Denali

TITLE I SCHOOLWIDE PLAN

As authorized under ESEA, as amended by ESSA,
December 2015

2026-2027

ALASKA DEPARTMENT OF EDUCATION & EARLY DEVELOPMENT

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Contact Information

School Information

Name of School: Denali Elementary **Name of Principal:** Becky Zaverl

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District Information

Name of District: Fairbanks North Star Borough School District **Name of Superintendent:** Dr. Luke Meinert

Address (Street, City, State, Zip): 520 5th Ave, Fairbanks, AK 99701

Phone: 907-452-2000 **Fax:** _____ **Email:** luke.meinert@k12northstar.org

Schoolwide Enactment Information

Schoolwide Eligibility Information (for a new schoolwide plan)

What is the school's current poverty rate?	Is the school's poverty rate above 40%?	If poverty rate is below 40%, does the school have an approved waiver on file with DEED?
64%	☒ Yes ☐ No	☐ Yes ☐ No

Schoolwide Plan Information

New Plan?	Initial Effective Date	Revision Date
☒ Yes ☐ No	8/15/26	[MM/DD/YYYY]

Assurance Agreement for Schoolwide Plan

Upon implementation of the schoolwide plan, the Title I school served a student population in which at least 40% of the students are from low-income families, or the school received a waiver from the Alaska Department of Education & Early Development to operate a schoolwide program without meeting the 40% poverty threshold. The school has completed the schoolwide planning process and has met the requirements of the Title I legislation relating to schoolwide planning, implementation, and evaluation criteria as outlined in section 1114 of the ESEA. The district has worked in consultation with the school as the school developed the schoolwide plan and will continue to assist the school in implementing, evaluating, and revising the plan annually.

Name of Superintendent: Dr. Luke Meinert

Signature: _____

Date: 6-8-26

Name of Principal: Becky Zaverl

Signature: _____

Date: 5/11/26

Title I Schoolwide Program Overview

A Title I schoolwide program is a comprehensive reform strategy designed to upgrade the entire education program in a Title I school in order to improve the achievement of the lowest achieving students (ESEA section 1114(a)(1)). Under ESEA, a school may initially operate a schoolwide program if it meets any of the following conditions:

- A Title I school with 40% or more of its students living in poverty, regardless of the grades it serves.
- A Title I school that receives a waiver from the Alaska Department of Education & Early Development to operate a schoolwide program without meeting the 40% poverty threshold.

Benefits from Operating a Schoolwide Program

A school that operates a schoolwide program is able to take advantage of numerous benefits, including:

- **Serving all students**. A school operating a schoolwide program does not need to identify particular students as eligible to participate, or individual services as supplementary. (ESEA section 1114(a)(2)(A)).
- **Consolidating Federal, State, and local funds**. A school operating a schoolwide program may consolidate Federal, State, and local education funds to better address the needs of students in the school. (ESEA section 1114(a)(1), (3)).

Consultation and Coordination

- The plan must be 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. (ESEA section 1114(b)(2))
- If appropriate and applicable, the plan must be 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. (ESEA section 1114(b)(5))
- The plan must be available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. (ESEA section 1114(b)(4))

Implementing a Schoolwide Program

There are three required components of a schoolwide program that are essential to effective implementation: conducting a comprehensive needs assessment, preparing a comprehensive schoolwide plan, and annually reviewing and revising, as necessary, the schoolwide plan.

- **Conducting a comprehensive needs assessment**. To ensure that a school's comprehensive plan best serves the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards, the school must conduct a comprehensive needs assessment. (ESEA section 1114(b)(6)). Through the needs assessment, a school must examine relevant academic achievement data and other data to understand students' most pressing needs and their root causes. The needs assessment should include consultation with a broad range of stakeholders (described above). Where necessary, a school should attempt to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs.

- Preparing a **comprehensive schoolwide plan** that describes how the school will improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment. (ESEA section 1114(b)(7)).
    - The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. (ESEA section 1114(b)(7)(A)(i), (iii)). The schoolwide plan may include one or more of these activities:
        - counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
        - 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);
        - 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.);
        - 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; and
        - strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs;
    - The plan must also contain descriptions of how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education. (ESEA section 1114(b)(7)(A)(ii)).
    - To ensure that the plan results in progress toward addressing the needs of the school, the plan should include benchmarks for the evaluation of program results. This plan may be integrated into an existing improvement plan.
- **Annually evaluating the schoolwide plan**, using data from the State's assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement. (ESEA section 1114(b)(3)).

Plan Development and Consultation

A. Describe the composition of the planning team. Provide a list of team members, who they represent, and their roles and/or responsibilities. (Each group should have at least one participant.)

Schoolwide Program Planning Team

Representation	Name of Team Member	Roles/Responsibilities
Principal: *(required)*	• Becky Zaverl	Principal
Teachers: *(required)*	• Shane Wiegand • Kasey Brovold	Teachers
Paraprofessionals: *(required)*	• Pat Berkeland	Title I Tutor
Parents & Community: *(required)*	• Kristine Tansy • Dana Smith	Parent
School Staff *(required)*	• Alex Arndt-Brown	After School Program (ASP) Coordinator
Technical Assistance Providers: *(as appropriate)*		
Administrators: *(as appropriate)*		
***Title Programs**:		
***CTE:**		
***Head Start:**		
Specialized Instructional Support: *(as appropriate)*		
Tribes & Tribal Organizations: *(as applicable)*	• Peggy Kuryla, FNA JOM	FNA JOM
Students: *(if plan relates to secondary school)*		
Other: *(as needed)*		

*Administrators of programs that are to be consolidated in the schoolwide plan.

B. **Describe the process used to develop the schoolwide plan.**

Denali Elementary follows a continuous improvement cycle for developing its Title I plan from year to year. As data is collected and analyzed, needs become clear. The Leadership team at Denali reviews the needs and collaboratively, with the entire staff through PLCs and PD days, we determine the best strategies for addressing the needs. We want to involve parents as much as possible. We open the discussion of our needs and assessment at Title I annual meetings, PTA meetings, and parent nights. The team has a collective sense of urgency to improve student achievement wherever and however the data reveals the gaps. The Leadership team, staff, and Title I team also recognize the importance of delegating tasks to those whose skill-set matches the need.

C. **Use the following table to summarize the steps and activities of the planning process. Provide information about meeting dates and agenda items/topics as well as future meeting dates.**

Meeting Dates	Agenda Topics/Planning Steps	Participants at Meetings (check all that apply)
08/14/26	Ice Cream Social Meet and Greet	☒ Planning Team ☐ All Staff ☒ Parents/Community
09/16/26	Title I Annual Meeting	☒Planning Team ☐ All Staff ☒ Parents/Community
09/16/26	Titlewide Meeting: Fall Family Engagement	☒ Planning Team ☐ All Staff ☐ Parents/Community
09/16/26	Intervention Overview for Parents	☐ Planning Team ☐ All Staff ☒ Parents/Community
10/30/26	Parent Night Literacy Spooktacular	☒ Planning Team ☒ All Staff ☒Parents/Community
02/10/27	Science Night	☒ Planning Team ☐ All Staff ☒ Parents/Community
05/6/27	Spring Fling for families	☒ Planning Team ☒ All Staff ☒ Parents/Community

D. **Describe the process for communicating with all members of the school and community who were not part of the planning team about the planning process, data collection, plan development, and plan approval. Include specific information describing how parents were notified of the schoolwide planning process and involved in the plan development.**

Communication with all members of the school and community was frequent and consistent via: Weekly (every Sunday) electronic parent square newsletters sent to staff and families; weekly email updates to staff; paper copies of the newsletter sent once a month to families. For immediate notifications, text/email updates were sent via Parent Square. Parents are invited to PTA meetings as well as Title I meetings. Google forms (surveys) were sent to families to gather input and feedback on Title I programming.

Comprehensive Needs Assessment

A. Provide a brief description of the school, attendance area, and community.

Denali is one of the oldest elementary schools in Fairbanks and prides itself on its 70-plus year history. Its legacy is an endearing touchpoint for many current Fairbanks adults who attended Denali as children. Since Denali is situated near the heart of downtown Fairbanks, it draws students who live within its walk zone along with having a few bus routes to bring students from neighborhoods situated outside the walk zone, but generally no more than 3 miles away. In this regard, Denali is a true neighborhood school with a close-knit community. Currently Denali enrolls 310 students from diverse ethnic and language backgrounds. The ethnic backgrounds include: Caucasian (30%), 2+ races (22%), Alaska Native/Am. Indian (18%), Hispanic (16%), African American (5%), Asian (5%) and Native Hawaiian/Pacific Islander (4%). Current and exited English Learners bring a rich dynamic of multilingualism to Denali. Their language backgrounds include: Bengali, French, Inupiaq, Mandarin, Pohnpeian, Samoan, Spanish, Tagalog, Thai, and Yup'ik. The average attendance rate is an area of focus for improvement.

B. Describe how the comprehensive needs assessment was conducted in an inclusive manner so it reaches all members of the school community (including regular education, special education, talented and gifted, migrant, English Learners, homeless, foster care, etc. as well as low-achieving students), paying particular attention to the needs of educationally disadvantaged children.

The Fairbanks North Star Borough School District conducts an ongoing needs assessment. Ongoing input and review of needs was received from staff through the established leadership team, Title I team, and schoolwide staff meetings. Families are involved in the needs assessment through Title I meetings and multiple family input opportunities through surveys and family activities. The Denali staff analyzed the specific academic achievement and progress monitoring data available from mClass, MAPS and iReady data. Assessments mClass and MAP testing are conducted three (3) times per year: Fall, Winter, Spring. These assessments are universal, meaning all students participate; disaggregated scores for subgroups of students are analyzed for specific discrepancies.

C. Summarize the areas the school's current educational program that need improvement as identified in the comprehensive needs assessment. Identify priority of focus areas for achieving the outcomes of the proposed schoolwide program as being High, Medium, or Low.

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
State Summative Assessment and other district assessment data	Reading/language arts instruction for all students	HIGH	• Targeted interventions & instruction • Continue to work on Walk to Read and use data to increase our intervention needs
	Mathematics instruction for all students	HIGH	• Targeted interventions & instruction • Create a math block (Walk to Math 2025-2026) • SPRING MATH Tier 1 and Tier 3 intervention

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
(cont.) State Summative Assessment and other district assessment data	Science instruction for all students	LOW	
	Other content area instruction for all students	LOW	
	Support for students with disabilities	HIGH	• Targeted Intervention support in addition to small group resource groups
	Support for migrant students	LOW	
	Economically disadvantaged or low achieving students	HIGH	
English Language Proficiency (ELP) Assessment (ACCESS 2.0)	Support for EL students to attain proficiency in English	LOW	
Graduation & dropout rate	Ensure students will graduate from high school	LOW	
Attendance & Chronic absenteeism rates	Ensure that students attend school and reduce chronic absenteeism	HIGH	• Consistent contact with families • Attendance secretary and use of JOM to help increase our attendance
Demographic data	Support for other populations such as subgroups, homeless, foster care, or neglected & delinquent students	LOW	
Curriculum	Core curriculum aligned vertically and with state standards	LOW	
Instruction	Effective instructional strategies and tiered interventions	MED	• Data reviews to adjust instruction & interventions • Using PLCs to align curriculum
Assessment	Use of formative and progress monitoring assessments to improve instruction	HIGH	• Adjust instruction & interventions based on data • Principal will review and interpret the data with a focus on continuous improvement of Tier 1 instruction.
Supportive Learning Environment	Safe, orderly learning environment	MED	SEL groups with behavior specialist **MTSS for families- Create MTSS for all of our families:** GREEN: Tier 1: access to weekly meetings, resources, weekly communication with reminders, once a month phone calls (celebrate, questions, concerns)

Type of Data Analyzed	Area of Need	Priority	Describe needs determined from data in each area, as applicable (do not include solutions here)
			YELLOW: Tier 2: assigned to FCE interventionist, weekly check in via text or DOJO, monthly check in via phone RED: Tier 3: All above and monthly home visit
Family Engagement	Family & community engagement	HIGH	• Ongoing personalized contact with families • Family engagement home visits before school starts.
Professional Development (PD) needs assessment	PD to support curriculum, instruction & assessment	MED	• Deepen expertise on HMH Into Reading across all staff • Continue to work on HMH into Reading PD
	PD to support individual teacher skills	MED	• Personalized PD opportunities for classroom teachers • Learning walks and visits to other schools to observe other teachers • PD on Restorative Center (Healing Children, LLC)
	PD or strategies for hiring qualified teachers	LOW	
Leadership	Recruiting, training & retaining qualified principals	LOW	• Continue strong Leadership Team collaboration
English Language Proficiency (ELP) Assessment (ACCESS 2.0)	Support for EL students to attain proficiency in English	LOW	
Other:			

D. **As a result of the comprehensive needs assessment and/or annual review and evaluation of the schoolwide plan, identify three or four goals to be addressed within the comprehensive schoolwide plan during the year for the high priority areas of need identified. Indicate the specific area of need (content, subgroups, etc.). Include current baseline data and a measurable goal/target for the year. In the Evaluation Measure column, indicate what data source will be used to determine whether the target has been met and/or the evaluation tools to be used.**

Area of Need	Baseline Data	Measurable Goal/Target	Evaluation of Measure
Attendance	68%	70%	Weekly attendance reports
Reading instruction for all students	mClass 49% MAP 51%	Increase percentage of students scoring average/high average on the Spring assessment	AK STAR mClass & MAP Winter: Percentage of students achieving at grade level in Tier 1 instruction
Math instruction for K-2 students	iReady Math Spring Math	Increase percentage of Tier 1 students in K-2 to 75% (min.)	iReady Math Spring Math

Schoolwide Plan Strategies

A. **Describe the strategies that the school will be implementing to address the identified school needs.**

Our school had a very successful Walk to Read program this school year. For the 2025-26 school year we would like to continue the model we are using for reading intervention time (45 min a day x 5 days a week) and we would like to add a Math intervention group using our Title I tutors at each grade level. We have implemented SPRING MATH for Tier I intervention in math support, and also a Tier 3 intervention for those students who need the extra time with tutors. As a team, Denali staff will be focused on strengthening its MTSS framework to meet the needs of all students. Walk to Read was implemented schoolwide to support the reading levels and address specific skill deficiencies of students. The Walk to Read program will be implemented with the supporting work of a Walk to Read Coordinator and five (5) Instructional Tutors. Our Math intervention will also be supported with a Spring Math Coordinator. With multiple MTSS interventions available, teachers and tutors will identify the most appropriate one to accelerate the skills of struggling readers. Denali will continue to strengthen and build professional capacity to implement the MTSS framework through professional development such as attendance at the ESEA National Conference. Upon return from the conferences, those participants will take a lead role in schoolwide professional development days to share with their colleagues. The Counselor and Behavior Intervention Specialist along with classroom teachers will increase students' social emotional skills for addressing peer conflict and reducing negative behaviors using the Everyday Speech curriculum.

Our attendance secretary and JOM tutor will work together to target our truancy report and be in positive regular contact with parents. We will make it available to have home visits or parent visits for our teachers the week before school starts to start that foundation of the community.

The weekly schoolwide newsletter will also include a standing comment box where parents and families can give feedback directly or submit questions to be answered.

B. **Describe the strategies that the school will use to provide opportunities for all children, including each of the subgroups of students, to meet the challenging State academic standards.**

As soon as the beginning of the year, mClass and MAP assessments are completed, the Denali staff will hold data team meetings to identify students for small groups for the morning Walk to Read Program. Our ESGI assessment will be able to pinpoint where the K-2 kids are struggling (blends, digraphs, etc) and those in 3-5 with low MAP scores. The data teams will also identify students for math tutoring groups which will meet in the afternoons. All staff, including the English Learner Program and Alaska Native Education Program tutors will participate in the Walk to Read Program and tutoring groups. Students in subgroups with specialized needs will be placed with the staff most highly skilled to meet those needs. Students who qualify for the 21st Century After School Program (ASP) will receive additional tutoring based on their academic needs.

C. **Describe how the school will 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.**

Denali will use a Walk to Read program to support the schoolwide focus on improving reading achievement and raising more than half of the students' reading abilities to meet or exceed grade level expectations. The Walk to Read program will be an uninterrupted 45-minute intervention literacy block for every student in the school, five days a week. There will be ongoing professional development and training on MTSS interventions. We will also start a 40 minute math intervention (per grade level) based on student screening assessment scores. The leadership team will identify instructional strategies to share during weekly PLCs and staff meetings that will include time for reviews, refreshers, and collegial support on best practices for literacy development. To address negative behaviors that take away from quality instructional time, classroom teachers-with the support from the Counselor and Behavior Intervention Specialist- will deliver lessons using three programs: Zones of Regulation (emotional regulation program); Kelso's Choice (conflict resolution program); and Safe Kids (personal safety program). The anticipated outcome of this school-wide focus on SEL is a reduction of those behaviors in the classroom that detract from the learning time, thus increasing the efficacy of classroom instruction. We will have weekly attendance updates to families and reach out daily to those who are not at school. We will connect families with school and community resources that they may need to help their family.

We would like to create a MTSS support team for families. GREEN: Tier 1: access to weekly meetings, resources, weekly communication with reminders, once a month phone calls (celebrate, questions, concerns)

YELLOW: Tier 2: assigned to interventionist, weekly check in via text or parent square, monthly check in via phone

RED: Tier 3: All above, Monthly home visit

We would like to work with Healing Children, LLC for PD to work with staff on behaviors, trauma informed learning and family outreach.

D. **Describe how the school will address the needs of those at risk of not meeting the challenging State academic standards.**

Students will be identified for additional support and intervention programs through the regular analysis of mClass and MAP assessment data. Students in Tier 2 and 3 Interventions will have regular progress monitoring reports to guide placement decisions. Small groups will be created and evaluated monthly to ensure students are placed at the level they need to be to succeed. The MTSS Reading Interventions Programs will include but not limited to: Read Live, UFLI, HMH Into Reading, Phonics for All, and Heggerty Phonemic Awareness.

Annual Evaluation & Review Process

A. **Describe how the school will evaluate whether the elements of the schoolwide plan have been implemented as planned.**

The Walk to Read Coordinator will be integral in partnering with the principal to develop the Walk to Read master plan. This plan will visually illustrate the levels/interventions where students are placed. There will be quarterly data team meetings to assess student progress and adjust groupings as needed. The list of students and their Walk to Read placement will be fluid. Data team meetings will rely on formative assessments to include: mClass progress monitoring, MAP testing, informal assessments, Into Reading HMH unit exams, as well as classroom observations. The schedules of the five (5) Title I tutors will be incorporated into the Master Plan to show the kind and quality of additional support students may need. Family Engagement will be monitored and assessed through survey responses, engagement on the website, Facebook page, newsletter responses, and family night attendance rates. The Math Coordinator will work with the intervention groups and organize Spring Math evaluations and assign tutor groups.

B. **Describe how the school will measure and report student progress on the State's annual assessments and other indicators of student achievement at the end of the school year, for all students and for subgroups of students.**

AK STAR assessment results will be available to our parents through the Denali schoolwide newsletter and the school website. The link to DEED's Annual School Report Card is made available to parents through the website and newsletters from the Principal. Individual student results will be sent to parents and results can be discussed at Parent-Teacher conferences. The FNSBSD data dashboard has current, up-to-date information for parents for each school and can be disaggregated by subgroups of students.

C. **Describe how the school will evaluate the results of the schoolwide plan in increasing student achievement in meeting the State's academic standards, particularly for those students who have been further from achieving standards, and meeting the goals and objectives in the plan.**

Every quarter after the mClass and MAPS assessment results are available, the school will hold Data Teams Meetings where instructional tutors, including English Learner Program Tutors, Alaska Native Education Program Tutors, classroom teachers and administration meet to discuss the grade level and classroom assessment data and student needs. The schedule for tutors will be assessed quarterly and will be changed as needed. We will use attendance records to help gauge the social emotional status of our students and families. We will have personal outreach for those students whose attendance is hindering their classroom performance. The District Student Support Services Department will also facilitate a mid-year title-wide evaluation meeting where the Denali Title I team will review student progress up to that point and make adjustments for the second semester. The data will also be used to begin the process of identifying prioritized needs for the following school year.

D. **Describe how the school will use the results of the annual evaluation of the effectiveness of the schoolwide plan to make revisions to the plan to ensure continuous improvement of the students in the schoolwide program.**

The Denali staff will continuously evaluate the progress of students and, based on the data, students will be moved between groups to focus on emerging individual needs. The quarterly Title I Team meetings will review the data from the universal assessments and as needed, instructional practices will be adjusted to better meet student needs. In PLCs and staff meetings, the data from Walk To Read reading groups will further the professional development discussions to identify those practices that need to be enhanced or extinguished to raise student achievement. Denali's Title I Team will participate in the district Title I meetings to plan and strengthen our Title I plans and outreach to families.

Financial Requirements

A. **Indicate which, if any, of the state, local or federal program resources are used to support the schoolwide plan. (Include only funds that are used to implement components of the schoolwide plan in the school. See 34 CFR, Section 220.29 for regulations relating to consolidation of funds from federal programs.)**

Check if used	Dollar Amount	Program funds used to implement components of the schoolwide plan (check all that apply)
☒	$451,472.00	Title I, Part A: Improving Basic Programs Operated by Local Education Agencies (Basic + Family Engagement)
☐		Title I, Part C: Education of Migratory Children**
☐		Title II, Part A: Preparing, Training and Recruiting High Quality Teachers and School Leaders
☐		Title III, Part A: English Language Acquisition, Enhancement, & Academic Achievement
☐		Title IV, Part A: Student Support and Academic Enrichment Grants
☐		Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education**
☐		IDEA Part B**
☐		Carl Perkins
☐		State Funds
☐		Local Funds
☐		Other:
☐		Other:
☐		Other:
☐		Other:

**The use of Migrant Education, Indian Education, and IDEA funds have additional restrictions.