

Title I Schoolwide Programs

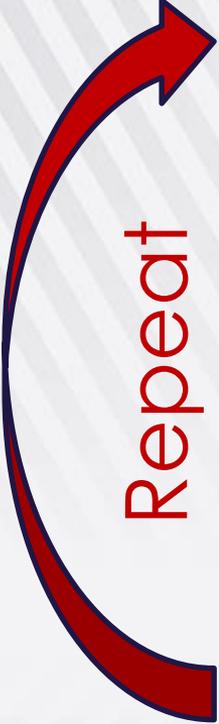
Fall 2018



Schoolwide Eligibility

- Eligible if building poverty $\geq 40\%$
- Inform parents of option to have a schoolwide program
- Submit intent to plan by November 1st
- School continues to operate as a Targeted Assistance School (TAS) while developing Schoolwide (SW) plan.

Schedule

- 
- Create/Update Title I Schoolwide Plan to be Peer Reviewed
 - Participate in District ESEA/NCLB Monitoring
(do not need to do self-review)
 - Do Schoolwide Self Review & Participate in Peer Review
(actually review other schools plans)

Buildings will submit an updated complete plan at least every 3 years

2018-19 Title I Schoolwide Intent Form

NDE 04-057

NDE Title I Intent to Develop Schoolwide Plan

This form is for buildings that do not currently have a Schoolwide Program, but meet the requirements and wish to develop a plan to become Schoolwide for the 2019-20 school year.

Please submit the following information to Beth Wooster, Title I Assistant Director, by **November 1st** to beth.wooster@nebraska.gov or

NDE, Title I Office
PO Box 94987
Lincoln, NE 68509-4987

+	
School District Number:	
School District Name:	
School Building Number:	
School Building Name:	
Poverty percentage:	
Date (between Jan. 1 & July 1, 2018)	
Enrollment and Free/Reduced Lunch data was collected.	
If District is part of an ESU Title I Consortium, please list the ESU number (i.e. ESU 10):	
Building Principal Name:	
Building Principal Email:	
Additional Contact Person Name (Optional):	
Additional Contact Person Email:	
□	

Please see the Schoolwide Program and Resources section on the NDE Title I webpage <http://www.education.ne.gov/federalprograms/Title%20I%20Part%20A.html> for the template, rubric & PowerPoint on the process to create a schoolwide plan.

WORTH NOTING:

1. Each building wishing to pursue the development of a schoolwide plan must submit this form by **November 1st**.
2. Completed Schoolwide plans, on a USB thumb-drive, are due to the NDE Title I Office by **April 1st**.
3. Required Schoolwide Peer Review Session will be held in April. All buildings submitting this form will participate in a Peer Review session – you will be notified when times and locations have been determined.

Developing / Updating Schoolwide Plan

- Make sure that the schoolwide planning team has;
 - Teachers,
 - Administrators,
 - Parents (minimum of one)
 - Student(s) - if a secondary school

Important items when putting the Schoolwide Plan together

Instructions

Rating Rubric

NEW **SCHOOLWIDE PLAN SUBMISSION INSTRUCTIONS**

- A schoolwide plan for each building participating in the spring 2019 peer review is to be submitted to the Nebraska Department of Education (NDE) by Monday, April 1st. The 3-year schedule for schoolwide peer review is available on the NDE Title I webpage: <http://www.education.ne.gov/federalprograms/Title%20I/Part%20A.html> under the purple header "Schoolwide Program Resources".
- The schoolwide plan is to be submitted on one flash-drive (retain a second flash-drive with the same information for your files).
- The flash-drive submitted will have a collection of narratives one for each of the elements listed below and a series of folders (which will need to be created) with supporting documentation in them. Supporting documentation for each of the required elements of the schoolwide plan outlined on the Schoolwide Plan Peer Review Rating Rubric will be provided in the folders corresponding to each of the required elements. Folders with the following labels will need to be created:
 - 1.1; 1.2; 1.3
 - 2.1
 - 3.1
 - 4.1
 - 5.1; 5.2; 5.3
 - 6.1; 6.2
 - 7.1
 - 8.1
- Please complete the narrative on the plan for each required element then add supporting documentation to each corresponding folder. Supporting documentation will need to be scanned or copied. All documents submitted MUST be in PDF format. Highlight pertinent sections of documentation that support the required element to allow readers to quickly identify sections that apply. Reviewers will use the narratives and documentation provided in each corresponding folder to determine the rating for that required element.
- Please use the Schoolwide Plan Peer Review Rating Rubric to determine the information needed for the narratives and the documentation needed to support the building's response to the required elements in the folders.
- Once the narrative responses for all required elements are completed and documentation provided in all the required folders it will need to be submitted to NDE. Please submit the schoolwide plan and all supporting documents in PDF format.
- Please write on the outside of the flash-drive, with a permanent marker, the district and building name along with the state assigned County-District-Building Number (00-0000-000).
- Mail the flash-drive in a padded envelope to:

Nebraska Department of Education
Title I Office
301 Centennial Mall South
P.O. Box 94987
Lincoln, NE 68509-4987

Due to NDE by Monday, April 1st Updated: August 2018

Updated: August 2, 2018

**SCHOOLWIDE PLAN PEER REVIEW RATING RUBRIC
(ANNUAL REVIEW OF SCHOOLWIDE EFFECTIVENESS)**

District Name: _____ Grade Span of Building: _____
 Building Name: _____ Date: _____

Although the peer-review process is for determining whether required schoolwide components are in place, the rubric serves as a tool to use annually for reviewing the plan and provides a system to encourage and measure growth. The mandatory components in this rubric require submission of the supporting documentation within the school plan (i.e., copy of the Title I Parent and Family Engagement Policy or Procedure; requirement 5.2) in order to be considered complete. Documentation, not just reference to the documentation must be included in the corresponding folder.

PLAN PREPARATION	
A	<p>According to §1114(b)(1-7), A Schoolwide Program Plan: (1) is developed over a one year period, or is amended from a prior plan; (2) is developed with the involvement of parents and other members of the community to be served, and individuals who will carry out such plan; (3) remains in effect for the duration of the school's participation as a Schoolwide Program; (4) is available to the local educational agency, parents, and the public, in an understandable and uniform format; (5) if applicable, is developed in coordination with other Federal, State and local services; (6) is based on a comprehensive needs assessment, and; (7) includes a description of the strategies the school will be implementing to address the school needs.</p> <p>Plans shall include a Cover Page and a School Information page. NOTE: K-12 plans will NOT be accepted. Each school, (i.e., K-6, 7-8, 9-12) must have a plan specifically addressing its identified needs.</p> <p>In the process of creating the Schoolwide Program Plan the school is encouraged to include elements of the current Continuous Improvement Plan.</p> <p>NOTE: All required documents MUST be included. RECOMMENDATION: Write the narrative first, and then include documentation that supports the narrative.</p>
Schoolwide Plan Cover Page is complete. (Please use template provided by NDE) <input type="checkbox"/> Yes <input type="checkbox"/> No	
School Information page is complete. <input type="checkbox"/> Yes <input type="checkbox"/> No	
SECTION A COMMENT: _____	
COMPONENTS OF A SCHOOLWIDE PROGRAM	

USB flash drive



Title I Schoolwide Plan Template

Title I Schoolwide Plan

Please use the assigned Nebraska Department of Education
County District and School Numbers in the table below.

To complete text areas click in grey box and type

District Name:	
County Dist. No.:	
School Name:	
County District School Number:	
School Grade span:	
Title I funds are used to support the Preschool program is part of the Schoolwide Plan. (Mark appropriate box)	<input type="checkbox"/> Yes <input type="checkbox"/> No
Title I funds are used to support the Summer school program is part of the Schoolwide Plan. (Mark appropriate box)	<input type="checkbox"/> Yes <input type="checkbox"/> No
Indicate subject area(s) of focus in this Schoolwide Plan.	<input type="checkbox"/> Reading/Language Arts <input type="checkbox"/> Math <input type="checkbox"/> Other (Specify) _____
School Principal Name:	
School Principal Email Address:	
School Mailing Address:	
School Phone Number:	
Additional Authorized Contact Person (Optional):	
Email of Additional Contact Person:	
Superintendent Name:	
Superintendent Email Address:	
Confirm that the Schoolwide Plan will be made available to the School District, Parents and the Public.	<input type="checkbox"/> Yes <input type="checkbox"/> No

Names of Planning Team <small>(Include staff, parents & at least one student if Secondary School)</small>	Titles of those on Planning Team	
	Parent	
School Information <small>(As of the last Friday in September)</small>		
Enrollment: _____	Average Class Size: _____	Number of Certified Instruction Staff: _____
Race and Ethnicity Percentages		
White: _____ %	Hispanic: _____ %	Asian: _____ %
Black/African American: _____ %	American Indian/Alaskan Native: _____ %	
Native Hawaiian or Other Pacific Islander: _____ %	Two or More Races: _____ %	
Other Demographics Percentages		
Poverty: _____ %	English Learner: _____ %	Mobility: _____ %
Assessments used in the Comprehensive Needs Assessment <small>(ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.)</small>		

The Narrative section
of the Title I Schoolwide Plan template
must be completed

The template becomes your "Schoolwide Plan" to be posted on your website after it has been approved!

Leading statements have been added to each narrative box

Please write a narrative in each box below to correspond to the Rating Rubric.

Place documentation in corresponding folder on flash drive to support the narrative.

1. Comprehensive Needs Assessment

1.1	Please provide a narrative below describing how data was used from a comprehensive needs assessment of the entire school to identify the needs of all children, particularly those who are failing, or are at-risk of failing to meet State academic standards, and how this analysis was used to plan instruction. Provide supporting documentation in the corresponding folder.
1.2	Please provide a narrative below describing how information from parents and community was gathered to identify the needs of the school. Provide supporting documentation in the corresponding folder.
1.3	Please provide a narrative below describing the on-going improvement efforts, which should support the Continuous School Improvement Plan. Provide supporting documentation in the corresponding folder.

2. Schoolwide reform strategies

2.1	Please provide a narrative below describing the additional assistance provided for students at risk of not meeting the challenging state academic standards. Provide supporting documentation in the corresponding folder.
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3. Qualifications of instructional paraprofessionals

3.1	Please provide a narrative below describing the procedure(s) used to make sure that all instructional paraprofessionals in the school meet the ESEA requirements. Provide supporting documentation in the corresponding folder.
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4. High quality and ongoing professional development

4.1	Please provide a narrative below describing the professional development and other activities provided to improve teacher effectiveness and use of academic data to guide instruction. Provide supporting documentation in the corresponding folder.
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5. Strategies to increase parental and family engagement

Making plan available

- ESSA requires that Schoolwide Plans must be made available to the school district, parents and the public.
- The Title I Schoolwide Plan form, when completed, can stand alone & be posted on the school's website as "the Schoolwide Plan"
 - no need to post the supporting documentation.

For those updating their plans:

- The previous 25 required elements have been reduced to 13. The following were eliminated from the old rubric (because it has either become part of template, parts were duplicated or because it was no longer a requirement under ESSA)
 - The remaining elements have been renumbered, & reworded to fit the new ESSA requirements.
 - The transition requirements have changed significantly (6.1- incoming students, 6.2 - outgoing students).

Peer & Self Review Rating Rubric

There are 13 items that all must have a **minimum** score of 1 point. If minimum is not met the plan and Schoolwide status will not be approved.

1 §1114(b)(6) and §1114 (b)(2) Requirement: Comprehensive Needs Assessment				
Omit student names on all documentation.				
	Required (1 point)	Proficient (2 points)	Advanced (3 points)	Points
1.1	<i>Required Documentation:</i> The narrative will describe how data was used from a comprehensive needs assessment of the entire school to identify the needs of all children, particularly those who are failing, or are at-risk of failing to meet State academic standards, and how this analysis was used to plan instruction.			■
	The district provides training opportunities for administration and staff to understand how to disaggregate data by subgroups and to utilize the data to facilitate the planning process.	Disaggregated data from the comprehensive needs assessment is used in the analysis to plan instruction.	A systemic approach to using the data to modify instruction is in place.	
1.2	<i>Required Documentation:</i> The narrative will describe how information from the parents and community was gathered to identify the needs of the school. Include documentation that supports the narrative.			■
	Parent/community input was gathered that identified the needs of the school through one activity. Describe the activity and how the results were used in the needs assessment.	Parent/community input was gathered that identified the needs of the school through two activities. Describe the activities and how the results were used in the needs assessment.	Parent/community input was gathered that identified the needs of the school through three or more activities. Describe the activities and how the results were used in the needs assessment.	
	<i>Note: If the activity was a parent/community survey, explain how the survey was distributed and collected as well as the survey results.</i>	<i>Note: If one of the activities was a parent/community survey, explain how the survey was distributed and collected as well as the survey results.</i>	<i>Note: If one of the activities was a parent/community survey, explain how the survey was distributed and collected as well as the survey results.</i>	
1.3	<i>Required Documentation:</i> The narrative will describe the on-going improvement efforts, which should support the Continuous School Improvement Plan. Documentation will include action plans from the Continuous School Improvement Plan.			■
	The Continuous School Improvement Plan identifies on-going improvement efforts.	The Continuous School Improvement Plan identifies on-going improvement efforts that address students' needs.	The Continuous School Improvement Plan clearly identifies on-going improvement efforts, identified strategies, resources, and interventions to meet the school's goals and student needs.	
SECTION 1 COMMENTS: ■				

There are required components of certain documents which are listed with checkboxes

Required documentation is listed at the top of each item. Sometimes additional optional documentation is listed, these are only suggestions.

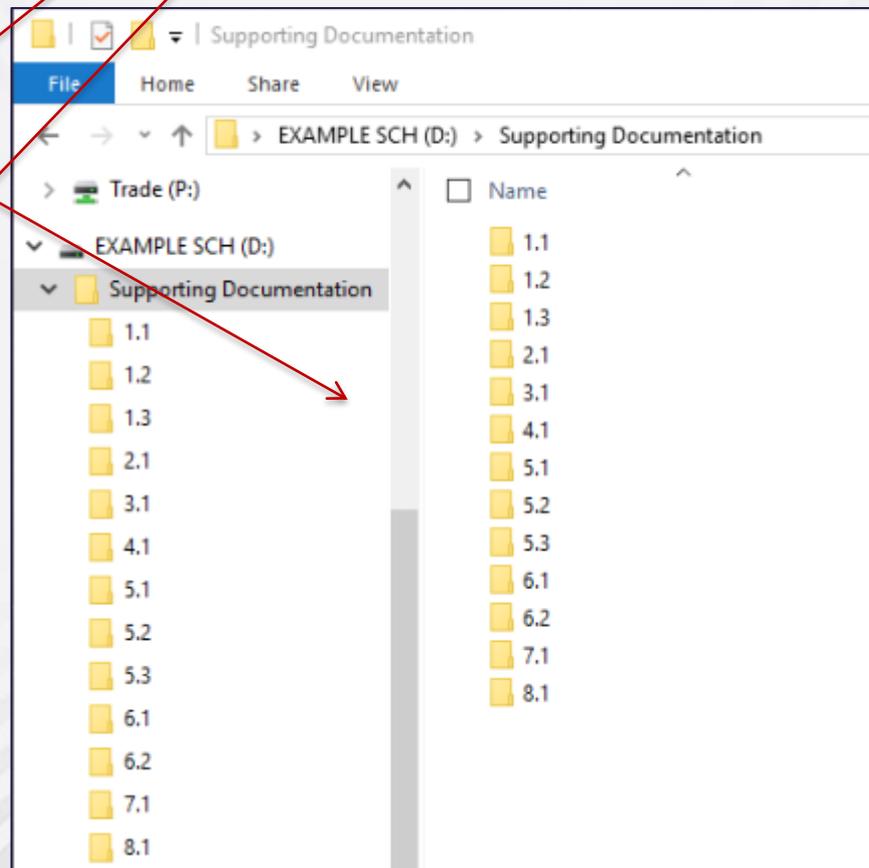
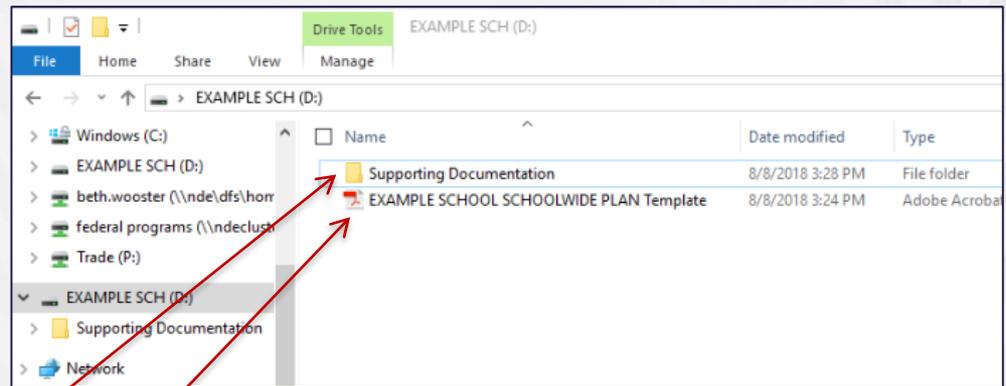
5	§1116(a-e) Requirement: Strategies to increase parent and family engagement			Points
	Required (1 point)	Proficient (2 points)	Advanced (3 points)	
5.1	Required Documentation: The narrative will describe how the School-Parent Compact was jointly developed and how it is distributed. A copy of the school-parent compact.			
	The compact was developed with staff and parents and meets the requirements below. See section below for Compact Requirements. All requirements must be included to receive a score.	Staff and parents were involved in developing the compact and review it at the annual parent meeting. The compact meets the requirements below.	Staff, parents and students (secondary only) were involved in developing the compact. It is reviewed at the annual parent meeting and at least one other time per year. The compact meets the requirements below.	
<p>A Title I School-Parent Compact has been jointly developed with parents and outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high academic standards. Such compact shall:</p> <ul style="list-style-type: none"> <input type="checkbox"/> describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment to enable children to meet the challenging state academic standards; <input type="checkbox"/> the ways in which parents will be responsible for supporting their children's learning; (For example: volunteering in their child's classroom, participating in decisions relating to the education of their children and positive use of extracurricular time) <input type="checkbox"/> address the importance of communication between teachers and parents on an ongoing basis <p style="text-align: center;"><i>Parent signatures are encouraged, but not required.</i></p>				

5.2	Required Documentation: The narrative will describe how the parents were involved in developing the Title I Parent and Family Engagement Policy or Procedure. A copy of the school level Title I Parent and Family Engagement Policy or Procedure is included.			
	A school level Title I Parent and Family Engagement Policy or Procedure, meeting Title I requirements (below), was developed with parent and family input. (Does not need to be Board approved.) See section below for Title I Parent and Family Engagement Policy or Procedure Requirements.	A school level Title I Parent and Family Engagement Policy or Procedure, meeting Title I requirements (below), was developed with parent and family input and is distributed/shared with parents and family. (Does not need to be Board approved.)	A school level Title I Parent and Family Engagement Policy or Procedure, meeting Title I requirements (below), was developed with parent and family input and is distributed/shared with parents and family and is reviewed and updated at the annual Title I parent meeting. (Does not need to be Board approved.)	
<p>The <u>school</u> has a policy that meets the requirements of ESSA. The policy shall include the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> schools shall provide opportunities for the participation of parents and family members including those with migratory children, limited English proficiency, or have disabilities. Parent shall be notified of the Parent and Family Engagement Policy, information related to school and parent programs, meetings, and other activities in an understandable and uniform format and to the extent practicable provided in a language the parents can understand; <input type="checkbox"/> convene an annual parent meeting scheduled at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved. <input type="checkbox"/> involve parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school Parent and Family Engagement Policy; <input type="checkbox"/> provide opportunities for parents and family members to participate in decisions relating to the education of their children. The school shall provide other reasonable support for parental involvement activities; <input type="checkbox"/> provide parents of participating children timely information about programs under this part, a description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards. The school will provide assistance, opportunities, and/or materials and training to help parents work with their children to improve their children's academic achievement in a format, and when feasible, in a language the parents and family members can understand; <input type="checkbox"/> educate teachers, specialized instructional support personnel, principals, and other school leaders, with the assistance of parents in the value and utility of contributions of parents, how to reach out to, communicate with and work with parents as equal partners; <input type="checkbox"/> coordinate and integrate parental involvement programs and activities with other Federal, State and local programs, including preschool programs that encourage and support parents in more fully participating in the education of their children. 				
Required Documentation: The narrative will describe how and when the Title I parent meeting is/was held informing parents of the				



The USB flash drive will need to have:

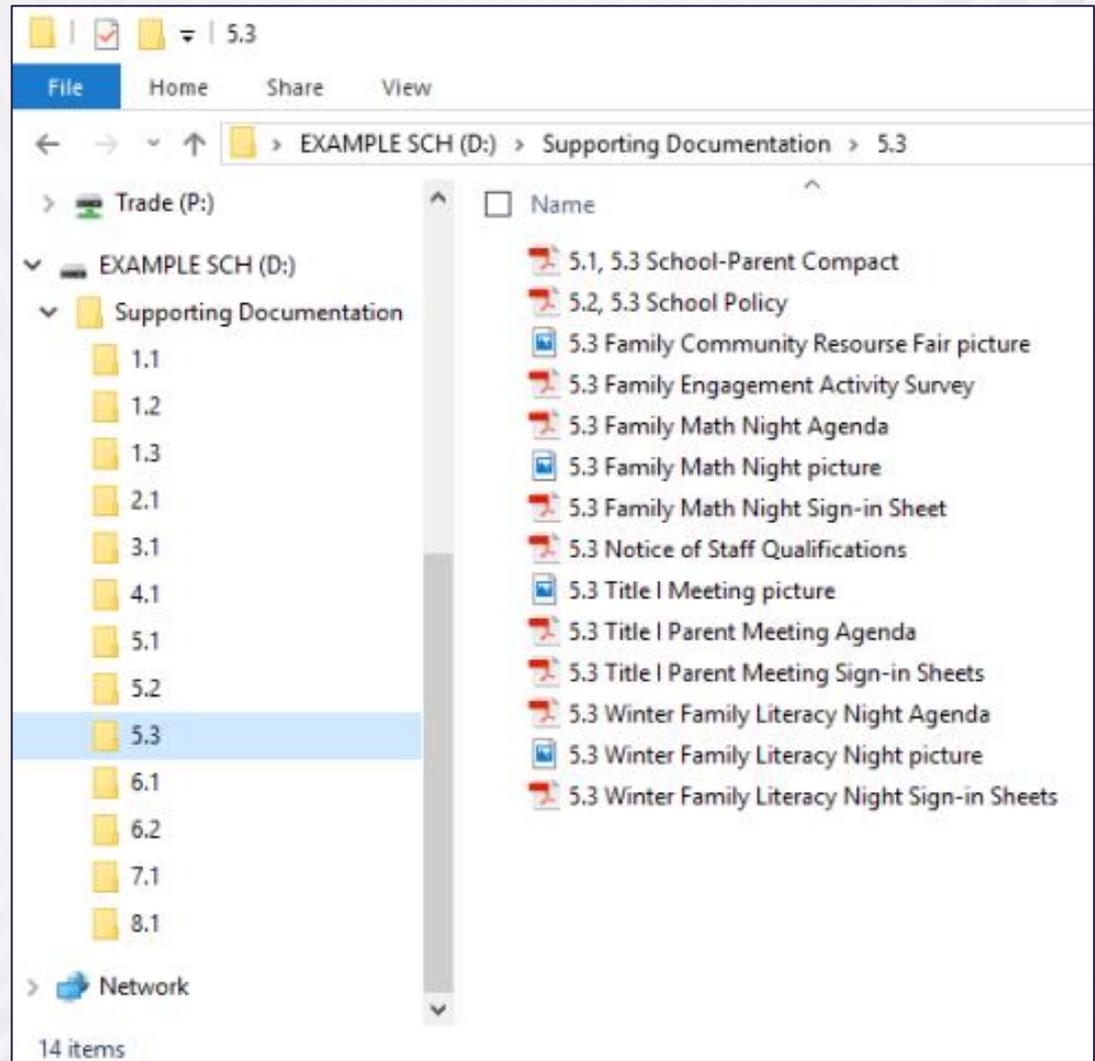
- 13 folders (one for each required item on the rubric),
- The Schoolwide Plan Template (which has the coversheet, school demographic information and narratives for each element on the rubric)



Each folder will need supporting documentation that supports the narrative on the template

All documents need to be saved as PDF's so they can't be changed (please keep the working word documents on a back up drive so changes can be made when necessary)

Pictures should be jpg files so that they can be easily viewed



Process followed at Peer Review



Template w/ narratives

Folders w/ supporting documentation



Each team of 2-3 people have two computers and a rating rubric to review each plan.

SCHOOLWIDE PLAN PEER and SELF REVIEW RATING RUBRIC
(ANNUAL REVIEW OF SCHOOLWIDE EFFECTIVENESS)

updated August 2, 2018

District Name: _____ Grade Span of Building: _____
Building Name: _____ Date: _____

Although the peer-review process is for determining whether required schoolwide components are in place, the rubric serves as a tool to use annually for reviews, the plan and provides a system to encourage and measure growth. The standards components in this rubric mirror subpages of the supporting documentation within the school plan (i.e., copy of the Title I Plans and Family Engagement Policy or Procedure, Attachment 3.2) in order to be consistent across documentation, not just reference to the documentation must be included in the corresponding folder.

PLAN PREPARATION

According to §1144b(1)-7, A Schoolwide Program Plan: (1) is developed over a one-year period, or is amended from a prior plan; (2) is developed with the involvement of teachers and other members of the community to be served, and individuals who will carry out such plan; (3) remains in effect for the duration of the school's participation as a Schoolwide Program; (4) is available to the local educational agency, parents, and the public, in an understandable and uniform format; (5) if applicable, is developed in coordination with other Federal, State and local services; (6) is based on a comprehensive needs assessment; and, (7) includes a description of the processes the school will be implementing to address the school needs.

A. Plans shall include a Cover Page and a School Information page. NOTE: K-12 plans will NOT be accepted. Each school, (i.e., K-4, 7-8, 9-12) must have a plan specifically addressing its identified needs.

In the process of creating the Schoolwide Program Plan the school is encouraged to include elements of the current Continuous Improvement Plan.

NOTE: All required documents MUST be included.
RECOMMENDATION: Write the narrative first, and then include documentation that supports the narrative.

Schoolwide Plan Cover Page is complete. (Please use template provided by NDE)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
School Information page is complete.	<input type="checkbox"/> Yes	<input type="checkbox"/> No

SECTION COMMENTS: _____

COMPONENT 1 OF A SCHOOLWIDE PROGRAM



Peer Review Process (Continued)

- A copy of the Schoolwide Template will be placed on one computer
- The USB flash drive with the folders will be on the second computer
- They will work through the rubric checking the cover sheet, abstract and then each item's narrative and supporting documentation giving a score to each & writing the notes on the printed rubric
- After completing one schoolwide plan they will review a second

Peer Review Process (Continued)

- After the plans are reviewed by the peers
 - The NDE Title I Consultant for each district
 - Reviews the School-Parent Compact & Parent Involvement plans to make sure all requirements are met
 - Contact buildings to get any missing documentation
- When all 13 items are met
 - Letter will be sent to the principal giving permission to begin/continue as a Schoolwide Program

Two years when not completing SW Plan for Peer Review you will be;

- 1st year following SW Plan
Participating in ESEA/ESSA Monitoring visit
(no longer need to complete self review)
then
- 2nd year following SW Plan
Reviewing Plans at the Peer Review **and**
Completing the Self Review

(depending on which year it is for your district)

Title I Self-Review

Evidence of review is to be submitted the same year of Peer Review participation

it must include:

- The Cover Page (*Building Principal's signature no longer required*),
- Score-sheet (which corresponds to the Schoolwide Rating Rubric),
- Evidence that review addressed the program effectiveness

Title I Schoolwide Information Spring 2019 Schoolwide Self-Review

(To type in a box, put cursor in box & start typing. To mark a checkbox, just click in it)

District Name:	
County District Number:	
School Name:	
County District School Number:	
School Grade span:	
Preschool program is supported with Title I funds. (Mark appropriate box)	<input type="checkbox"/> Yes <input type="checkbox"/> No
Summer school program is supported with Title I funds. (Mark appropriate box)	<input type="checkbox"/> Yes <input type="checkbox"/> No
Indicate subject area(s) of focus in this Schoolwide plan.	<input type="checkbox"/> Reading/Language Arts <input type="checkbox"/> Math <input type="checkbox"/> Other (Specify) _____
School Principal Name:	
School Principal Email Address:	
School Mailing Address:	
School Phone Number:	
Additional Contact Person (Optional):	
Additional Contact Person Email:	
Superintendent Name:	
Superintendent Email Address:	
Check appropriate box:	<input type="checkbox"/> ESEA/ESSA Monitoring year (do not submit this form to NDE – retain copy for records) <input type="checkbox"/> Building Participated in Peer Review (if who participated in reviewing plans at the NDE Peer Review Session in the space below & submit Self-Review to NDE by May 1 st)

- Schoolwide plan has been reviewed and has not changed.
- Schoolwide plan has been reviewed and changes are included with this review.

Here are the three pages that are needed for the Schoolwide Self Review

School District Name: _____ Co. Dist. No: _____
School Name: _____ Date: _____

SUMMARY SCORESHEET of SCHOOLWIDE PLAN SELF REVIEW RATING RUBRIC

Each Schoolwide Building must complete the following rating scale by scoring the School's previously approved Schoolwide Plan and entering scores from the Schoolwide Plan Peer and Self-Review Rating Rubric. Then complete the items on the following page.

Section	Rubric Component	(Click in box to type score)
Self-Review Rubric Scores (Enter 1, 2 or 3)		
Section 1: Comprehensive Needs Assessment		
1.1	Disaggregated Data	
1.2	Parent/Community input to identify School Needs	
1.3	Improvement Efforts to support Continuous Improvement Plan	
Section 2: Schoolwide Reform Strategies		
2.1	Strategies to Address Needs of ALL Children	
Section 3: Instruction by Highly Qualified Teachers		
3.1	Paraprofessional Qualifications	
Section 4: High Quality Ongoing Professional Development		
4.1	Professional Development Focused on Standards	
Section 5: Strategies to Increase Parent and Family Engagement		
5.1	Title I School-Parent Compact	
5.2	Building Level Title I Parent and Family Engagement Policy	
5.3	Annual Title I Parent Meeting	
Section 6: Transition Plan		
6.1	Transition plan for incoming students	
6.2	Transition plan for outgoing students	
Section 7: Strategies to address areas of Need		
7.1	Opportunities for Extended Learning Time	
Section 8: Coordination and Integration		
8.1	Coordination & Integration of Federal, State, & Local funds	

Each school is required to submit evidence that the annual review has addressed program effectiveness. Please complete the following:

Date of meeting: _____

Describe the data that analyzed to determine the effectiveness of the program and decisions made as a result:

List changes made to the Schoolwide Plan - if none, respond NA:

Meeting Minutes:

Please list the people and their title that were involved in the review:

Name	Title
	Parent
	Administrator

If you have Questions?

NDE Title I Staff

- **Cathy Mohnike**
 - 402-471-1419
 - cathy.mohnike@nebraska.gov
- **Karen Hardin**
 - 402-471-2968
 - karen.hardin@nebraska.gov
- **Kirk Russell**
 - 402-471-2741
 - kirk.russell@nebraska.gov
- **Pat Frost**
 - 402-471-2478
 - pat.frost@nebraska.gov
- **Tim Vanderheiden**
 - 402-471-1749
 - timothy.vanderheiden@nebraska.gov
- **Beth Wooster**
 - Title I Director
 - 402-471-2452
 - beth.wooster@nebraska.gov
- **Diane Stuehmer**
 - Administrator, Office of Student & School Support & Services
 - 402-471-1740
 - diane.stuehmer@nebraska.gov

