



To: Clerk of the Legislature

From: Larianne Polk, Ed.D., CEO, Educational Service Unit Coordinating Council

RE: Behavioral Intervention Training & Teacher Support Act Legislative Report

Date: December 1, 2025

Pursuant to **Neb. Rev. Stat. §79-3602**, the Educational Service Unit Coordinating Council (ESUCC) submits this annual report summarizing statewide coordination and implementation of the Behavioral Intervention Training and Teacher Support Act. This report reflects the first year of statutory implementation and establishes the statewide foundation for the three-year training cycle.

The funds for this program are provided through the Behavioral Training Cash Fund and were distributed in four quarterly payments between July 1, 2024 and June 30, 2025, as shown below:

QUARTER PERIOD	PAYMENT TRANSFER
July 1, 2024-September 30, 2024	\$387,702
October 1, 2024-December 31, 2024	\$442,006
January 1, 2025-March 31, 2025	\$406,380
April 1, 2025-June 30, 2025	\$372,981
<i>Total FY 2025</i>	<i>\$1,609,069</i>

This report fulfills the statutory reporting requirements in four areas required by Neb. Rev. Stat. §79-3602: (1) district reports on participation in behavioral awareness training; (2) the types of training offered statewide; (3) progress on the teacher support system; and (4) a financial accounting of the funds received and expended.

STATEWIDE COORDINATION OVERVIEW

Neb. Rev. Stat. §79-3602 requires statewide coordination to ensure that every Nebraska public school district has access to behavioral awareness training and that statewide teacher support system is developed. Educational Service Unit Coordinating Council fulfilled this statutory requirement by serving as the statewide coordinating entity, designing the system framework, and ensuring that training access was available in all 17 Educational Service Unit (ESU) regions.

To ensure accurate statewide reporting and compliance with Neb. Rev. Stat. §79-3602, ESUCC designed and deployed the Behavioral Intervention Reporting Tool (BIRT), which serves as the single statewide platform for district reporting, participation tracking, and verification of statutory alignment.

Training access was ensured through coordination with all 17 ESUs, which enabled statewide uniformity of content and eliminated geographic or capacity barriers for districts. To maintain fidelity of implementation across the state, ESUCC developed standardized content, facilitator materials, and delivery resources that are used in every region.

Section 1: SUMMARY OF DISTRICT AWARENESS TRAINING REPORTS

Pursuant to Neb. Rev. Stat. §79-3602, ESUCC collected the first statewide district submissions through the Behavioral Intervention Reporting Tool (BIRT) during the 2024–25 school year, establishing the initial statewide baseline for statutory reporting.

The statute requires statewide access to training, not universal completion in the first year of implementation. ESUCC fulfilled this requirement by ensuring that every Nebraska district had access to a compliant training pathway, with 92 of 245 districts beginning implementation during this first year of the three-year cycle. District submissions demonstrate strong statewide readiness during the first year of implementation, even as districts begin training at varying points in the three-year statutory cycle.

Aggregate participation across all districts submitting reports totaled:

- Teachers: 6,047
- Administrators: 656
- Counselors: 357
- Paraprofessionals: 2,260
- School Nurses: 130

Districts selected among multiple statewide delivery options depending on staffing, scheduling, and

local implementation needs. Participation was strongest among teachers and paraprofessionals, reflecting the groups most directly engaged in behavioral prevention and classroom application.

Districts with pre-existing behavioral support frameworks frequently used CPI or MANDT equivalency, which ESUCC accepted as compliant under Neb. Rev. Stat. §79-3602. For districts preferring live instruction, ESU-facilitated in-person sessions were most commonly used, while self-paced Canvas modules and group video options ensured participation for districts requiring additional scheduling flexibility.

ESUs provided technical assistance to support accurate submission and documentation within BIRT, ensuring consistent alignment with statutory reporting requirements. District feedback confirms that the use of a single statewide reporting platform simplified documentation and reduced local administrative burden.

District submissions confirm that ESUCC has fulfilled the statutory requirement to make behavioral awareness training available statewide and has established the foundation for full participation in years two and three of the implementation cycle.

Section 2: DESCRIPTION OF TRAININGS PROVIDED

Neb. Rev. Stat. §79-3602 requires that behavioral awareness training be made available to all Nebraska public school districts. ESUCC fulfilled this statutory requirement by coordinating multiple delivery models across all 17 Educational Service Units, ensuring that every district had access to a compliant training option regardless of geography, staffing capacity, or scheduling constraints.

The following training types were made available statewide during the 2024–25 school year:

Training Type	Description	Approx. Share of Participants
Type 1 – ESU-Facilitated In-Person Sessions	Conducted by ESU staff or certified trainers during back-to-school professional-learning days or district in-service events. Sessions included live facilitation, discussion, and	36 %

	de-escalation practice.	
Type 2 – Group BITS Video with Facilitation	Delivered through an ESUCC-produced video series with an on-site facilitator. Used frequently by smaller districts and special-program staff who preferred a group setting.	18 %
Type 3 – Self-Paced Canvas Course	Hosted on the NDE Learning Network in collaboration with ESUCC. Provided asynchronous access to the required behavioral awareness training content to educators statewide.	11 %
Type 4 – CPI/MANDT Equivalency Recognition	Districts with existing Crisis Prevention Institute (CPI) or MANDT-based programs could document alignment to statutory content in lieu of retaking equivalent training. Many of these trainings were delivered by ESU certified trainers.	32 %
Type 5 – Other / Custom Trainings	Locally approved trainings meeting statutory content requirements, such as Trauma-Informed Practices or Mental-Health Awareness sessions.	3 %

These statewide delivery options reached more than 9,000 Nebraska educators and school personnel during the first implementation year. All training methods included the three content areas required under Neb. Rev. Stat. §79-3602: (1) recognition of detrimental factors and trauma indicators; (2) positive behavior supports and proactive behavior strategies; and (3) verbal intervention and de-escalation techniques.

Standardized training resources, facilitator materials, content modules, and support documents were

developed by ESUCC to ensure statewide fidelity. Regional ESUs provided direct logistical support, scheduling, and troubleshooting for districts accessing the instructional materials.

This statewide availability fulfills the statutory requirement under Neb. Rev. Stat. §79-3602 to ensure uniform access to behavioral awareness training for all Nebraska public school districts.

Section 3: DEVELOPMENT OF THE STATEWIDE TEACHER SUPPORT SYSTEM

Neb. Rev. Stat. §79-3602 requires ESUCC to develop a statewide teacher support system to provide sustained professional support beyond initial behavioral awareness training. In the first year, ESUCC built the basic structure of the statewide system required by statute so it can be expanded in the next two years.

The purpose of the teacher support system is to provide sustained behavioral-support capacity for educators beyond initial compliance training. It is being designed to (1) reinforce statutory training content over time, (2) connect educators to ongoing training and implementation supports, and (3) align statewide practice with trauma-informed and prevention-based strategies.

Year one focused on creating the architecture that future phases will build upon, including development of statewide materials, reporting alignment, and coordinated delivery structures through ESUs.

During the 2024–25 implementation year, ESUCC developed the framework and statewide delivery architecture that will support the continued expansion of services in subsequent years. These resources form the foundation for the full system build-out that will continue during years two and three of implementation.

ESUCC is using data submitted through the Behavioral Intervention Reporting Tool (BIRT) to inform system refinement and to ensure that statewide supports are responsive to district needs. The development work completed in this first year establishes the necessary statewide infrastructure for continued expansion of services aligned to the statute.

This phased development model ensures consistency, quality, and sustainability as the system scales statewide.

Section 4: FINANCIAL REPORT OF FUNDING RECEIVED AND EXPENDED

Pursuant to Neb. Rev. Stat. §79-3602(3), funds supporting the Behavioral Intervention Training and the statewide teacher support system are provided through the Behavioral Training Cash Fund. These funds are classified as special grant funds under §79-1003 and are used to fulfill ESUCC's statutory responsibility to design, implement, and support the statewide system described in Neb. Rev. Stat. §79-3602.

During the 2024–25 fiscal year, expenditures were used to build the statewide system required under Neb. Rev. Stat. §79-3602, including the development of content, statewide reporting infrastructure, and ESU-level delivery capacity.

Category	Description of Expenditure	Dollars Expended
Professional Production and Content Creation	Production of video modules	\$5,500
System Administration, Software Development, Content Curation, and Communication	ESUCC: Design and production of standardized statewide materials; development and maintenance of BIRT; statewide guidance and communication resources	\$123,226
Professional Development and ESU Training Facilitation	ESUCC: Training ESU personnel as facilitators to deliver the content and support local districts. ESU: Training delivery and data collection.	\$1,480,343
Total Expenditures FY 2024-25		\$1,609,069

In subsequent years, expenditures will shift from initial development toward statewide sustainment and refinement of system supports. Planned use of funds in 2025–26 will expand system training offerings, support additional professional learning materials, and enhance the reporting tool. In 2026–27 and beyond, funds will sustain statewide access, maintain reporting functionality, expand learning resources, and support ESU personnel who deliver required training.

Long-term sustainability will be supported through continued use of the Behavioral Training Cash Fund and alignment with related statewide initiatives where appropriate, ensuring the system remains viable beyond the initial three-year build-out period.

These expenditures reflect the statutory purpose of the Behavioral Training Cash Fund and were used to fulfill the statewide obligations assigned to ESUCC under Neb. Rev. Stat. §79-3602.

CONCLUSION

As Nebraska enters years two and three of statutory implementation, ESUCC will continue coordinating with districts and ESUs to ensure consistent statewide delivery and to strengthen educator support aligned to the statute's intent.

Neb. Rev. Stat. §79-3602 assigns ESUCC the statewide coordination responsibility to ensure access to behavioral awareness training and to develop a statewide teacher support system. ESUCC fulfilled this obligation in the first implementation year by establishing statewide availability of training, creating the statewide reporting infrastructure, and initiating the build-out of the support system.

As implementation continues, ESUCC will expand available resources, strengthen statewide educator supports, and ensure continued statutory alignment so all Nebraska school districts retain access to consistent, high-quality behavioral awareness training and ongoing teacher support.