

ALIGNMENT



Nebraska LB 390

Alignment to Crisis Prevention Institute, Inc. (CPI)
Nonviolent Crisis Intervention® Training Program



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For 30 years, CPI has supported education organizations that strive to provide the safest environment for staff, patients and visitors. Not only will the *Nonviolent Crisis Intervention*® Training program meet the expectations outlined in Nebraska LB 390, CPI's train-the-trainer program and its family of advanced programs also offers a comprehensive array of curriculums that can meet all the needs an organization has for supporting a violence free space in school districts with an emphasis on crisis intervention and de-escalation techniques to better assist staff with achieving this goal.

Additionally, by participating in the *Nonviolent Crisis Intervention*® program, staff will gain the skills and confidence necessary to handle crisis with minimal anxiety and maximum security. The training will help staff intervene more safely when behavior become dangerous and most importantly it won't damage the educational bond teaching staff have worked so hard to establish with their students.

The following chart is designed to assist you in identifying some of the ways in which CPI's *Nonviolent Crisis Intervention*® Training program can help school organizations in the state of Nebraska comply with the new required minimum of twenty hours of training focused on school-based law enforcement. It may also assist you in identifying areas that may require a review and/or revision in your school organization's policies and procedures.

Section 2: Definitions

Sec. 2. For purposes of Sections 1 to 4 of this act, unless the context otherwise requires:

- (4) School resource officer means any peace officer who is assigned, as his or her primary duty, to any school district to provide law enforcement and security services to any public elementary or secondary school and does not mean a peace officer responding to a call for service, providing proactive enforcement, providing law enforcement or traffic direction for a school-related event, or providing temporary services as a school resource officer when the assigned school resource officer is not available;
- (5) Security agency means a contractor that employs security guards used by a school district; and
- (6) Security guard means a person who is contracted or employed by a security agency to protect buildings and people and who does not have law enforcement authority or the power to arrest under any apparent authority in the jurisdiction where such person is contracted or employed as a security guard. A security guard may be an off-duty peace officer.

Section 1. Intent Of Legislation and Establishment of Memorandum of Understanding	Correlation With <i>Nonviolent Crisis Intervention</i> ® Training
(1) Our public school children, faculty, and staff are entitled to be safe in schools when they attend school and study or work;	As part of a comprehensive violence prevention initiative, CPI recommends that organizations adopt policies and procedures that reflect the philosophy and strategies taught in the <i>Nonviolent Crisis Intervention</i> ® program. CPI offers a variety of resources, tools, and services that support organizations seeking to update their policies and procedures.
(2) Schools have an interest in keeping students safe;	
(3) The interest of schools in keeping students safe may include the presence of school resource officers or	

security guards if a school district determines such resources are necessary to keep schools safe;

- (5) A comprehensive and clear memorandum of understanding between law enforcement and school officials will delineate the roles and responsibilities of school resource officers, security guards, and school officials to balance the interests of safety for students and school staff in relation to parental rights, student success, and family integrity, with the goal that an increased law enforcement presence at schools will not result in a disparate impact on students in federally identified demographic categories; and
- (6) Schools have a duty to respond to and manage disciplinary issues. The primary role of school resource officers and security officers should be to enhance safety with the understanding that school resource officers also work to prevent and respond to law violations and serve as a community resource for students, parents, and school staff.

CPI provides support to organizations looking to review existing policies and has the expertise to provide support and consultation around the effective implementation of any workplace violence prevention plan. Continual review of your organizations policies and procedures are an integral part of CPI's ongoing Training and Learning Process and are discussed as part of all Instructor Certification Programs. Once policies are implemented, staff should be educated regularly on the policies and procedures. These policies and procedures should be updated as needed.

Section 4. Training Requirements

Correlation With *Nonviolent Crisis Intervention*® Training

Sec. 4. Each memorandum of understanding required by section 3 of this act shall govern the use of school resource officers or security guards and shall include, but not be limited to, policies that:

- (1) Require each school resource officer or security guard to attend a minimum of twenty hours of training focused on school-based law enforcement, including, but not limited to, coursework focused on school law, student rights, understanding special needs students and students with disabilities, conflict de-escalation techniques, ethics for school resource officers, teenage brain development, adolescent behavior, implicit bias training, diversity and cultural awareness, trauma-informed responses, and preventing violence in school settings;
- (2) Require a minimum of one administrator in each elementary or secondary school where a school resource officer or security guard is assigned to attend a minimum of twenty hours of training focused on school-based law enforcement, including, but not limited to, coursework focused on school law, student rights, understanding special needs students and students

The *Nonviolent Crisis Intervention*® Training program focuses on prevention by recognizing the early warning signs of potential crisis situations and equipping staff with nonverbal and verbal de-escalation skills. The program teaches staff about the signs of aggression, how to handle them, and how to read a situation for indicators of violence. It is the core belief of the *Nonviolent Crisis Intervention*® Training program that every effort should be made to prevent the need for the use of physical intervention.

CPI's train-the-trainer model ensures that the training and the related materials are easily customizable to meet the needs of the staff engaged in the training. CPI's programs provides practice, roleplaying real-life scenarios, and problem solving activities that are designed to be interactive and allow for continual opportunities for questions and answers.

In addition, CPI leads the training industry with online learning options. From our blended delivery model to video-on-demand

with disabilities, conflict de-escalation techniques, ethics for school resource officers and security guards, teenage brain development, adolescent behavior, implicit bias training, diversity and cultural awareness, trauma-informed responses, and preventing violence in school settings;

and DVD programs, you have numerous options to choose from. Our online learning offerings are designed to be highly interactive and engaging and incorporate numerous learning strategies effective with adult learners. They also make it easy to rollout training to a large number of staff.

Whether delivered in-person or via online learning, our corporate-wide approach ensures that knowledgeable staff are always available to assist users with questions or concerns they may have.

Section 3. Timeline for the Implementation of the Establishment of a Memorandum of Understanding

**Correlation With
Nonviolent Crisis Intervention® Training**

- (1) On or before December 1, 2019, the department shall develop and distribute a model memorandum of understanding that includes the policies required by section 4 of this act. Any law enforcement agency or security agency required to adopt a memorandum of understanding with a school district pursuant to this section that has not developed and adopted a different written memorandum of understanding shall adopt the model memorandum of understanding developed by the department.
- (2) On and after January 1, 2021, any law enforcement agency which provides school resource officers and any security agency which provides security guards to schools in a school district shall have in effect the model memorandum of understanding or a different written memorandum of understanding with such school district as adopted by such law enforcement agency or security agency. Such different written memorandum of understanding shall be substantially similar to the model memorandum of understanding, shall include provisions in conformance with the minimum standards set forth in the model memorandum of understanding, and may include any other procedures and provisions the school district and the law enforcement agency or security agency mutually deem appropriate.

CPI's programs, resources, and services can be instrumental in ensuring the timely implementation of training, policies, and procedures to meet strict deadlines.