

BALTIMORE POLICE DEPARTMENT – EDUCATION AND TRAINING SECTION

LESSON PLAN

COURSE TITLE: General Supervisor Training

LESSON TITLE: Module 3 - Non-Disciplinary Corrective Actions (*Minor Infractions*)

New or Revised Course: **New** **Revised**

Prepared By: Lt. Jodie McFadden **Date:** October 17, 2021

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

PARAMETERS	Lesson hours: 60 minutes	<input type="checkbox"/> Entry-level
	Class size: 20 students	<input checked="" type="checkbox"/> Continuing Education
	Space needs: 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. Through facilitated discussion, learners will define and explain the purpose of non-disciplinary corrective action to the satisfaction of the facilitator.
2. Through facilitated discussion, learners will define minor infractions per policy.
3. Through facilitated discussion, learners will define and explain the use of the Supervisor Feedback Log per the guidelines of the log.

ASSESSMENT TECHNIQUE

1. Facilitated Discussion
2. Facilitated Discussion
3. Facilitated Discussion

<p>4. Through facilitated discussion, learners will identify and explain the conditions needed to apply non-disciplinary corrective action.</p> <p>5. Through facilitated discussion and group activities, learners will explain supervisor roles in the process of taking non-disciplinary corrective action.</p>	<p>4. Facilitated Discussion</p> <p>5. Facilitated Discussion and Group Activities</p>
<p style="text-align: center;">COURSE DESCRIPTION</p> <p>This training is designed to familiarize students with <i>Draft Policy 211—Non-Disciplinary Corrective Action</i>. This policy governs behaviors and actions that are sufficiently minor as to warrant being addressed through non-disciplinary corrective action (NDCA) or Coaching, which may include such strategies as mentoring, policy review, redirection, remedial training, or other non-punitive actions. Therefore, this lesson will cover supervision and training approaches to effectively address minor infractions, as defined by <i>Draft Policy 211</i>.</p>	
<p style="text-align: center;">MPCTC OBJECTIVES (if applicable)</p> <p style="text-align: center;"><i>(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.)</i></p> <p>N/A</p>	
<p style="text-align: center;">INSTRUCTOR MATERIALS</p> <ul style="list-style-type: none"> • <i>Module 3 – Non-Disciplinary Corrective Action</i> lesson plan • <i>Module 3 – Non-Disciplinary Corrective Action</i> PowerPoint • Chart paper • Markers • Sticky Notes • 2 copies of Appendix D – Role Playing Script 	
<p style="text-align: center;">TECHNOLOGY/EQUIPMENT/SUPPLIES NEEDED</p> <ul style="list-style-type: none"> • Computer • Projector • Whiteboard • Smart TV 	
<p style="text-align: center;">STUDENT HANDOUTS</p> <p>None</p>	

METHODS/TECHNIQUES

Facilitated discussion, group activity, scenarios

REFERENCES

Draft Policy 211: Non-Disciplinary Corrective Action

GENERAL COMMENTS

All documents in the Appendix should be copied in advance OR placed into pre-created binders that can be reused with each lesson.

Chart paper needs to be readily available for both the instructor AND the students for each lesson.

Students will need access to sticky notes.

Lesson Plan Checklist (Part 1)

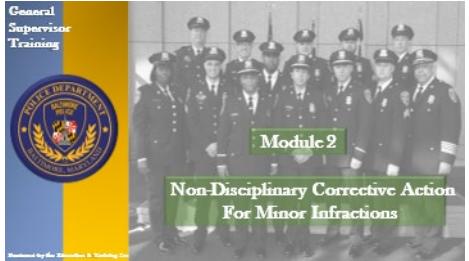
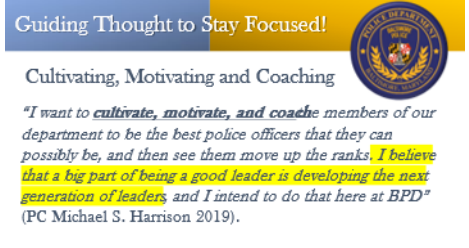

Format	Yes	No	N/A
1. All sections and boxes are completed.	X		
2. Performance objectives are properly worded and included in content.	X		
3. Assessment techniques are aligned with performance objectives.	X		
4. Copies of handouts and other instructional aids (if any) are included.	X		
5. References are 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: Cpt. Jodie McFadden	Date: 10/17/21		
Curriculum Specialist: Danalee Potter Dawn Peake Dawn Peake & Michelle Molinaro Dana Potter	Date: 9/8/21 4/3/22 4/25/22 5/9/22		
Reviewing Supervisor: Major Derek Loeffler	Date:		
Reviewing Commander: Major Derek Loeffler	Date:		

COURSE TITLE: General Supervisor Training

LESSON TITLE: Module 2 - Non-Disciplinary Corrective Actions (*Minor Infractions*)

PRESENTATION GUIDE	FACILITATOR NOTES
<p>I. ANTICIPATORY SET</p> <p>Slide 1</p> <p>SAY: We are now going to start our discussion on Non-Disciplinary Corrective Action for Minor Infractions.</p>	<p>Time: 10 minutes</p> <p>Slide 1</p>  <p><i>Facilitators should introduce themselves (if necessary) and briefly explain what the lesson is about and why it is important.</i></p>
<p>Slide 2</p> <p>SAY: This quote from the Commissioner should be familiar.</p>	<p>Slide 2</p>  <p>Guiding Thought to Stay Focused!</p> <p>Cultivating, Motivating and Coaching</p> <p><i>"I want to cultivate, motivate, and coach members of our department to be the best police officers that they can possibly be, and then see them move up the ranks. I believe that a big part of being a good leader is developing the next generation of leaders, and I intend to do that here at BPD"</i> (PC Michael S. Harrison 2019).</p>
<p>Slide 3</p> <p>GROUP DISCUSSION:</p> <p>SAY: In your groups take 5 minutes to discuss and answer the following question...</p> <p>ASK: As supervisors, how do we correct minor errors, mistakes, and/or bad decisions by our workers?</p> <p>SAY: When you're done, please identify a spokesperson to speak for the group. Be prepared to explain your responses.</p>	<p>Slide 3</p>  <p>Group Discussion</p> <p>As supervisors, how do we correct minor errors, mistakes, and/or bad decisions by our workers?</p> <p>Do we follow-through? How?</p> <p>Do we follow-up? How?</p> <p>Are we consistent? How?</p> <p>Does it work? If so, how?</p> <p><i>Click to reveal 1st question on slide.</i></p> <p><i>The facilitator should utilize the Management By Walking Around strategy to listen to group discussions and provide prompts that will guide their thinking</i></p>

SAY: Ok, let's share out.

SAY: Now, let's discuss the following questions...

ASK: Do we follow-through? If so, how?

ASK: Do we follow-up? If so, how?

ASK: Are we consistent? If so, how?

ASK: Does it work? If so, how?

Possible Response:

- Punishment

Facilitators should follow-up with each question by asking, "How?"

Click to reveal each of the questions.

Possible Responses:

1. No or sometimes
2. Not really
3. No
4. No; yes—punishment works but morale decreases.

This class discussion should be approximately 5 minutes.

II. INSTRUCTIONAL INPUT (CONTENT)

Slide 4

SAY: Throughout this module, we will focus on understanding what constitutes a minor policy violation or infraction. Coaching will be addressed in a much broader sense in the next module.

Our objectives are to:

- Define and explain the purpose non-disciplinary corrective action for minor infractions.
- Define minor infractions.
- Define and explain use of the Supervisor Feedback Log.
- Identify and explain the conditions needed to apply non-disciplinary corrective action for minor infractions.
- Explain supervisor roles in the process of taking non-disciplinary correction action for minor infractions.

Time: 35 minutes

Slide 4

General Supervisors Training

Training Objectives

- Define and explain the purpose non-disciplinary corrective action for minor infractions.
- Define minor infractions.
- Define and explain the use of the Supervisor Feedback Log.
- Identify and explain the conditions needed to apply non-disciplinary corrective action for minor infractions.
- Explain supervisor roles in the process of taking non-disciplinary corrective action for minor infractions.

Produced by the Education Training Section

Slide 5

ASK: Why do we need non-disciplinary corrective action?

Slide 5


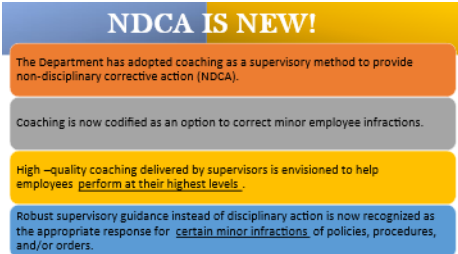


Negative Possible Responses:

- Charging members for minor infractions don't work
- Charging members for minor offenses lowers morale
- Forcing members to change using punishment minimizes supervisor authority by damaging relationships between supervisors and officers.

Positive Possible Responses:

- To improve morale.
- To supply supervisors with tools to correct minor performance matters and build productive relationships with their officers to strengthen internal legitimacy.
- Authorizing supervisors to address minor infractions on their own strengthens their ability to manage their team and help their subordinates learn and improve.
- To ultimately improve service delivery and protect the community.
- To improve performance.
- To save careers by addressing minor

<p>SAY: The answers may be your responses to the questions asked during the introduction to the lesson.</p> <p>ASK: Could these be the answers to why we need non-disciplinary corrected action policy?</p>	<p>performance issues before they grow into major performance problems.</p> <p>Desired Response:</p> <ul style="list-style-type: none"> • Yes
<p>Slide 6</p> <p>SAY: NDCA is new... A new policy—Policy 211—has been drafted and approved and will go live once the log issue is resolved. Since you have not had the e-learning yet, you may not be aware of this policy; however, the policy is currently available on the BPD website as a draft policy, and we have also printed it out and placed it in your binders at the table.</p> <ul style="list-style-type: none"> • The Department has adopted coaching as a supervisory method to provide non-disciplinary corrective action (NDCA). • Coaching is now codified as an option to correct minor employee infractions. • High –quality coaching delivered by supervisors is envisioned to help employees <u>perform at their highest levels</u>. • Robust supervisory guidance instead of disciplinary action is now recognized as the appropriate response for <u>certain minor infractions</u> of policies, procedures, and/or orders. 	<p>Slide 6</p>  <p><i>Click to reveal.</i></p> <p><i>Click to reveal.</i></p> <p><i>Click to reveal.</i></p> <p><i>Click to reveal.</i></p> 

Slide 7

SAY: Take a look at the 6 management functions:

- Forecasting
- Planning
- Organizing
- Directing
- Coordinating
- Controlling

ASK: Which of the 6 management functions might NDCA impact and why?

SAY: Let's take a look at what functions Non-Disciplinary Corrective Actions might impact.

The management function of “control” is a good place to start. The function of control can stand alone and supervisor activities like inspections and auditing are tied to it. However, exercise of the 5 other functions facilitates control. Control is a desired end state of supervision. Control of your workers and control of your operations, from emergency situations on the street to the proper and accurate completion of reports back at the District.

Let's think about control for a minute.

Exercising control using report writing as an example could play out like this...

- Correcting an officer on writing accurate reports without punishing them to ensure they stay in compliance with policy allows not only the development of the officer but also the development of accurate information that will help supervisors to control an investigation and/or incident.
- How? By helping the supervisor build an accurate picture of a situation through “situational awareness”.

Slide 7

Non-Disciplinary Corrective Action

Which of the 6 management functions might NDCA impact and why?



Forecasting:	Planning:	Organizing:	Directing:	Coordinating:	Controlling:
• Collecting and analyzing information for situational awareness to determine problems and needs, then projecting accordingly for the supervisor and JLE and/or standing in ICJ	• Identifying and requesting resources in advance and staging resources in advance.	• Assigning and tracking resources to the nearest ICJ may be used to organize and track resources during a critical incident.	• Assigning clear, concise and complete tasks to officers.	• Guiding process on the emergency response (ICJ, investigations, crime scene management, etc.) and the conduct of officers towards the orderly completion of tasks in cooperation with others.	• Maintaining not only orderly processes (ICJ, emergency response, ICJ, investigations, crime scene management, etc.) but the professional behavior of officers throughout the duration of all tasks.

Pause for feedback.

Desired Responses:

- Any function that impacts the delivery of services to the public
- Officers deliver service directly to the public; therefore, all functions may apply

- Correcting an officer on writing helps us applying all 6 functions of management to supervise effectively and safely.

For example, **forecasting** is all about identifying future problems and needs—long-term and short-term.

More specifically for some members in the room, forecasting reductions in crime is a serious and expected activity they will be held accountable for. Therefore, given the super serious activity of forecasting crime reductions, it makes good sense to invest in efforts to help officers perform better in all aspects of crime control from response to investigations to report writing to arresting offenders. More specifically to forecasting, writing accurate reports is essential to producing good data to analyze to forecast effectively.

Forecasting potential reductions in crime won't have a chance of becoming reality if based upon bad information officers may mistakenly report.

Decisions of those collecting and analyzing information must be valid and reliable (*i.e., credible*) to help facilitate effective problem and needs assessments. For example, bad reports result in bad information. Bad information will result in poor analysis; and poor analysis will not allow for effective forecasting of problems or needs which will clearly important a Commander's ability to forecast reductions in crime effectively.

ASK: What are some fairly frequent errors officers make when writing reports?

Fairly common report writing errors include reporting the wrong:

1. crime incident,
2. location,
3. suspect description,

Possible Responses:

- Enter wrong addresses
- Label incorrectly
- Fail to enter good suspect description
- Fail to sign

Instructor Notes:

Planning requires a clear understanding of problems and needs. Decisions of those making planning recommendation must be

4. and on occasion, the wrong door color or address for a search and seizure warrant may be written in a report.

The saying, “Garbage in, garbage out,” has significance here. Inaccurate reports and a supervisor failure to correct an officer accordingly on how to write accurate reports will result in bad data which can have a domino effect throughout an operational process which could result in serious crime problems **not** being quickly identified and the right resources being quickly identified to effectively address the crime problem. More importantly, not correcting bad report writing habits could result in a bad arrest and civil rights violations of community members.

Developing our employees will help us manage better by helping our employees better their performance, such as writing good reports so supervisors may use to better forecast, plan, organize, direct, coordinate and control their work operations effectively.

It’s important to keep in mind that NDCA is a tool for supervisors to use to help ensure worker performance is in alignment with policy and to develop worker habits in alignment with the mission statement and organizational values, and consistent with Constitutional and community-oriented policing.

valid and reliable, and the actions of those tasked with identifying and then staging resources must be reliable.

Using the previous example, bad information collected by officers with bad writing habits left uncorrected will result in poor and potentially bad planning decisions. Establishing a plan to catch a suspect using a description reported by an officer with bad writing habits is a concern

Reliable and valid information produced by officers with reliable writing skills drives all 6 functions of the management process.

Organizing: *Assigning and tracking resources requires a clear understanding of the identified problems and needs. You cannot assign officers to the right micro-zones at the right times to focus on the right offenders to combat crime effectively if the report writer recording the incident is writing bad information.*

Direction: *Good direction is a reflection of good situational awareness. Situational awareness results from good information. If supervisors review reports with bad information, then their situational awareness will be flawed which will impact the direction provided to others, such as directing officers to be on the lookout for vehicle that is stolen when in fact the tag on the vehicle was incorrectly entered by an*

officer with bad writing habits.

Coordination: *Good information is needed to coordinate effectively. For example, a good suspect description taken from an incident report will allow a supervisor to focus and coordinate officers from multiple locations and on multiple shifts to apprehend a dangerous suspect safely. If the description is bad and officers can not readily identify a dangerous suspect, someone could get hurt. Coaching officers how to write better can improve coordination by producing good information to use to help coordinate operations.*

Slide 8


ASK: So, what is NDCA?

SAY: *Draft Policy 211* governs policy violations that are sufficiently minor as to warrant being addressed through non-disciplinary corrective action (NDCA) or Coaching, which may include such strategies as

- ✓ mentoring
- ✓ policy review
- ✓ redirection
- ✓ remedial training, or other non-punitive actions

Draft Policy 211 governs supervision and training approaches to address minor infractions and does not address discipline or punitive measures.

Slide 8



General Supervisors Training

Non-disciplinary corrective action: What is it?

Possible Responses:

- Not discipline
- Not punishment

SAY: We will be talking more about what constitutes a minor offense shortly.

Slide 9

SAY: Coaching includes...

- Mentoring
- Policy Review
- Redirection
- Remedial Training

Mentoring includes interactions between supervisors and employees that support a member achieving goals through:

- Advice,
- Guidance, and/or
- Relevant examples in response to a specific situation.

ASK: What are some examples of good mentoring activities?

SAY: Policy Review is another strategy you want to make sure you take time to do. It involves revisiting a policy with the member by talking through the policy's important points, highlighting the relevant policy requirements, and addressing any questions/concerns the member expresses.

The supervisor reinforces the member's understanding and/or retention of the policy provisions by:

1. Asking the member to repeat them back and/or
2. Having the member explain the provisions in their own words.

Slide 9

Click to reveal each on slide.

Desired Responses:

- Shadowing members to provide in-person performance feedback
- Discussing reports or BWC footage with members to highlight learning opportunities; or
- Mentoring certain actions or behaviors for the member to include discussions or action planning with members on how to prevent similar behaviors.

SAY: Redirection is the remedial, oral instruction provided by a supervisor to a subordinate member on an individual basis to address a minor, easily resolvable issue.

The purpose of redirection is to immediately resolve the minor issue or problem and remediate the individual's behavior by providing guidance.

Remedial Training is training provided by supervisor or E & T to address a behavior or action that is deficient. Remedial training is an opportunity to better train and instruct members, and to clarify any issues involving policies, procedures, or orders which may not have been clear. Training involves actively engaging with the content, whether enacting or practicing certain skills, discussing relevant scenarios, or watching and reacting to relevant case studies or BWC footage.

Tomorrow, we will dive deeper into coaching.

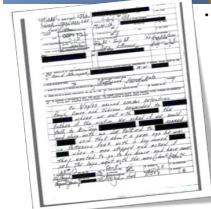
Slide 10

SAY: Coaching and mentoring can assist members with an understanding of what is expected of them and to minimize potential minor infractions. Now, we will take a closer look at minor infractions.

ASK: What is a minor infraction?

Slide 10

Minor Infractions



- A minor infraction is a behavior or action that does not fully comply with
 - ✓ policies,
 - ✓ procedures, or
 - ✓ orders
- Has minimal impact on other individuals or on BPD's operations or mission.
- Examples include:
 - ✓ Errors
 - ✓ Deficient performance
 - ✓ Unavoidable infractions



Possible Responses:

- Vehicle Inspect failure
- Tardiness
- Unkept uniform
- Actions made in error but that the member reasonably believed were either complying with policy or that they were acting in the best interest of the individual being served or in the spirit of BPD's mission, vision, or values
- Deficient performance of an

SAY: According to *Draft Policy 211*, a minor infraction is a behavior or action that does not fully comply with policy, procedure, or an order which has minimal impact on other individuals or on BPD’s operations or mission.

Examples include:

1. Actions made in error but that the member reasonably believed were either complying with policy or that they were acting in the best interest of the individual being served or in the spirit of BPD’s mission, vision, or values
2. Deficient performance of an action or duty that had minimal impact on any individuals or BPD operations, or
3. Unavoidable infractions having minimal impact.

action or duty that had minimal impact on any individuals or BPD operations, or

- Unavoidable infractions having minimal impact.

Slide 11 GROUP ACTIVITY

SAY: In your table groups, review the definition of “minor infraction” in draft policy 211 that’s in your binders and create a list of at least 3 behaviors/issues that do not constitute a minor infraction. Record your responses on the chart paper provided to you. Take 3 minutes to discuss at your table and then we will share out.

SAY: Okay, let’s share out. We’re going to go around to each table group.

Slide 11

The instructor should provide 3 minutes for groups to discuss and record at least 3 behaviors.

Click to reveal directions.

Part A

What does **NOT** constitute a Minor Infraction?



In your table groups, create a list of at least 3 behaviors/issues that do NOT constitute a minor infraction. Record your responses on the chart paper provided to you.

Take 3 minutes to discuss at your table and then we will share out.

The instructor should have a representative from each group to share.

Do not reveal answers on slide until all groups have shared.

EXPLAIN: Let's review. Minor infractions do not include any behavior relating to these allegations:

1. A public complaint or a claim involving a member of the public.
2. A claim of workplace discrimination or retaliation or an actual or suspected violation of the Equal Employment Opportunity and Diversity policy
3. Discriminatory policing
4. A violation of the Anti-Retaliation policy
5. A failure to report misconduct
6. A failure to activate BWC when required
7. Any potential criminal violation
8. Any violation involving dishonesty, misuse of authority, or a conflict of interest; or
9. Misconduct for which the Disciplinary Matrix requires the imposition of discipline.

These behaviors are misconduct, period, which would warrant a PIB inquiry and/or investigation.

When in doubt, refer to *Draft Policy 211*.

SAY: A BPD supervisor must reasonably believe that the Minor Infraction can be corrected through NDCA in order to prevent it from reoccurring. The third similar Minor Infraction conducted within a twelve-month period shall be referred to PIB for a formal disciplinary investigation and the imposition of discipline, if sustained.

Slide 12

SAY: To reiterate, these are some examples of Minor Infractions that may be appropriate for NDCA include:

1. Lateness for duty
2. Uniform and appearance
3. Inappropriate comments/gestures not involving the public, nor in violation of EEO policies
4. Improper inspection of vehicle or equipment
5. Discourtesy not involving the public.

Desired Responses:

- See answers on slide.

Click to reveal behaviors that are not minor infractions on slide.

The instructor should only read ones not mentioned by students.

Infractions (minor or otherwise) Does Not Include

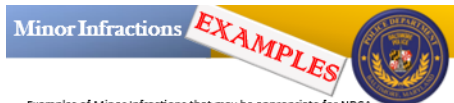


Any behavior relating to:

1. A public complaint or involves a member of the public.
2. A claim of workplace discrimination or retaliation or an actual or suspected violation of Equal Employment Opportunity and Diversity
3. A failure to report misconduct
4. A failure to activate BWC when required
5. Any potential criminal violation; or
6. Any violation involving dishonesty, misuse of authority, or a conflict of interest.
7. Misconduct for which the Disciplinary Matrix requires the imposition of discipline.

Slide 12

Click to reveal the content on the slide.



- Examples of Minor Infractions that may be appropriate for NDCA include:
 1. Lateness for duty
 2. Uniform and appearance
 3. Inappropriate comments/gestures not involving the public, nor in violation of EEO policies
 4. Improper inspection of vehicle or equipment
 5. Discourtesy not involving the public.
- This list is not exhaustive.

SAY: As you can see, this list is not exhaustive.

Slide 13

SAY: The supervisor feedback log is a web-based application for supervisors to document **close and effective** supervision actions such as...

- Mentoring
- Redirection
- Policy Review
- Remedial Training
- Additional supports for Minor Infractions
- Praise for exemplary job performance

Supervisor feedback must be entered in the NDCA log within seven (7) days. Currently, this web-based log is still under development and once it's ready, there will be an e-learning explaining how to use it.

Slide 13

Click to reveal content on slide.

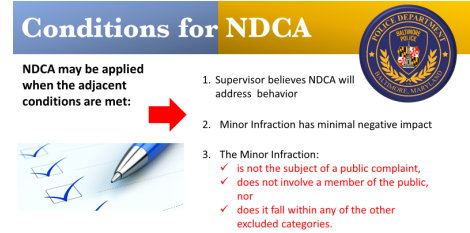


Slide 14

SAY: NDCA may be applied to minor infractions when the following conditions are met:

1. The supervisor believes that an NDCA approach will properly address the adverse behavior or action,
2. The supervisor can articulate and document that the Minor Infraction has minimal negative impact on any individuals or on the BPD's operations or mission, and
3. The Minor Infraction is not the subject of a public complaint, does not involve a member of the public, nor does it fall within any of the other excluded categories.

Slide 14



Slide 15

SAY: Let's take a look at the process.

Slide 15



Slide 16

SAY: Step 1 is Determine Fit. Upon observing or learning about a Minor Infraction, determine if NDCA is the right fit to address the behavior. If not, refer to PIB.

SAY: Step 2: Decide On Methods. If appropriate, address the behavior immediately. If not, , decide which method(s) you will take to address the Minor Infraction and meet with the member within 7 calendar days.

SAY: Step 3: Document & Log with 7 Days. You should document and log the NDCA(s) that you deem appropriate and the NDCA(s) you have completed within seven (7) days. Any NDCA(s) completed subsequently should be documented when completed.

SAY: Step 4: Check for Understanding. Be sure to check that the member understands the problem, understands the lesson to learn from the NDCA, and is clear on how to perform appropriately in the future.

Slide 16 (Parts 1-5)

Content on this slide is hidden with animations. To reveal each step in the process, click on the mouse to show each part.

Part 1

NDCA Steps

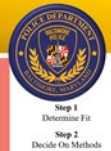
- Upon observing or learning about a Minor Infraction, determine if NDCA is the right fit to address the behavior.



Part 2

NDCA Steps

- If you believe that NDCA is the appropriate approach to address the behavior or action, within 7 calendar days, decide which method(s) you will take to address the Minor Infraction.



Part 3

NDCA Steps

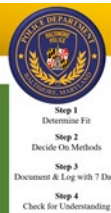
- Document and log the NDCA(s) that you deem appropriate and the NDCA(s) you have completed within seven (7) days.
- Any NDCA(s) completed subsequently should be documented when completed.



Part 4

NDCA Steps

- Be sure to check that the member understands the problem, understands the lesson to learn from the NDCA, and is clear on how to perform appropriately in the future.



SAY: Step 5: Order Participation If Member Refuses. Members cannot refuse to participate in NDCA. Order member participation if member refuses. Refer to PIB if insubordinate.

Part 5

NDCA Steps

- Members cannot refuse to participate in NDCA.
- Order member participation if member refuses. Refer to PIB if insubordinate.



Slide 17 GROUP ACTIVITY

Time: 5 minutes

SAY: Take a look at the scenario in front of you at your table groups and respond using the knowledge and tools discussed.

Slide 17

Does NDCA fit? Why or why not? What NDCA steps would you take?

Consider the following scenario and respond using the knowledge and tools provided:

- Your officer showed up late to roll call.
- Upon arrival, your officer was also not in uniform yet.
- The officer apologized and stated that there was traffic.
- This is the second time this week that your officer has been late.

Prepare to share with the class.



- Your officer showed up late to roll call.
- Upon arrival, your officer was also not in uniform yet.
- The officer apologized and stated that there was traffic.
- This is the second time this week that your officer has been late.

SAY: Take about 5 minutes to view *Draft Policy 211*.

Advise learners they may use their phones to review Draft Policy 211.

Think about the following:

Direct learners to Draft Policy 211 via the BPD webpage.

1. Is this case a good fit for NDCA? Why or why not?
2. What NDCA steps would you take?

Provide learners 4-5 minutes to analyze.

Be prepared to share.

Visit each table to listen to discussions and facilitate discussion as needed.

SAY: Ok, time is up.

Desired Response:

ASK: Is this case a good fit for NDCA? Why or why not?

- Yes. This is a good fit for NDCA because lateness and uniform are both minor infractions.

ASK: Let's review the steps. What NDCA steps would you take?

Desired Responses:

- Address immediately (*you have 7 days*)

<p>EXPLAIN: This is one snapshot of a minor infraction. First-Line supervisors ultimately have discretion here.</p>	<ul style="list-style-type: none"> • Find private location to discuss • Document and log within 7 days • Follow-up by asking if the member understands. • Order participation. If they refuse, refer to PIB.
<p>III. REVIEW/ EVALUATION/ CLOSURE</p> <p>Slide 18 SAY: Let's review.</p> <p>ASK: Can members of the BPD refuse NDCA?</p> <p>SAY: The NDCA log must be completed in _____ days.</p> <p>ASK: How many steps make up the NDCA process?</p> <p>ASK: What questions do you have for me?</p> <p>SAY: Keep in mind, members can comment or provide feedback on any draft policies online or by emailing policy@baltimorepolice.org.</p>	<p>Slide 18 Time: 2 minutes <i>Click to reveal desired response for each question on slide.</i></p> <p>Let's Review...</p> <ol style="list-style-type: none"> 1. Can members of the BPD refuse NDCA? No 2. The NDCA log must be completed in 7 days. 3. There are 5 steps in the NDCA process. <p><small>Keep in mind, members can comment or provide feedback on any draft policies online or by emailing policy@baltimorepolice.org.</small></p> <p><i>The instructor should answer as many questions as time allows.</i></p>
<p>Slide 18 SAY: Let's take a 10-minute break.</p>	<p>Slide 18</p> 