

BALTIMORE POLICE DEPARTMENT – EDUCATION AND TRAINING SECTION
LESSON PLAN

COURSE TITLE: General Supervisor Training

LESSON TITLE: Module 2 – Patrol Supervisor Responsibilities

New or Revised Course: New Revised

Prepared By: Captain McFadden & Sgt. Janu **Date:** 5-25-21

Academic Director Approval: Director Cordner **Date:**

PARAMETERS	Lesson hours: 2 hours	[<input type="checkbox"/>] Entry-level
	Class size: 20	[<input checked="" type="checkbox"/>] Continuing Education
	Space needs: E&T Classroom	[<input type="checkbox"/>] Other

STUDENT/COURSE PREREQUISITES/QUALIFICATIONS (if any)
 Participants will hold the rank of Sergeant or above.

LESSON HISTORY (previous versions, titles if applicable)
 N/A

PERFORMANCE OBJECTIVES

1. Given group tasks and facilitated discussions, students will identify and explain supervisor roles and responsibilities by rank using the *Patrol Supervisor Manual* and *Policy 210*.

2. Given a “Buzz Session” group activity, students will critically analyze supervisor roles and responsibilities as they relate to the functional areas of *Operations* and *Shift Responsibilities* adhering to the *Patrol Supervisor Manual* and *Policy 210*.

ASSESSMENT TECHNIQUE

1. Group Tasks & Facilitated Discussion

2. Group Task – Buzz Session

<p>3. Given an “Elevator Speech” activity and through facilitated discussion, students will review policies and supervisors responsibilities within adhering to policy guidelines.</p> <p>4. Through facilitated discussion, students will revisit and discuss the hurdles/roadblocks supervisors are experiencing to the satisfaction of the facilitator.</p>	<p>3. Elevator Speech Activity & Facilitated Discussion</p> <p>4. Facilitated Discussion</p>
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COURSE DESCRIPTION

Patrol Supervisor Responsibilities – Module 2 of the General Supervisor Training places emphasis on effectively guiding and directing officers to promote effective and constitutional police practices. Within this module, various policies will be addressed, as well as supervisory roles and responsibilities. Students will critically analyze the supervisory roles as they relate to the 6 Functional Areas (*Community Policing, Performance Management, Operations, Administration, Investigation, and Shift Responsibilities*) and policies.

MPCTC OBJECTIVES (if applicable)

(Include all terminal objectives. Include supporting objectives if they help elaborate what needs to be covered in the lesson. Ensure that all terminal objectives mentioned here are also added to the “Facilitator Notes” column where they are addressed in the lesson.)

N/A

INSTRUCTOR MATERIALS

Patrol Supervisor Responsibilities – Module 2 lesson plan
Patrol Supervisor Responsibilities – Module 2 PowerPoint

TECHNOLOGY/EQUIPMENT/SUPPLIES NEEDED

Computer with projector
Chart paper and markers
Manual with policies
Departmental Phones

STUDENT HANDOUTS

Needed Title

General Supervisor Manuals
Policy 210

METHODS/TECHNIQUES

Facilitated discussion and Buzz Session (group activity)

REFERENCES

- *Patrol Supervisor Manual*
- *Policy 210*
- *BPD's Community Policing Plan*
- *BPD's Shop with a Cop.* <https://youtu.be/MAYw33Zrga8>. 2020. Retrieved April 25, 2022

GENERAL COMMENTS

Facilitators delivering this training should be those with rank and/or management experience. In addition, facilitators should have knowledge of the various policies addressed throughout the training. The facilitators should be well-versed in the Patrol Supervisor Manual and Policy 210 in order to engage students in discussion.

Lesson Plan Checklist (Part 1)

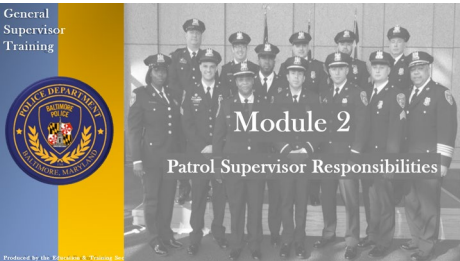

Format	Yes	No	N/A
1. All sections and boxes are completed.	X		
2. Performance objectives are properly worded and included in content.	X		
3. Assessment techniques are aligned with performance objectives.	X		
4. Copies of handouts and other instructional aids (if any) are included.	X		
5. References are appropriate and up-to-date.	X		
6. Instructions to facilitators are in the right-hand column.	X		
7. Content is in the left-hand column.	X		
8. Timing of instructional content and activities is specified.	X		
9. Instructional content and PowerPoint slides are consistent & properly aligned.	X		
10. Student engagement/adult learning techniques are included.	X		
a. Instructional content is not primarily lecture-based.	X		
b. Questions are posed regularly to engage students and ensure material is understood.	X		
c. Case studies, role-playing scenarios, and small group discussions are included where appropriate.	X		
11. Videos are incorporated.	X		
a. Video introductions set forth the basis for showing the video and key points are highlighted in advance for students.	X		
b. Videos underscore relevant training concepts.	X		
c. Videos do not contain crude or offensive language or actions that are gratuitous or unnecessary.	X		
d. Videos portray individuals of diverse demographics in a positive light.	X		
12. Meaningful review/closure is included.	X		
a. Important points are summarized at the end of lesson plan.	X		
b. Assessments are provided to test knowledge of concepts.	X		

Lesson Plan Checklist (Part 2)

Integration	Yes	No	N/A
13. Does the lesson incorporate BPD technology?			X
14. Does the lesson plan integrate BPD policies?	X		
15. Does the lesson reinforce BPD mission, vision, and values?	X		
16. Does the lesson reinforce the Critical Decision-Making Model?	X		
17. Does the lesson reinforce peer intervention (EPIC)?	X		
18. Does the lesson incorporate community policing principles?	X		
19. Does the lesson incorporate problem solving practices?	X		
20. Does the lesson incorporate procedural justice principles?	X		
21. Does the lesson incorporate fair & impartial policing principles?	X		
22. Does the lesson reinforce de-escalation?	X		
23. Does the lesson reinforce using most effective, least intrusive options?			X
24. Does the lesson have external partners involved in the development of training?			X
25. Does the lesson have external partners in the delivery of training?			X
Subject Matter Expert: Lt. Jodie McFadden & Sgt. William Janu	Date: 5-25-21		
Curriculum Specialist: Dawn Peake Danalee Potter Dawn Peake Dawn Peake & Michelle Molinaro	Date: 6/1/21, 10/18/21 12/21/21 4/14/22 4/26/22		
Reviewing Supervisor: Sgt. William Janu	Date:		
Reviewing Commander: Major Derek Loeffler	Date:		

COURSE TITLE: General Supervisor Training

LESSON TITLE: Module 2 – Patrol Supervisor Responsibilities

PRESENTATION GUIDE	FACILITATOR NOTES
<p>I. ANTICIPATORY SET</p> <p>Slide 1 SAY: This next module is Patrol Supervisor Responsibilities.</p>	<p>Time: 5 minutes</p> <p><i>If there is a new instructor for this module, they should introduce themselves and rank experience.</i></p> <p>Slide 1</p> 
<p>II. INSTRUCTIONAL INPUT (CONTENT)</p> <p>PERFORMANCE OBJECTIVES</p> <p>Slide 2 SAY: Before we begin, here are our training objectives:</p> <ul style="list-style-type: none"> • Identify and explain supervisor roles and responsibilities by rank using the <i>Patrol Supervisor Manual</i> and <i>Policy 210</i>. • Discuss and critically analyze supervisor roles and responsibilities as they relate to the functional areas of <i>Operations and Shift Responsibilities</i>. • Review policies and supervisor responsibilities within each policy. • Revisit and discuss the hurdles/roadblocks supervisors are experiencing 	<p>Time: 40 minutes for Buzz Session - 20 minutes each for group task and discussion.</p> <p>Slide 2</p>  <p>Training Objectives</p> <ul style="list-style-type: none"> • Identify and explain supervisor roles and responsibilities by rank using the <i>Patrol Supervisor Manual</i> and <i>Policy 210</i>. • Discuss and critically analyze supervisor roles and responsibilities as they relate to the functional areas of <i>Operations and Shift Responsibilities</i>. • Review policies and supervisor responsibilities within each policy. • Revisit and discuss the hurdles/roadblocks supervisors are experiencing

Slide 3

The *Patrol Supervisor Responsibilities* training provided in this lesson are in no way exhaustive and shall not be referenced in place of applicable directives found in law, policies, and procedures.

For example, if a supervisor is referencing implementation of community policing expectations, the supervisor must reference the Department's *Community Policing Plan* in addition to the brief guidance pertaining to community policing in this lesson.

Slide 3

Training Notice

The *Patrol Supervisor Responsibilities* training provided in this lesson are in no way exhaustive and shall not be referenced in place of applicable directives found in law, policies, and procedures.

IMPORTANT TRAINING NOTICE:

For example, if a supervisor is referencing implementation of community policing expectations, the supervisor shall reference the Department's *Community Policing Plan* in addition to the brief guidance pertaining to community policing in this lesson.

Slide 4 Buzz Sessions

There are 6 Functional Areas...

1. Community Policing
2. Performance Management
3. Operations
4. Administration
5. Investigation
6. Shift Responsibilities (*beginning, middle, and end of shift*)

As you have noticed, each of you has a copy of the manual. We are going to use that manual extensively and you will gain familiarity with it.

The areas we will focus on within this module are:

- Operations
- Shift Responsibilities

In other modules, we will discuss Performance Management and Administration. As a department, you all have received the Community Policing training. You'll notice Community Policing infused in many of the modules of the General Supervisor Training.

Slide 4

Functional Areas

Buzz Sessions

Community Policing	Performance Management	Operations
Administration	Investigation	Shift Responsibilities

Click to reveal stars on the focus areas on the slide.

Functional Areas

Buzz Sessions

Community Policing	Performance Management	Operations
Administration	Investigation	Shift Responsibilities

The instructor should be sure NOT to say, "Put yourself in this rank." The goal of this activity is to critically analyze the roles and responsibilities of that rank.

BUZZ SESSIONS

To dive deeper into policy and engage in meaningful conversations regarding roles and responsibilities, you are going to participate in what's called "Buzz Sessions". The purpose of a Buzz Session is to analyze a given topic and then be given a set time frame for which to share. We're going to critically analyze each rank and the responsibilities associated with that rank.

You will be assigned to one of those ranks to critically analyze the roles and responsibilities within that rank. Again, you will NOT be assigned by your rank.

Each group will have about 6 supervisors assigned to analyze the responsibilities of a Sergeant, Lieutenant, or Command. Within your groups, you will have about 10 minutes to analyze what the Supervisor's Manual says, about the functional area you were assigned and then reflect with your group.

For the group assigned to Command, you will be using *Policy 210*, which has been provided to you in the binder.

Using the manual or policy (*depending on which group you're in*), you'll discuss and record what you already KNOW is a role/responsibility of that rank and either what you LEARNED is a role/responsibility of that rank OR a QUESTION you have. Each group will then share out. Each group will share out and we will discuss.

So, before we begin, you'll notice that each expectation for supervisors is numbered. To make this easier and allow time for more discussion, use the numbers to record. For example: If your group was looking at #3 for a Sergeant and found that to me new information, record the number 3 under "LEARNED". When it comes time to explain, be sure to reference the policy as well.

Groups should be comprised of various ranks within each. The instructor should try to ensure this happens as it builds a bridge between ranks and allows supervisors to reflect on their own experiences in that rank or their aspirations to be in a particular rank.

Assign Groups - The instructor should make real-time decisions about groupings based on who is in the training.

Example chart:

	KNOW	LEARNED / ?'s
Sgt.	1,2,4 6,	3, 7?

The instructor may need to refer participants to page numbers as needed.

Click to reveal example chart on slide.

The slide features a grid of functional areas for a 'Buzz Sessions' activity. On the left, a vertical bar lists 'Functional Areas' with a 'POLICE DEPARTMENT' logo. The main grid has two columns: 'Know' and 'Learned / ?'s'. The functional areas are: Community Policing (orange), Performance Management (grey), Operations (yellow), Administration (blue), Investigation (green), and Shift Responsibilities (purple). A table at the top right shows the recording format for 'Sgt.' with 'KNOW' containing '1,2,4 6,' and 'LEARNED / ?'s' containing '3, 7?'.

You have 10 minutes to discuss with your group. Each group will then share out. As you discuss the numbers, you will reference the manual and what it explicitly says.

The instructor should allow 10 minutes for groups to discuss and record. While groups are discussing, the instructor should facilitate around to each group to listen for teachable moments and/or clear up misconceptions.

Each group should only have about 2 minutes to share out. The instructor should keep a timer to adhere to this timeframe and to reinforce the concept of “Buzz Session”.

After each group shares, the instructor should note any opportunities for supervisors to answer each other’s questions based on experiences. This will be an “organic” conversation, so the instructor must be sure to focus on and adhere to what is stated in the policy.

Example follow-up questions for each Buzz Session:

- *Which of these roles / responsibilities have you been tasked with and then realize that it is actually your supervisor’s role?*
- *Which of these roles / responsibilities have you tasked your subordinates mainly because that is what you were tasked with in that rank?*
- *How do you delegate tasks while still assuming responsibility for each?*

Let's start with **Operations**. Your groups will have 10 minutes to review, discuss, and record.

ASK: What did you already know about the roles for this rank?

- *Who can provide clarity on how they have performed # ___ for the roles / responsibilities of a _____?*
- *Which of these do you find the most challenging in your current rank?*

The instructor should provide about 10 minutes for groups to discuss and record.

After 10 minutes, the instructor should have each group share with the class.

Possible Responses:

OPERATIONS:

Sgt:

- Monitor the radio
- Serve as on-scene commander when necessary, and until properly relieved

Lt:

- Organize and present daily roll call to personnel
- Strategically manage the shift based on the crime reduction priorities

CS:

- Work with lieutenants and supervisors on crime reduction strategy
- Supervise and audit operations within their respective area of responsibility

ASK: What did you learn was a role OR did you have a question about a specific role?

OPERATIONS:

Sgt:

- Operate police vehicle to maintain visual contact with shift/squad personnel and to engage positively with the community
- Assess event scenes and determine whether too many personnel are present and should be redeployed to other assignments, or whether additional support units should be called in

Lt:

- Actively manage the performance of all First Line Supervisors under their command, and periodically audit First Line Supervisors' reporting and documentation
- Coach First Line Supervisors to be ethical and respect procedural justice in their interactions with police officers

CS:

- Manage other patrol district as needed or instructed
- Plan, organize, direct, and evaluate the performance of staff, establishing performance requirements and personal development targets

Okay, let's move on to **Shift Responsibilities**. Your groups will have 10 minutes to review, discuss, and record the same way you did for Operations.

ASK: What did you already know about the roles for this rank?

ASK: What did you learn was a role OR did you have a question about a specific role?

The instructor should provide about 10 minutes for groups to discuss and record.

After 10 minutes, the instructor should have each group share with the class.

SHIFT RESPONSIBILITIES:

Sgt:

- Assign officers to Posts and vehicles
- Review and initial all Part One Reports, and ensure the proper assignment and timely completion of all follow-up investigations

Lt:

- Ensure that the day's staffing and assignments are correct
- Brief incoming shift commander about crime, deployments, or any incident(s) that will carry on into the next shift


CS:


- Assuming responsibility for operational and overtime expenditures to ensure that funds expended for the district are used appropriately and within the mission of the agency
- During major incident, determine NIMS id needed

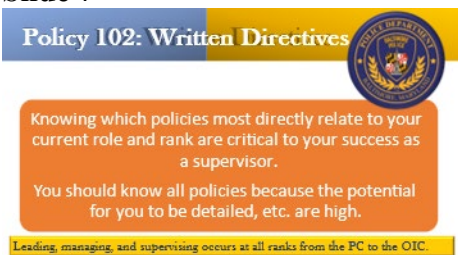
Possible Responses:

Sgt:

- Conduct roll-call briefings to update subordinates on district trends and developments,

	<p>changes to BPD policy and procedure, scheduling, and other matters as directed by the District Commander</p> <ul style="list-style-type: none"> • Assess the effectiveness of officers in implementing community policing in their performance evaluations and through routine feedback <p>Lt:</p> <ul style="list-style-type: none"> • Review and respond to community correspondence (e-mail, voicemail, etc.). • Complete post-shift reporting as dictated by command <p>CS:</p> <p>Allocating, coordinating, and directing manpower, vehicles, equipment, and supplies to meet the needs of the district, division, section or unit</p> <p>Manage other patrol districts as needed or instructed</p>
<p>Slide 5 SAY: Let's take a break.</p>	<p>Slide 5</p> 

<p>Slide 6 SAY: We all know there is quite an extensive list of supervisor responsibilities. Let's talk for a minute about these.</p> <p>Take a minute to think about your roles and responsibilities.</p> <p>ASK: In your current rank and position, which policies do you find the most helpful to your role?</p>	<p>Slide 6 <i>Click to reveal question on slide.</i></p> <p><i>The instructor should have multiple supervisors share. If the conversation becomes more negative than helpful, the instructor immediately ask the next question – Which do you find the most valuable?</i></p>  <p>Possible Responses: Incident Reporting; Complaint Intake and Classification Process; Fair and Impartial Policing; Duty to Intervene; Member-Involved Sexual Misconduct; Roll Call Procedures; Firearms Regulations; Patrol Rifle / Shotgun Program; Death and Serious Assault Investigation; Rape and Sexual Assault; Kidnapping/Extortion/Abduction Investigations; Level 3 Use of Force / Special Investigation Response Team; Domestic Violence; Crisis Intervention Program; Petitions for Emergency Evaluation and Voluntary Admission; Interactions with LGBTQ Individuals; Arson Investigations; Use of Force Reporting, Review, and Assessment; Overdose Response</p>

	<p>and Investigation Protocol; Criminal Citation Procedures; First Amendment Protected Activity; Civil Citation Procedures; Marijuana: Uniform Civil Citation; Misdemeanor Shoplifting Arrest Procedures; Hate Crimes; Traffic Citations; Departmental Vehicle Crashes; Non-Uniformed Policing Standards; Investigative Operations; Criminal/Informant Debriefing Form; Strip Searches and Body Cavity Searches; Lesser Offenses and Alternatives to Arrest.</p> <p><i>For example, Procedural Justice. We know that Procedural Justice is to be used with the public, but it's important to point out that it must also be used within the organization itself, with each other.</i></p>
<p>Slide 7 SAY: We're now going to take a deeper dive into specific policies that include important requirements for supervisors. We'll start with Policy 102: Written Directives.</p> <p>Policy 102: Written Directives <i>Policy 102: Written Directives</i> states that members must read and familiarize themselves with all Policies, Police Commissioner's Memoranda, Training Guidelines, unit SOPs, and all other BPD written directives relevant to their specific job functions.</p> <p>First-line supervisors are responsible for ensuring the compliance of their subordinates with this (<i>Policy 102—Departmental Written Directives</i>) and all other policies. Familiarizing yourself with a large volume of policies can be more manageable for subordinates by knowing</p>	<p>Slide 7</p>  <p>The slide features a blue and yellow header with the text "Policy 102: Written Directives" and the BPD seal. Below is an orange box with the text: "Knowing which policies most directly relate to your current role and rank are critical to your success as a supervisor. You should know all policies because the potential for you to be detailed, etc. are high." At the bottom is a yellow box with the text: "Leading, managing, and supervising occurs at all ranks from the PC to the OIC."</p>

where to look if they can't remember what a policy says. It is also helpful for subordinates to know which policies they need to thoroughly understand and remember, and those they will be able to pull up and refer to as needed. Policies are searchable on PowerDMS.

Each rank has a span of control. Command and control are executed through the use of scientific management principles, management styles and/or best practices to include but not limited to unity of command, delegation, communication, coaching, etc.

Each rank (*sergeants, lieutenants, and command staff*) has a responsibility to manage the systems and/or processes, supervise the tasks, and lead the people at their level of organizational responsibility—the front line (*direct or tactical*) level to operational (*process*) and strategic organizational levels responsibility.

Sergeants are at the line or direct leadership level. Lieutenants are at the operational or process leadership level, and Command staff is at the strategic leadership level.

Effective and efficient execution of tasks, objectives, and goals within specific time requirements at desired quality levels depends on each rank above officer to include Officers-In-Charge knowing the roles and responsibilities of their subordinates and supervisors to drive subordinate task completion and meet supervisor expectations through a continual process of setting incremental short-term goals, inspecting, assessing, and adjusting objectives accordingly until goals are met.

It is a member's responsibility to be aware of updates to policies and new policies that come out.

Slide 8

Policy Review – Elevator Speech

SAY: There are a number of policies that supervisors need to be aware of and understand what their specific roles are. For your next activity, you will participate in an Elevator Speech. To conduct this activity, you will get into groups of 2. Each group will be assigned a policy to review and report out on. Each of these policies can be found in the Policy binders on your table.

As you review the policy you're assigned, identify what the key points are regarding the supervisor's role. List those responsibilities on the chart paper provided and be prepared to report out on the information. As you share your summarized information, imagine you're talking to someone that you just met in an elevator.

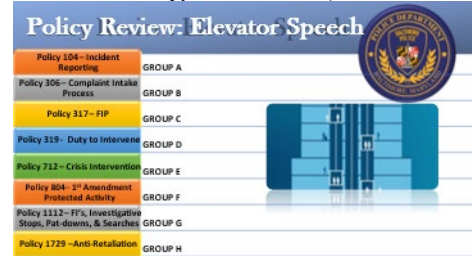
Each group will only have 1-minute to summarize the key points, so make sure that you only identify the most important information you want to share.

ASK: Does anyone have any questions?

I'll give you about 10 minutes to work together before we conduct the 1-minute elevator speeches. You may begin.

Slide 8

Time: Approximately 30 minutes
*(10 minutes to review,
20 minutes to share out and
discuss/clarify as needed)*



The facilitator should have students pair up into groups of 2.

After groups are formed, assign each group one of the policies on shown on the slide.

The facilitator should answer questions to provide clarification (if needed) by using the Elevator Speech – Instructor Notes provided in the Appendix.

The facilitator should utilize the Management By Walking Around Strategy to check in on groups and ensure they're on task.

The facilitator should leave this slide up for the duration of the Elevator Speeches as a visual of which group will present next.

SAY: Okay, let's get started with the elevator speeches. Remember, you only have 1 minute. At 1 minute, I will stop you.

SAY: Ok, let's have the first group share their key findings from *Policy 104: Incident Reporting*.

Students will hang up their chart paper and report out.

POLICY 104 Desired Responses:
Sgt:

- Collect Part I Crime reports within 2 hours of the completion of a call, and immediately review and forward unless extenuating circumstances exist.
- Ensure reports are received, reviewed, and forwarded prior to the end of the tour of duty.
- Review reports for legibility, completeness, and accuracy; narrative containing the elements of the reported crime or incident according to UCR guidelines.
- Ensure all guidelines are followed by subordinates regarding the use of oral codes.
- Log on to ACRS weekly to ensure there are no pending matters

Lt:

- Collect Part I crime reports within two hours of the completion of a call, and immediately review and forward unless extenuating circumstances exist.
- Ensure that all written reports are received, reviewed, and forwarded prior to the end of the tour of duty.

<p>SAY: Ok, let's have the next group share their key findings from <i>Policy 306: Complaint Intake Process</i>.</p>	<ul style="list-style-type: none"> • Review all written reports for: legibility, completeness, and accuracy. • Narrative containing the elements of the reported crime or incident which supports the final crime classification according to UCR guidelines <p><i>The facilitator should only review key points on the slide that were not discussed during the group's presentation.</i></p> <p><i>Students will hang up their chart paper and report out.</i></p> <p>POLICY 306 Desired Responses:</p> <ul style="list-style-type: none"> • The supervisor must provide the Complainant an opportunity to speak about the incident, including whether individuals require medical attention and/or crisis services. • Supervisors must accept every complaint and submit a BlueTeam report. • The supervisor must also identify any witnesses on scene and ensure that any physical evidence is secured and collected per proper protocol to avoid loss (see Policy 1401, Control of Property and Evidence) or destruction. • If taking the statement at a BPD facility, the supervisor should conduct a preliminary investigation, which may include locating a crime scene, witnesses, perishable evidence, etc. • If a person wishes to make a Complaint that implicates the
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SAY: Alright, it's the next group's turn to share their key findings from *Policy 317: Fair & Impartial Policing*. You have 1-minute. You may begin.

supervisor, the supervisor or another member should call an uninvolved supervisor to take the Complaint.

The facilitator should only review key points on the slide that were not discussed during the group's presentation.

Students will hang up their chart paper and report out.

POLICY 317 Desired Responses:

- Report
 - Each supervisor has an individual obligation to ensure the timely and complete review and documentation of all allegations of violations of this policy that are referred to them, or of which they should reasonably be aware.
- Blueteam
 - Commanders and supervisors must ensure that all allegations of violations of this policy are entered into Blue Team and forwarded to OPR by the end of their tour of duty.
- Ensure Awareness
 - Supervisors must ensure that all members under their command are familiar with the contents of this policy through roll call discussions, in-service training, and other means.
- Inspection
 - Supervisors must ensure that

<p>SAY: Ok. It's the next group's turn to share their key findings from <i>Policy 319: Duty to Intervene</i>.</p>	<p>all members under their command respond to and report any indication that discriminatory policing is occurring.</p> <ul style="list-style-type: none"> • Prevent and Stop Retaliation <ul style="list-style-type: none"> • Supervisors must ensure that no retaliation, intimidation, coercion, or adverse action is taken against any person, including any member, who discloses information about or participates in the investigation of allegations of discriminatory policing. <p><i>The facilitator should only review key points on the slide that were not discussed during the group's presentation.</i></p> <p><i>Students will hang up their chart paper and report out.</i></p> <p>POLICY 319 Desired Responses:</p> <ul style="list-style-type: none"> • If appropriate, consider making a recommendation to the Meritorious Service Board that the member who intervened receive the Peer Intervention Ribbon for his/her actions. • If misconduct occurred, supervisors shall report it per BPD policy. • Support and coach subordinates in proper peer intervention techniques according to Policy 210, Patrol Supervisors Responsibilities. • Coach subordinates on the value of accepting another officer's intervention.
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SAY: Next up is *Policy 712: Crisis Intervention*. Again, you have 1-minute.

The facilitator should only review key points on the slide that were not discussed during the group's presentation.

Students will hang up their chart paper and report out.

POLICY 712 Desired Responses:

- De-escalate crises to achieve peaceful resolutions to incidents and eliminate the unreasonable, unnecessary, and/or disproportional uses of force against individuals with Behavioral Health Disabilities or in Crisis.
- Indicate on the daily rundown which officers are CIT officer
- Respond to behavioral health calls when requested by members to assist in resolving situations, conducting appropriate investigations, and providing referrals to behavioral health services
- Seek the input of CIT personnel regarding strategies for resolving the Crisis, where it is reasonable for them to do so.

The facilitator should only review key points on the slide that were not discussed during the group's presentation.

SAY: Ok, let's have the next group share their key findings from *Policy 804: First Amendment Protected Activity*.

Students will hang up their chart paper and report out.

Desired Responses:


- Any order to disperse must be documented in writing.
 - Absent exigent circumstances, orders to disperse shall not be issued until after BPD has attempted to communicate with the leaders, organizers, or other participants in the protest or demonstration and resolve the situation so that the unlawful activity decreases, and the First Amendment Assembly or Demonstration can continue.
- Only a BPD command member ranked Major or above may declare an assembly unlawful.
- If no commander of the rank Major or above is available, the declaration of an unlawful assembly may be made by a Lieutenant or Captain who is serving as the Shift Commander or District Commander. Any declaration that an assembly is unlawful must be subsequently documented in writing.
- Orders to disperse may not be issued except following a declaration that an assembly is unlawful.


<p>SAY: Remember... Supervisors should convey to subordinates the importance of:</p> <ul style="list-style-type: none"> • Allowing people to speak freely, including by disagreeing with BPD members or using criticism, insults, etc. • Protecting protestors and preserving their right to protest • Not letting personal beliefs interfere with duties <p>SAY: Ok...we have two more groups left. Would the next group please share your key findings from <i>Policy 1112: Field Interviews, Investigative Stops, Pat-downs, & Searches.</i></p>	<ul style="list-style-type: none"> • Orders to disperse may only be made by a Lieutenant or above, following receipt of a declaration that an assembly is unlawful • Members shall respect, and shall not infringe, the right of all persons to observe and record the actions of law enforcement officers <p><i>The facilitator should only review key points on the slide that were not discussed during the group's presentation.</i></p> <p><i>Students will hang up their chart paper and report out.</i></p> <p>POLICY 1112 Desired Responses:</p> <p>Field Interviews:</p> <ul style="list-style-type: none"> • A consensual, non-hostile Voluntary Contact during which a member may ask questions to gain information for legitimate law enforcement purposes. • BWC must be on to document contact. • Contact is free to leave. The decision to walk or run cannot be used as the basis for establishing RAS. <p>Investigative Stops:</p> <ul style="list-style-type: none"> • Temporary, involuntary detention and questioning of a person. • Permits officers to briefly
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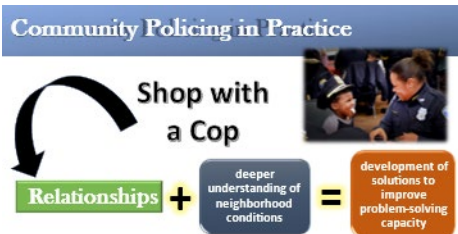
	<p>detain a person for investigation where an officer has a reasonable suspicion that a person is involved in criminal activity (<i>is committing, about to commit, or has committed</i>).</p> <ul style="list-style-type: none"> • If a member no longer has RAS that the person is committing, about to commit, or has committed a crime, that person must immediately be released. <p>Pat-downs & Searches:</p> <ul style="list-style-type: none"> • For Pat-downs – You MUST have RAS, combined with rational assumptions from these facts, the person is armed, and the pat-down ensures safety of member and others. Weapons pat-downs – conducted by at least 2 members. Shall not be used to conduct full searches to produce other incriminating material. • For Searches – You MUST have PC. <p>1st Line Supervisors:</p> <ul style="list-style-type: none"> • Submit all reports (<i>Incident, Form 8, Supplemental Reports, Form 7, & Contact Receipts</i>) • Take appropriate action to address violations • Document negligence in BlueTeam • Ensure quality and completeness of members’
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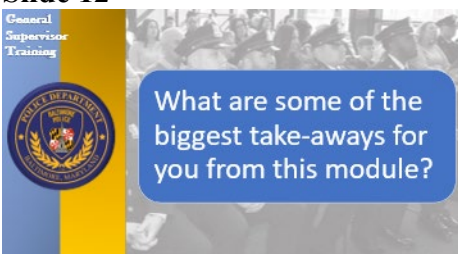
	<p>reports</p> <ul style="list-style-type: none"> • Review ALL Citizen Contact Receipts & ALL documentation • Ensure encounter was constitutional & within policy • Ensure documentation is complete • Consult with member • Document and report in BlueTeam <p>Lieutenants:</p> <ul style="list-style-type: none"> • Review & evaluate Sergeant's review of member's activity • If complete, approve the documentation. • Mentor & counsel Sergeants • Refer a member or Sergeant's policy and law violations to PIB and document in BlueTeam. <p>Commanding Officers:</p> <ul style="list-style-type: none"> • Provide training & conduct reviews of • ALL documentation to ensure all members understand and apply appropriate legal standards • Provide training & conduct audits of supervisory reviews to evaluate the supervisor's review and conclusions within 7 days of their completion. • If misconduct is identified in audit, evaluate the supervisor's assessment and
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<p>SAY: Alright...we've made it to our final group. Please share your key findings from <i>Policy 1729: Anti-Retaliation</i>.</p>	<p>recommendations.</p> <ul style="list-style-type: none"> • Ensure all appropriate corrective action was taken. <p><i>The facilitator should only review key points on the slide that were not discussed during the group's presentation.</i></p> <p><i>Students will hang up their chart paper and report out.</i></p> <p>POLICY 1729 Desired Responses:</p> <ul style="list-style-type: none"> • Supervisors must enter the Allegation(s) into BlueTeam. • Supervisors must immediately notify PIB for serious Allegations that require immediate attention. • Supervisors who observe or are aware of Retaliation that has occurred are likewise obligated to report such actions by documenting such Misconduct in BlueTeam. • With the approval of the DC over their command, supervisors must take appropriate actions, which may include detailing a member to a different sector or assignment, in order to prevent further allegations of misconduct in a manner that is not punitive. • Commanders and supervisors must ensure that employees are not subject to Retaliation for presenting Allegations of inappropriate behavior. • Supervisors are not authorized to advise employees about their legal remedies as provided by Federal and/or State agencies.
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<p>EXPLAIN: The purpose of these “Elevator Speeches” is to demonstrate how important it is for you as supervisors to be able to articulate a policy in a clear and explicit way. This is the reality of your roles. Policies will come out and be changed and you need to deliver this information to your units. Such updates can be provided in roll call. Being clear and articulate is critical.</p>	<ul style="list-style-type: none"> • If a supervisor is the subject of a Complaint or Allegation of Retaliation by a subordinate, the supervisor shall continue to evaluate, direct, and take any appropriate supervisory actions based on the subordinate’s job performance as required by their position and shall not consider the fact of the Complaint or Allegation in overseeing that subordinate’s work. <p><i>The facilitator should only review key points on the slide that were not discussed during the group’s presentation.</i></p>
<p>Slide 9</p> <p>SAY: So, we’ve talked about roll call and the multitude of shift responsibilities, including administrative tasks. With all of this, you also have a duty to engage with the community.</p> <p>ASK: Who can recall what BPD’s Community Policing Principles are?</p>	<p>Slide 9</p> <p>NOTE: Content on this slide is hidden. Click the mouse to review the content <i>AFTER</i> the discussion question is answered.</p>  <p>Desired Responses:</p> <ul style="list-style-type: none"> • Promote and strengthen community partnerships • Engage constructively with

<p>EXPLAIN: As stated in <i>BPD's Community Policing Plan</i>, "Community Engagement is key to the implementation of Community Policing. Community Engagement refers to activities that foster positive interactions between community members and BPD members, employ Community Policing ideals, create opportunities for constructive exchanges, and foster substantive collaboration between the community and BPD, while enhancing trust and legitimacy."</p>	<p>the community</p> <ul style="list-style-type: none"> • Ensure Ethical and bias-free policing • Ensure collaborative problem-solving • Increase community confidence in BPD <p><i>Click the mouse to reveal the hidden content.</i></p>
<p>Slide 10 CASE STUDY: BPD's Shop with a Cop SAY: You're about to view a case study of something that should be familiar to you here at BPD and that is BPD's Shop with a Cop.</p> <p>ASK: How many of you have ever participated in Shop with a Cop?</p> <p>Let's take a look. As you view the case study, consider how programs like this can be used to facilitate community policing in Baltimore.</p> <p>ASK: So, how might programs like Shop with a Cop be used to facilitate community policing?</p>	<p>Slide 10</p> <p>CASE STUDY: BPD's Shop with a Cop</p>  <p><i>(Run time: 54 seconds)</i> <i>Link: https://youtu.be/MAYw33Zrga8 provided in Notes Section of PowerPoint.</i></p> <p>Desired Response:</p> <ul style="list-style-type: none"> • Students may raise hands to indicate experience. <p><i>Play case study.</i></p> <p>Possible Responses:</p> <ul style="list-style-type: none"> • Helps to make connections

	<p>with business owners and community members</p> <ul style="list-style-type: none"> • Develops trust within the community • Builds relationships
<p>Slide 11 SAY: Shop with a Cop, Project Pneuma which you may have heard about in the Youth Interactions training, and similar programs are not stand-alone community policing programs. They are relationship building programs or tools to facilitate community policing through formal and/or informal engagement. This starts the community policing process by building relationships and encouraging a deeper understanding of neighborhood conditions that can lead to crime.</p> <p>These types of programs are likely to lead to the development of problem-oriented solutions.</p>	<p>Slide 11 Community Policing in Practice</p>  <p>The diagram illustrates the process of 'Shop with a Cop'. It starts with a photo of a police officer and a young boy. An arrow points from this photo to a box labeled 'Shop with a Cop'. From there, an arrow points to a box labeled 'Relationships'. A plus sign follows, leading to a box labeled 'deeper understanding of neighborhood conditions'. An equals sign follows, leading to a box labeled 'development of solutions to improve problem-solving capacity'.</p>

<p>III. REVIEW/EVALUATION/CLOSURE Slide 12 SAY: We covered quite a bit in this module.</p> <p>ASK: What are some of the biggest take-aways for you from Patrol Supervisor Responsibilities?</p> <p>SAY: When we first started this module the goals were to...</p> <ul style="list-style-type: none"> • Identify and explain supervisor roles and responsibilities by rank using the <i>Patrol Supervisor Manual</i> and <i>Policy 210</i>. • Discuss and critically analyze supervisor roles and responsibilities as they relate to the functional areas of <i>Operations and Shift</i> 	<p>Time: 5 minutes Slide 12</p>  <p>The slide is titled 'General Supervisor Training' and features the Department of Public Safety logo. A blue box contains the question: 'What are some of the biggest take-aways for you from this module?'</p> <p><i>The instructor should have a few students share take-aways with the class.</i></p>
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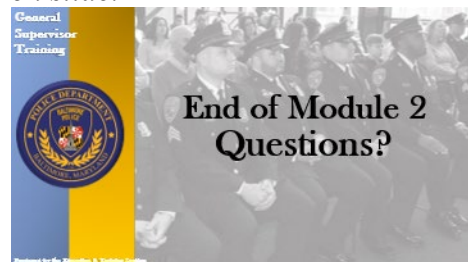
Responsibilities.

- Revisit and discuss the hurdles/roadblocks supervisors are experiencing

SAY: This concludes Module 2.

ASK: What questions do you have for me?

Click to reveal “End of Module 2” on slide.



The instructor should answer as many questions as time allows.

Slide 13

SAY: Let's take a break.

Slide 13



Elevator Speeches – Instructor Notes

Elevator Speech #1 Policy 104: Incident Reporting

Collect Part I Crime reports ***within 2 hours*** of the completion of a call, and immediately review and forward unless extenuating circumstances exist.

Ensure reports are received, reviewed, and forwarded prior to the end of the tour of duty.

Review reports for legibility, completeness, and accuracy; narrative containing the elements of the reported crime or incident according to UCR guidelines.

Ensure all guidelines are followed by subordinates regarding the use of oral codes.

Log on to ACRS weekly to ensure there are no pending matters.

Narrative containing the elements of the reported crime or incident which supports the final crime classification according to UCR guidelines

Elevator Speech #2 Policy 306: Complaint Intake Process

The supervisor must provide the Complainant an opportunity to speak about the incident, including whether individuals require medical attention and/or crisis services.

The supervisor must also identify any witnesses on scene and ensure that any physical evidence is secured and collected per proper protocol to avoid loss (see Policy 1401, Control of Property and Evidence) or destruction.

If taking the statement at a BPD facility, the supervisor should conduct a preliminary investigation, which may include locating a crime scene, witnesses, perishable evidence, etc.

If a person wishes to make a Complaint that implicates the supervisor, the supervisor or another member should call an uninvolved supervisor to take the Complaint.

Elevator Speech #3 Policy 317: FIP

REPORT	BLUETEAM	ENSURE AWARENESS	INSPECTION	PREVENT & STOP RETALIATION
<ul style="list-style-type: none"> Each supervisor has an individual obligation to ensure the timely and complete review and documentation of all allegations of violations of this policy that are referred to them, or of which they should reasonably be aware. 	<ul style="list-style-type: none"> Commanders and supervisors must ensure that all allegations of violations of this policy are entered into Blue Team and forwarded to OPR by the end of their tour of duty. 	<ul style="list-style-type: none"> Supervisors must ensure that all members under their command are familiar with the contents of this policy through roll call discussions, in-service training, and other means. 	<ul style="list-style-type: none"> Supervisors must ensure that all members under their command respond to and report any indication that discriminatory policing is occurring. 	<ul style="list-style-type: none"> Supervisors must ensure that no retaliation, intimidation, coercion, or adverse action is taken against any person, including any member, who discloses information about or participates in the investigation of allegations of discriminatory policing.

Elevator Speech #4 Policy 319: Duty to Intervene

If appropriate, consider making a recommendation to the Meritorious Service Board that the member who intervened receive the Peer Intervention Ribbon for his/her actions.

If misconduct occurred, supervisors shall report it per BPD policy.

Support and coach subordinates in proper peer intervention techniques according to Policy 210, Patrol Supervisors Responsibilities.

Coach subordinates on the value of accepting another officer's intervention.

Elevator Speech #5 Policy 712: Crisis Intervention

De-escalate crises to achieve peaceful resolutions to incidents and eliminate the unreasonable, unnecessary, and/or disproportional uses of force against individuals with Behavioral Health Disabilities or in Crisis.

Indicate on the daily rundown which officers are CIT officer

Respond to behavioral health calls when requested by members to assist in resolving situations, conducting appropriate investigations, and providing referrals to behavioral health services

Seek the input of CIT personnel regarding strategies for resolving the Crisis, where it is reasonable for them to do so.

Elevator Speech##7 Policy 804: First Amendment Protected Activity

Any order to disperse must be documented in writing.

- Absent exigent circumstances, orders to disperse shall not be issued until after BPD has attempted to communicate with the leaders, organizers, or other participants in the protest or demonstration and resolve the situation so that the unlawful activity decreases, and the First Amendment Assembly or Demonstration can continue.

Only a BPD command member ranked Major or above may declare an assembly unlawful.

Orders to disperse may only be made by a Lieutenant or above, following receipt of a declaration that an assembly is unlawful

Members shall respect, and shall not infringe, the right of all persons to observe and record the actions of law enforcement officers

Elevator Speech##8 Policy 1107: De-Escalation

Ensure appropriate number of officers respond promptly to an incident.

Assess members' tactical positioning and/or deployment of specialized equipment (e.g., bunker, CEW, lesslethal equipment).

Assess whether member successfully employed de-escalation techniques during a use of force review.

Provide timely and constructive feedback directly to the member and/or refer the member for further training if deficiencies are noted.

Elevator Speech #6 Policy 1112: Field Interviews, Investigative Stops, Padowns & Searches

1st Line Supervisors	Lieutenants	Commanding Officers
<ul style="list-style-type: none"> • Submit all reports (<i>Incident, Form 8, Supplemental Reports, Form 7, & Contact Receipts</i>) • Take appropriate action to address violations • Document negligence in BlueTeam • Ensure quality and completeness of members' reports • Review ALL Citizen Contact Receipts & ALL documentation • Ensure encounter was constitutional & within policy • Ensure documentation is complete • Consult with member • Document and report in BlueTeam 	<ul style="list-style-type: none"> • Review & evaluate Sergeant's review of member's activity • If complete, approve the documentation. • Mentor & counsel Sergeants • Refer a member or Sergeant's policy and law violations to PIB and document in BlueTeam. 	<ul style="list-style-type: none"> • Provide training & conduct reviews of • ALL documentation to ensure all members understand and apply appropriate legal standards • Provide training & conduct audits of supervisory reviews to evaluate the supervisor's review and conclusions within 7 days of their completion. • If misconduct is identified in audit, evaluate the supervisor's assessment and recommendations. • Ensure all appropriate corrective action was taken.

Elevator Speech #9 Policy 1729: Anti-Retaliation

Supervisors must enter the Allegation(s) into BlueTeam

Supervisors must immediately notify PIB for serious Allegations that require immediate attention.

Supervisors who observe or are aware of Retaliation that has occurred are likewise obligated to report such actions by documenting such Misconduct in BlueTeam.

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