CICO (ICICO) is necessary (*Done with individual features such as place or person) See Above*

OR

- **Social Academic Instructional Group Key Features (SAIG)**
 - 1:3-5 student ratios for 2 – 4 weeks min.
 - Problem-Solving Group
 - Pro-social Skills Group
 - Academic Behaviors Group
- **SEL Intervention Group**
 - small group setting to provide SEL skill building through pre-determined curriculum
 - organized by PBIS Secondary Team
 - data collected and analyzed by LBS1 leading out groups

Step 6: If ICICO is used and is not successful after 20 school days, evaluate the need for SAIG or an FBA/BIP – *OR* - If SAIG is not successful after first cycle, evaluate the need for continued SAIG (second round) or an FBA/BIP. IF FBA and BIP are created – Go to CARES Process.

Step 7: If after ICICO or SAIG implementation, sufficient progress is not being made: The teacher will meet with the building administrator to discuss the need for a

CARES referral

- Review the Intervention Planner and student CICO, ICICO or SAIG daily progress report data.
- CARES case manager is assigned by administrator

Step 8: The classroom teacher and/or the individual providing the intervention will meet with CARES case manager to complete the CARES referral form in FileMaker.

Step 9: Contact the parent to explain that a referral is being made and how the process will work.

Step 10: The classroom teacher will meet with the CARES case manager (and school psychologist/social worker) prior to CARES meeting to review the data collected to be presented at the CARES meeting.

- Determine the need to complete Problem Behavior Checklist and/or Motivational Assessment Scale

Step 11: CARES meeting

- The CARES case manager and referring teacher will briefly share the case.
- Complete the Brief FBA/BIP (Pathway form).
- The CARES team will determine the next steps

Process may include, but is not limited to:

Parent Interview	Student Interview	Teacher Interview
Observations	Strengths/Difficulty	Interest Inventory
Other assessments as needed		

Brief FBA/BIP Key Features* (2 to 4 weeks min.):

- Address only one behavior that is operationally defined (observable and countable)
- Interventions chosen based on function
- Direct instruction of behavior is provided
- 1+ strategy for prevention
- 1+ strategy for minimizing reinforcement of problem behavior
- 1+ strategy for reinforcing the use of desired behaviors
- Data for plans reviewed bi-weekly

****Monitored by BIP data Track and Daily Progress DPR Point Sheets.***

Step 12: An individualized instruction plan (The Targeted Intervention Plan) will be created. Tier II intervention should be provided as a part of this plan. The progress monitoring tool targets should be determined by the team and the CARES follow-up meeting should be set.

Step 13: Before the follow-up meeting, CARES case manager will follow up with the individual providing intervention to discuss interventions being used during the process.

Step 14: CARES Follow-Up meeting

If a Brief FBA/BIP is not successful after a maximum of 4 weeks, evaluate the need for Tier III Intervention. The CARES Case Manager needs to have the parent sign the **Permission to Screen Form** (check the “other” box). This form needs to be signed if you plan to use the data for eligibility purposes in the future.

- Complex FBA/BIP

Process includes:

- Standardized Screeners (i.e. BESS, etc.)
- Observations
- Set next Follow-Up meeting

Complex FBA/BIP Key Features:

- Interventions designed based on function
- Direct instruction of behavior is provided
- Address multiple settings and behaviors
- Highly individualized interventions
- Must use SIMEO data tools

Step 15: CARES Follow-Up meeting #2

If Complex FBA/BIP is not successful after a maximum of 3 weeks, evaluate need for a TIER III WRAP. This may include referrals to community resources (i.e. counseling agency, crisis intervention team/SASS, Promise Council, etc.).

Wraparound Features*:

- Highly individualized interventions
- Team includes family/school/ community/natural supports
- Frequent team meetings
- Must use SIMEO data tools

**Students at-risk for change of placement move immediately to Complex FBA/BIP and Wrap*

Step 16: If the student is not making sufficient progress, as defined by school-based decision making rules, the CARES team and/or the PBIS problem solving team may consult with the building administrator and proceed to a special education referral.

8. Include any activity information regarding professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects.

High-quality and ongoing professional development is available for all staff to enable children to achieve state academic content standards.

Professional development opportunities are widely available for teachers and staff at Oakdale Elementary School. Graduate courses are offered through the local universities. Professional training is also provided through classes offered by the district and regional offices. The staff regularly participates in Late Start workshops, conferences, book study teams, and family literacy activities. Some staff members of Mid-State Reading Council and Illinois Reading Council. When available, the Title I staff, classroom teachers, and principal attend conferences related to best practices in literacy instruction and assessment.

Strategies are in place to attract highly qualified teachers to teach in high-need buildings.

9. Describe any activity information regarding strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

Plans are in place to assist pre-school children in the transition process from early childhood programs to kindergarten.

Careful consideration will be given to children transitioning from early childhood programs (Head Start, Pre-K, Early Childhood Education) to Kindergarten. These identified students will be given high priority regarding classroom placement and referral for additional assessment.

THE SCHOOLWIDE PLAN (section 1114)

Any eligible school that desires to operate a schoolwide program shall develop a comprehensive plan (or amend a plan for such a program that was in existence on the day before the date of the enactment of the Every Student Succeeds Act)

(A) IN GENERAL

1. USE OF FUNDS

(A) ELIGIBILITY

Schoolwide programs may consolidate and use these funds with other Federal, State and local funds to upgrade an entire educational program that serves an eligible school attendance area that is not less than 40 percent of the children are from low-income families, or not less than 40 percent of the children enrolled in the school are from such families.

(B) EXCEPTION

If a schoolwide program will best serve the needs of the students at the eligible school attendance area (which less than 40 percent of the children are from low-income families, or a school for which less than 40 percent of the children enrolled in the school are from such families) by improving academic achievement and other factors, then that school may receive a waiver from the State educational agency.

2. IDENTIFICATION OF STUDENTS IS NOT REQUIRED

(A) GENERAL

Participation in a schoolwide program means a school does not have to identify any children or individuals as eligible or as receiving services provided as supplementary.

(B) SUPPLEMENTAL FUNDS

A school participating in a schoolwide program can only use these funds to supplement where non-Federal sources may not be available, which includes funds needed to provide services that are required by law for children with disabilities and English learners; in accordance with the method of determination described in section 1118(b)(2).

3. EXEMPTION FROM STATUTORY AND REGULATORY REQUIREMENTS

(A) EXEMPTION

Please note that the Secretary may exempt schoolwide programs from statutory or regulatory provisions of any other noncompetitive formula grant program administered by the Secretary (other than formula or discretionary grant programs under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), except as provided in section 613(a)(2)(D) of such Act (20 U.S.C. 1413(a)(2)(D))), or any discretionary grant program administered by the Secretary, to support schoolwide programs if the intent and purposes of such other programs are met.

(B) REQUIREMENTS

A school that chooses to use funds from such other programs shall not be relieved of the requirements relating to health, safety, civil rights, student and parental participation and involvement, services to private school children, comparability of services, maintenance of effort, uses of Federal funds to supplement, not supplant non-Federal funds (in accordance with the method of determination described in section 1118(b)(2)), or the distribution of funds to State educational agencies or local educational agencies that apply to the receipt of funds from such programs.

(C) RECORDS

Schoolwide schools must maintain records that demonstrate the use of funds from all Federal programs. These records must address the intent and purposes of each of the Federal programs that were consolidated to support the schoolwide program. Separate fiscal accounting records or the identification of specific activities is not required.

(B) PLAN DEVELOPMENT

The comprehensive plan shall be:

1. Developed during a one-year period, unless:
 - the local educational agency determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program; or
 - the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section.
2. Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school;
3. In effect for the duration of the school's participation under this part and reviewed and revised, as necessary, by the school.
4. Available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable format.
5. If appropriate, developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d).
6. Based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

(C) PRESCHOOL PROGRAMS

A school that operates a schoolwide program under this section may use funds available under this part to establish or enhance preschool programs for children who are under 6 years of age.

(D) DELIVERY OF SERVICES

The services of a schoolwide program under this section may be delivered by nonprofit or for-profit external providers with expertise in using evidence-based or other effective strategies to improve student achievement.

(E) USE OF FUNDS FOR DUAL OR CONCURRENT ENROLLMENT PROGRAMS

1. IN GENERAL

A secondary school operating a schoolwide program under this section may use funds received under this part to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards.

2. FLEXIBILITY OF FUNDS

A school using funds received under this part for a dual or concurrent enrollment program described in paragraph (1) may use such funds for any of the costs associated with such program, including the costs of;

- i. training for teachers, and joint professional development for teachers in collaboration with career and technical educators and educators from institutions of higher education, where appropriate, for the purpose of integrating rigorous academics in such program;
- ii. tuition and fees, books, required instructional materials for such program, and innovative delivery methods; and
- iii. transportation to and from such program.

3. RULE OF CONSTRUCTION

Nothing in this subsection shall be construed to impose on any State any requirement or rule regarding dual or concurrent enrollment programs that is inconsistent with State law.