



## Cover Memorandum

### Training & Professional Development, JHPD Directive #305

---

#### **Purpose of the Directive**

The purpose of this Directive is to establish procedures that ensure the training of all members of the Johns Hopkins Police Department (JHPD) meets or exceeds the mandated standards of the Maryland Police & Correctional Training Commission (MPCTC) and ensure that JHPD provides robust educational and development opportunities to its members.

#### **Summary of Directive Requirements**

The JHPD recognizes that quality training ensures individual effectiveness and provides unity of purpose, and that well-trained personnel are better prepared to act in a manner that inspires the public trust during a broad range of situations. Training for members of the JHPD will include traditional and new learning concepts in the design and delivery of instructional content that is aligned with the adult learning principles of self-direction, transformation, experience, mentorship, mental orientation, motivation, and readiness. All members of the JHPD will meet or exceed the training requirements mandated by the MPCTC, the Community Safety and Strengthening Act (CSSA), and the Memorandum of Understanding (MOU) between the JHPD and the Baltimore Police Department (BPD), dated December 2, 2022. As noted in the core principles of the Directive, the training will incorporate 21<sup>st</sup> century policing concepts and be delivered based on adult learning concepts.

This Directive vests the responsibility for the development of the JHPD's training with the Training Director and members of the Johns Hopkins Public Safety (JHPS) Training Section, including Training Specialists and Adjunct Trainers. This Directive requires that all trainers be certified by the MPCTC as a general instructor, in addition to any special instructor certifications. To maintain a curriculum that continually aligns with the JHPD's mission and guiding principles, and includes relevant and realistic member tasks, the Training Section will conduct a Training Needs Analysis (TNA) every three years. In addition, it establishes the requirement for Training Advisory Committee to receive input from members of the JHPD, and review training programs annually to ensure that they are responsive to member and operational needs and legal requirements, and are aligned with the JHPD mission, guiding principles, and other directives. In addition, this Directive sets forth the requirement for training lesson plans which all instructors must complete that establish the purpose of the instruction, set performance objectives, and relate the training to critical job tasks.

This Directive sets forth the requirements for JHPD entry level and field training, which will be designed to meet the requirements of the MPCTC. In addition to and immediately following any required entrance level or comparative compliance training, this Directive mandates that all JHPD officers must attend and successfully complete the general acceptance program (GAP) training. GAP training is

designed to orient new and lateral officers to the JHPD mission and guiding principles and includes specific training on JHPD rules, procedures, and statutory requirements that are unique to the JHPD. In addition, the GAP training will incorporate nationally recognized best practices regarding performance expectations, accountability measures, fair and impartial policing, de-escalation, use of force, stops, searches, arrests, and law enforcement peer intervention, as well as additional training in cultural responsiveness and diversity, equity, and inclusion in police decision making that will be developed in partnership with the BPD's Equity Office and Educational and Training Unit.

This Directive sets forth the JHPD's continuing education and training program and discusses the various elements including in-service, specialized, roll call, legal updates, and promotional training. In addition, this Directive addresses training requirements for members that are not police officers. This Directive establishes a procedure for remedial training, requests for training, and reimbursement for training related travel and expenses.

Finally, this Directive describes the training requirements for members of the JHPS Training Section and for the maintenance of training records and materials.

#### **Blueprint for the Policy Development Process**

The draft JHPD policies (hereinafter referred to as "directives") shared for community feedback are based on examples of 21st century best practices in public safety policy, identified through extensive benchmarking of university and municipal law enforcement agencies across the nation. Taken together, they represent a comprehensively progressive approach to policing that prioritizes equity, transparency, accountability, and community-based public safety strategies.

The JHPD's draft directives embody approaches that community advocates and leading experts have championed locally and in law enforcement reform efforts across the nation. The draft directives have also been developed based on input received through robust community engagement in prior phases of JHPD development, including suggestions received in the legislative process as well as last fall's Memorandum of Understanding (MOU) public comment period and feedback opportunities.

In addition, the directives were drafted to exceed the minimum requirements of the Constitution and laws of the United States and the State of Maryland, to align with the Community Safety and Strengthening Act (CSSA) and to fulfill the requirements of the MOU between the Johns Hopkins University and the Baltimore Police Department. The Hopkins community and our neighbors throughout Baltimore can help improve and strengthen these directives further through their feedback and input.

Material that was considered in the drafting of the Directive and Procedure Manual, include:

**a. Publicly available policies from municipal police departments that have undergone substantial reform efforts**, including: the New Orleans Police Department; Seattle Police Department; Portland Police Department; Detroit Police Department; Ferguson Police Department; and Baltimore Police Department;

**b. National guidance on best practices and model policies from criminal justice reform efforts, social science research centers, and civil rights organizations**, including: the Leadership Conference on Civil and Human Rights; American Civil Liberties Union (ACLU), including the ACLU of Massachusetts's

“Racially Just Policing: Model Policies for Colleges and Universities”; the International Association of Chiefs of Police (IACP); the Police Executive Research Forum (PERF); U.S. Department of Justice Office of Community Oriented Policing Services (COPS Office); The Justice Collaboratory (The JC) at Yale University Law School; and The Center for Innovation in Community Safety (CICS) at Georgetown Law School.

**c. National and local higher education institutions that are based in comparable environments and make policies publicly available**, including: Carnegie Mellon University; Morgan State University; Towson University; University of Chicago; University of Cincinnati; University of Maryland, Baltimore County; University of Pennsylvania; and Yale University.

To ensure that the proposed directives captured national best practices in community-focused public safety services, the development team collaborated with independent experts from two organizations: National Policing Institute (the Institute), a non-profit dedicated to advancing excellence in policing through research and innovation, and 21CP Solutions, an expert consulting team of former law enforcement personnel, academics, civil rights lawyers, and community leaders dedicated to advancing safe, fair, equitable, and inclusive public safety solutions. Each directive was reviewed by experts selected by both organizations, who provided feedback, suggestions, and edits that were fully incorporated into the current draft.

Finally, individuals and organizations representing the diversity of the Johns Hopkins University community provided feedback to ensure the policies and procedures reflect and respond to the values of our institution and to our community’s public safety service needs.

Now they are available for your review. Johns Hopkins is committed to adopting, incorporating, or otherwise reflecting recommended changes and feedback in the final version of policies so long as feedback is aligned with our values and commitments, permissible within legal parameters, and supported by national best practices for community policing and public safety.



**POLICE DEPARTMENT**

**TRAINING &  
PROFESSIONAL  
DEVELOPMENT**

**PERSONNEL  
PROCEDURE #305**

Responsible Executive:  
Chief of Police  
Responsible Office:  
Vice President for Public Safety  
Approved by:  
Dr. Branville G. Bard, Jr.  
Issued: [full date]  
Revised: [full date]

**Table of Contents**

**POLICY STATEMENT..... 1**

**WHO IS GOVERNED BY THIS POLICY..... 2**

**PURPOSE..... 2**

**DEFINITIONS..... 2**

**POLICY ..... 3**

**CORE PRINCIPLES..... 3**

**PROCEDURES..... 3**

**POLICY ENFORCEMENT ..... 17**

**RELATED RESOURCES ..... 17**

**CONTACTS ..... 17**

**Policy Statement**

The Johns Hopkins Police Department (JHPD) understands that training is the foundation on which the success of all its activities is based. The JHPD recognizes that from the time members are hired and through the end of their career, regular, quality education and training will positively impact every aspect of their job performance. For those reasons, the Johns Hopkins Public Safety (JHPS) Training Section will collaborate to provide entrance level, specialized, and advanced training opportunities for all members of the JHPD and shall ensure the continuous development of educational programing that meets or exceeds the requirements of the Maryland

Police and Correctional Training Commission (MPCTC), Community Strengthening & Safety Act, and other regulatory requirements.

## Who is Governed by this Policy

All personnel, including sworn, non-sworn, and contractual or voluntary persons in service with the JHPD are governed by this Directive.

## Purpose

To establish procedures that ensure the training of all members of the JHPD meets or exceeds the mandated standards of the MPCTC and provide robust educational and development opportunities to increase the knowledge, skills, and abilities of all members of the JHPD.

## Definitions

<b>Daily Briefings:</b>	A supplement to in-service training during which information is shared or clarified during roll calls. Topics and activities for daily briefings are determined by police managers, supervisors, investigators, and/or trainers, can vary in frequency and duration, and will be scheduled as needed. The learning activity may include a wide variety of techniques including, but not limited to, lecture, video, written documents to be distributed, audio, and/or discussion.
<b>In-Service Training:</b>	Job related instruction offered by the JHPD, Johns Hopkins Hospital (JHH) and Johns Hopkins University (JHU) Training Specialists designed to enhance or refresh basic skills and provide additional knowledge, skills, and abilities to maintain competence and MPCTC compliance in job assignments.
<b>Learning Management System (LMS):</b>	A software or virtual application, such as PowerDMS, that is used for the administration, documentation, tracking, reporting, and delivery of educational courses or learning programs.
<b>Lesson Plans:</b>	Written documentation created by a Training Specialist that is a guide for the instructor of how to conduct a specific lesson, The learning objectives, and how they will assess whether the learning objectives were achieved by the class.
<b>Member:</b>	All personnel, including sworn, non-sworn and contractual or voluntary persons in service with the JHPD.
<b>Officer:</b>	All sworn police officers, at any rank, as defined by MD Code, Public Safety, § 3-201, in service with the JHPD.
<b>Remedial Training:</b>	Personalized training to correct a specific deficiency, which is usually identified by either testing or other evaluation during training or supervisory evaluation during routine job performance.
<b>Specialized Training:</b>	Training that provides skill level advancement to enhance a member's overall potential for upward mobility, career development, member retention, and/or job satisfaction.
<b>Training Needs Analysis:</b>	An analysis of the JHPD's existing training content and current law enforcement needs that is done to ensure the training curriculum continues to align with the JHPD's mission, vision, and values.

## Policy

The JHPD recognizes that quality training ensures individual effectiveness, provides unity of purpose, and helps to prepare members to act in a manner that is consistent with law and JHPD's directives and inspires public trust during a broad range of situations. Training for members of the JHPD will include the design and delivery of instructional content that is aligned with the adult learning principles of self-direction, transformation, experience, mentorship, mental orientation, motivation, and readiness. All members of the JHPD will meet or exceed the training requirements mandated by the MPCTC, the Community Safety and Strengthening Act, and the Memorandum of Understanding (MOU) between the JHPD and the Baltimore Police Department (BPD), dated December 2, 2022.

## Core Principles

- I. **21<sup>st</sup> Century Policing.** The JHPD delivers modern, progressive training that develops autonomous police officers with a mastery of modern methods for safe and effective community and problem-oriented policing. Instructional delivery will instill in trainees self-confidence in their work and understanding regarding the key role constitutional, bias-free practices have in the maintenance of community relations.
- II. **Adult Learning.** Training programs are structured around adult learning principles, which take into consideration a trainee's previous life, educational, and occupational experience, socioeconomic background, cultural heritage, and learning styles. Instructional methods will seek to exercise the adult learner's cognitive, psychomotor, and audiovisual skills to foster problem solving capabilities and self confidence in resolving situations of ambiguity.

## Procedures

### I. **Organization & Administration**

The management and operation of the JHPD training function is vested with the JHPS Training Section for all JHPD members.

- A. Implementation of the training function shall be the responsibility of the Director of JHPS Training Section (the Director or the Director of Training) and includes planning, developing, evaluating, and revising training programs to ensure that the programs are relevant, beneficial, and consistent with the mission, guiding principles, and goals of the JHPD.
  - The Director will utilize all available and relevant resources in developing training programs to include but not limited to:
    - Inspection reports,
    - Staff reports and meetings,
    - Training evaluations,
    - Participation and approval by the administration,
    - Internal Affairs investigative reports,
    - Use of force reports,

- Recommendations from supervisors based upon deficiencies, identified in work performance evaluations, and/or
  - Consultation with field members regarding field observations, suggestions, and recommendations.
- B.** Training Specialists research training topics, develop lesson plans, and provide daily instruction and classroom management. All Training Specialists and Adjunct Trainers will be certified by the MPCTC as a General Instructor, in addition to completing any special instructor certifications.
- C.** Training Specialists and Adjunct Trainers report directly to the Director of Training. The Director of Training serves as liaison with the MPCTC, and any police training academy selected by the Chief of Police to provide entrance level or Comparative Compliance Training to JHPD officers. The Director or their designee is also responsible for: (Commission on Accreditation for Law Enforcement Agencies (CALEA) 33.2.3)
- Monitoring individual member attendance at training sessions,
  - Maintenance of all training records, to include PowerDMS,
  - Submission of all lesson plans, in-service approval applications, and training records to MPCTC to ensure certification of standards,
  - Selection and certification of instructors,
  - Obtaining MPCTC approved entrance level training for all JHPD sworn candidates, and
  - Developing and delivering annual in-service training as mandated by the MPCTC. (CALEA 33.5.1)
- D.** The Director of Training shall review training programs regularly to ensure that they complement member and operational needs, ensuring lesson plans and learning materials are updated by Training Specialists as needed to account for new laws, court decisions, and new or updated directives.
- E.** The Director of Training is also responsible for ensuring that problems with physical facilities, materials, and/or training scheduling are addressed
- F.** **Training Needs Analysis:** To maintain a curriculum that continually aligns with the JHPD's mission and guiding principles, and includes relevant and realistic member tasks, the JHPS Training Section will conduct a Training Needs Analysis (TNA) every three years. The TNA shall include a review of the following:
- Student course evaluations,
  - Legal updates,
  - Updates to the JHPD Written Directive System,
  - Best practices,
  - Complaints against JHPD members,
  - Crime trends impacting the campus community,

- Use of force reviews,
  - Recommendations from the Performance Review Board, and
  - Trends in member performance.
- G.** The Training Advisory Committee (described below) shall review the completed TNA and submit additional recommendations to the Chief of Police.
- H.** Upon conclusion of the training year, an accounting will be made to the Chief of Police, reflecting the number of persons trained and the extent of the training provided.

## **II. Training Advisory Committee**

Annually, by December 1<sup>st</sup>, the Chief of Police will appoint a Training Advisory Committee to assist the Director of Training in the identification of training needs and the development of training programs. (CALEA 33.1.1.b, c)

**A. Role and Authority of the Training Advisory Committee** (CALEA 33.1.1.a., b., e)

The Training Advisory Committee is granted authority by the Chief of Police to serve in an advisory capacity and consists of seven (7) members:

- Captain (chairperson),
- One (1) member from Patrol,
- One (1) member from Investigations,
- One (1) member from Community Engagement,
- One (1) member from Special Events,
- One (1) Training Specialist also a certified MPCTC Instructor, selected by the Director of Training, and
- One (1) member of the Johns Hopkins (JH) Accountability Board.

**B. Duties and Responsibilities of the Committee:** (CALEA 33.1.1.c,d,e)

The Training Advisory Committee receives input from all members of the JHPD, and reviews training programs annually to ensure that they are responsive to member and operational needs, legal requirements, and aligned with the JHPD Mission, Guiding Principles, and other directives. The Training Advisory Committee Chairperson will prepare and submit an evaluation to the Chief of Police no later than March 15<sup>th</sup>. The purpose of the evaluation is to ensure:

- Current training programs performance objectives are being satisfied,
- Proposed training is job related, effective, and timely, and
- Training opportunities and resources that may supplement or improve existing training programs are identified.

**C.** The Training Committee reports to the Chief of Police through the Captain of Support Services.



### III. Lesson Plans

The proper development of lesson plans ensures that the subject to be covered is addressed completely, accurately, and is properly sequenced with other training materials. Lesson plans establish the purpose of the instruction, set performance objectives, and relate the training to critical job tasks. Lesson plans clearly outlining the content of the training are required for all training courses and include provisions for the following: (CALEA 33.1.4.b)

- A. Format:** Lesson plans are developed and formatted as required by Maryland Police and Correctional Training Commission to include:
- An anticipatory set,
  - Instructional techniques to be used. For example, lecture, group discussion, panel, seminar, debate, role-play, hands-on activities, demonstrations, or practical skills,
  - Performance objectives,
  - Instruction,
  - Modeling Techniques,
  - Guided practice, and
  - Closure and evaluation of learning.
- B. Anticipatory Set:** This is an activity that will help the learners get motivated and shift gears from previous activities. It must relate to the concept being learned.
- C. Performance Objectives:** Performance objectives are the basis of all beneficial and successful training programs. The utilization of performance objectives acquaints the training participants with the information they are required to know, the skills that must be demonstrated, and the circumstances under which the skills will be used. This approach enables the instructors to relate training directly to the member job performance expected by supervisors. Performance objectives should include: (CALEA 33.1.4.a)
- Focus on the knowledge, skills, abilities, and other attributes (KSAO's) of the job analysis for which training is needed,
  - Provide a clear statement of what is to be learned, and
  - Provide a basis for evaluating the effectiveness of the training program.
- D. Instructional Techniques:** All JHPD training will incorporate a diversity of adult learning approaches and learner centered teaching techniques to help facilitate an inclusive learning environment and positive student experience. These include but may not be limited to: (CALEA 33.1.4.b)
- Field experiences (field trips, interviews, operational experiences, and observations),
  - Facilitated group discussions,

- Interactive activities (quizzes, games, partner discussion/collaboration),
  - Individual decision-making exercises,
  - Analysis of scenarios (case studies, body-worn camera footage, video, audio, verbal descriptions of situations), and
  - Simulations, role-playing, and other realistic scenarios or activities that emphasize the use of real-world, pragmatic skills.
- E. Review and Approval:** The Training Director is responsible for the review and approval of all lesson plans before the training is given. This procedure ensures that the lesson plans are consistent with JHPD guidelines on lesson plan development, satisfy the MPCTC requirements, and coincide with JHPD directives. (CALEA 33.1.4.c)
- Instructors or Trainings Specialists planning to conduct any in-service training programs will submit their curriculum and lesson plans to the Director of Training for review and approval by the MPCTC at least twenty (20) business days prior to the start of the program.
- F. Testing Procedures:** For all training programs and certifications, instructors and/or Training Specialists will prepare tests based on the performance objectives to measure the trainees' knowledge, skill, and abilities. 85% is considered a passing score, except for testing associated with JHPD Directive #401, De-Escalation and #402, Use of Force, for which 100% is passing. If the passing score is modified, participants will be notified of such a change at the beginning of the training. The Director of Training will review and approve all tests in advance. (CALEA 33.1.4.d)
- Virtual & Web Based Learning – MPCTC courses which are presented and tested through an online or e-learning environment will require a minimum score of 85%.
- G. Student Course Evaluation:** Immediately following a JHPD led training session, course participants will be assigned a student course evaluation by the LMS, PowerDMS. The evaluation provides learners an opportunity to anonymously rate the course's effectiveness.
- Evaluations will be used by the JHPS Training Section to ensure the effectiveness of the training session.
  - Members attending external training will be required to submit an evaluation to the Director of Training with their test scores and any certification provided.

#### **IV. Attendance**

- A.** The Director of Training shall monitor member attendance at all training programs, including training outside of the JHPD. Members shall report to their scheduled training assignments at the designated time in the designated or proper attire and with all the required equipment consistent with this Directive.

- Attendance records must be maintained for each member attending all departmental training. The Director of Training is responsible for maintaining a class roster to document the participation of all those attending. (CALEA 33.1.7.b)
- B.** Members may be excused from attending a training program for court appearances, illness, or conflicts in scheduling only upon proper notification to their supervisor and Director of Training or their designee. Excused absences may not exceed twenty percent of the course duration. Absences of more than twenty percent require that the portion of the course missed be repeated within thirty days. If a member is unable to complete the rescheduled session within thirty days, they must repeat the entire course.
- Any unexcused absence from the scheduled training course will result in a BlueTeam entry for misconduct investigation. Failure to attend mandatory training or obtain passing scores on testing will result in employment consequences including suspension and possible termination. (CALEA 33.1.2)
- C.** All members attending outside training courses must provide the Director of Training with any course certificates or diplomas to be maintained in their permanent training files. (CALEA 33.1.7)
- Additionally, members attending outside training courses are responsible for providing the Director of Training with any certification numbers (for example, MPCTC “P” numbers) and test scores from the course. This information will be submitted to the Director of Training within seven (7) days of course completion. (CALEA 33.1.7.c)

**V. Entry Level Training & Orientation**

- A.** All newly hired police officer candidates must successfully complete an MPCTC certified police entrance level training academy that is a minimum of 850 hours prior to appointment to any assignment in which the officer is authorized to carry a firearm and/or has arrest powers. The staff of the academy attended will ensure that all training objectives required by the MPCTC are successfully achieved. (CALEA 33.4.1)
- JHPD officer candidates assigned to a police entrance level training academy and, lateral police officer applicants attending a Comparative Compliance Training course, report to the Director of Training or their designee for all administrative and logistical needs but receive daily direction from the academy staff in accordance with the Student Rules and Regulation Handbook.

**B. General Acceptance Program (GAP) Training** (CALEA 33.2.4)

All JHPD officers must attend and successfully complete the General Acceptance

Program (GAP) Training. GAP Training is completed in addition to and immediately following any required entrance level or Comparative Compliance Training. GAP Training is designed to orient new and lateral officers to the JHU community and JHPD's mission, values, and guiding principles. GAP Training also provides instruction on JHPD rules, procedures, and statutory requirements unique to the JHPD. Additional GAP Training topics include but are not limited to:

- Nationally recognized best practices in performance expectations, accountability measures, fair and impartial policing, de-escalation, use of force, stop, searches, arrests, and law enforcement peer intervention.
- Additional training in cultural responsiveness and diversity, equity and inclusion in police decision making will be completed with the Baltimore Police Department Equity Office and Educational and Training Unit.

### **C. Field Training & Evaluation Program**

The Field Training and Evaluation Program (FTEP) is an integral part of the overall training provided to newly hired JHPD officers and provides supervised on the job training and evaluation in the trainee's application of their classroom and practical learning. Field Training and subsequent evaluation develops highly trained police officers and provides each probationary officer on the job training under the guidance, direction, and evaluation of experienced officers and supervisors. (CALEA 33.2.5)

- All Field Training is conducted in accordance with JHPD Directive #306 Field Training & Evaluation Program.

## **VI. Continued Education & Training**

### **A. Police In-Service Training (CALEA 33.5.1)**

The JHPD is committed to the continued development of police officers through regular, dynamic training that meets and/or exceeds MPCTC requirements. The MPCTC has established the following guidelines for the certification of law enforcement officers in the State of Maryland.

- At minimum, all MPCTC certified law enforcement officers must receive at least 18.0 hours of in-service training each calendar year. This training must be approved by the MPCTC in advance and will also include specific topics as mandated by the Commission. In addition to these requirements, the Director of Training is responsible for providing the most up-to-date training available to ensure that officers are prepared to effectively perform their duties.
  - Annual Firearms Qualification - The MPCTC mandates that each sworn law enforcement officer in the State of Maryland be qualified on an approved course of fire every calendar year. Each course of

fire submitted to the Commission for approval must contain certain specific areas of performance as mandated by the Commission.

- In accordance with the MOU between the JHPD and the BPD, officers will also participate in refresher training on topics that include fair and impartial policing, de-escalation, use of force, stop, searches, arrests, and other topics assigned to the BPD by the Department of Justice monitoring process.

## **B. Specialized Training** (CALEA 33.6.1)

Specialized training provides the necessary knowledge, skills, and abilities to enhance those received through basic entry level or in-service training programs. Positions requiring specialized training may include but are not limited to:

- MPCTC Instructor
- Firearms Instructor
- Investigator
- Police Cyclist
- In addition to supervised on-the-job training, initial training for specialized positions should include the following: (CALEA 33.6.1.c)
  - Development and/or enhancement of the specialization's skills, knowledge, and abilities. (CALEA 33.6.1.a)
  - Management, administration, supervision, personnel policies, and support services of the function or component. (CALEA 33.6.1.b)
  - Performance standards of the function or component.
  - JHPD rules, procedures, regulatory issues, and legal issues specifically related to the function or component.
- In addition to developing specific skills, members assigned to specialized activities should be made aware of the administrative requirements and relationships of the specialized function to other parts of the JHPD.
- Upon transfer to any specialized position, members are provided supervised on-the-job training immediately, typically followed by specialized training within 180 days after assignment and/or as required by MPCTC standards. (CALEA 33.6.1.c)

## **C. Daily Briefing Training** (CALEA 33.5.2)

Daily briefing training provides for dissemination of current information and training to members between formally scheduled training sessions. To be effective, daily briefing training must be professionally managed and supervised. To accomplish this goal, the following guidelines shall be followed to ensure that the training provided meets the highest possible standards:

- Planning – Planning of daily briefing training shall be the responsibility of the Shift Supervisor or the JHPS Training Section so that specific needs of that section or the JHPD may be addressed and conducted on an as needed basis. Daily briefing training important to all JHPD members shall be conducted through a Training Specialist or supervisors.
  - Techniques - Techniques used for daily briefing training may include lectures, group discussions, hands-on training, demonstrations, modules, or the use of audiovisual materials.
  - Instructional members - Informal training sessions may be conducted by shift supervisors, MPCTC certified instructors, or other members that have specific expertise with the materials being presented.
  - Attendance – Shift supervisors shall ensure that all members assigned to their shift attend the daily briefing training and forward all attendance rosters to the Director of Training. Officers shall be responsible for promptly attending the training as scheduled and bringing with them all appropriate materials required to complete the program or e-learning.
- D. Promotional Training:** All recently promoted first line supervisors and administrators will receive promotional training as mandated by the MPCTC. (CALEA 33.8.2). All newly promoted Lieutenants and Captains who have not completed a nationally recognized law enforcement leadership program will be required to successfully complete leadership training within one year of their promotion.
- E. Legal Updates:** All sworn members will receive annual training on new and revised laws as part of annual in-service training, as well as pertinent court decisions affecting the applications of laws. (CALEA 33.5.1)
- F. Ethics Training:** All members of the JHPD will receive initial and ongoing ethics training. (CALEA 1.1.2)
- At minimum, all members will review this Directive annually and complete an acknowledgment using PowerDMS or its successor.

## **VII. Training of Non-Sworn Members**

- A.** All newly appointed members shall receive the following training:
- Orientation to the JHPD role, purpose, goals, policies, and procedures (CALEA 33.7.1.a)
  - Working conditions and regulations (CALEA 33.1.7.b)
  - Responsibilities and rights of members (CALEA 33.7.1.c)
- B.** The training of non-sworn members will be provided jointly between JHU Human Resources, JHU Office of Institutional Equality, and the JHPD

training staff. Non-sworn members will be trained to meet or exceed the job requirements identified by their job description and class specification.

**C. Non-Sworn Positions Requiring Specialized Training:**

Training for non-sworn members who work with the public will include not only the skills necessary to perform the technical aspects of their jobs but also tools to assist in developing the skills to enhance the service provided by the JHPD to the residents and visitors to Baltimore City and campus community.

- Some non-sworn positions have narrow law enforcement support responsibilities that require specialized training to access Criminal Justice Information Systems (CJIS) and communicate with the National Crime Information Center (NCIC) computer network. This training requires attendance at the State of Maryland CJIS training in accordance with state and federal law. Positions in this category may include: (CALEA 33.7.2)
  - Data Entry Clerks
  - Warrant Verification Clerks
  - Principal Administrative Aides

**D. In-service training for non-sworn members is the Director of Training and supervisor to whom the member is assigned. This training should be designed to update skills and increase knowledge of existing and new job responsibilities.**

- Civilian members are also encouraged to participate in many training programs offered by Johns Hopkins through My Learning and Learning Solutions.

**VIII. Remedial Training** (CALEA 33.1.5)

- A.** Remedial training is directed at solving a particular deficiency in work performance or knowledge in a specific area. The circumstances and criteria used to evaluate the need for remedial training for JHPD members include but are not limited to test scores, on-the-job performance, or requests from a supervisor.
- B. JHPD Officers:** Any supervisor or authorized training instructor may recommend remedial training, and/or the member's shift commander may require an officer under their command to submit to remedial training when circumstances indicate the officer has violated a JHPD directive or may otherwise benefit from remedial training. Remedial training shall not replace discipline where potential misconduct has occurred. In such instances, remedial training may be recommended or required to supplement whatever results from the disciplinary process.

- Deficiencies in the following areas shall be brought to the immediate attention of the Chief of Police, the Director of Human Resources for JHPS, and the Director of Training: (CALEA 33.1.5)
    - Proficiency or safety with any issued firearm or defensive weapon,
    - Driving techniques,
    - First aid administration,
    - Failing an MPCTC-required test, and
    - Any other significant performance deficiencies.
  - Any officer failing to demonstrate proficiency with a weapon will not be returned to duty with that weapon until proficiency is demonstrated.
    - Remedial firearms training and proficiency recertification will be completed in conformance with JHPD Directive #403, Authorized Defensive Weapons.
  - Remedial training shall be completed within thirty (30) days of assignment unless otherwise directed by the Chief of Police. (CALEA 33.1.5.b)
- C. Non-Sworn Members:** A supervisor or Training Specialist may recommend remedial training, and the member's shift commander may require a non-sworn member under their command to submit to remedial training when circumstances indicate that the member has violated a JHPD directive or may otherwise benefit by remedial training. Remedial training shall not replace discipline where potential misconduct has occurred. In such instances, remedial training may be recommended or required to supplement whatever results from the disciplinary process.
- D.** In most cases, remedial training will be initiated as soon as possible following a proficiency failure, documented deficient job performance, or request from a supervisor.
- E.** Members who fail remedial training and testing may be placed in an administrative assignment by the Director of Human Resources for JHPS pending a deficiency disposition.
- F.** Documentation of all remedial training will be maintained in the member's training file and a copy shared with their immediate supervisor for performance coaching and management. (CALEA 33.1.5.a)

## **IX. Training Requests**

In addition to any mandatory training assigned by the JHPD, members may request to attend other training programs by submitting a training request through the PowerDMS system. All requests must be submitted at least sixty (60) days prior to the program start date and must include all program and reimbursement expenses.



- A. Approval may be based on one or more of the following criteria:
- Value of training,
  - Relevance to the needs of the JHPD,
  - Cost of training/travel,
  - Follow-up training, and/or
  - Relevance of training to duty assignment, supported by written endorsement from member's supervisor.
    - The endorsement shall attest to the training's suitability in relation to the member.
- B. Disapproval may be the result of one or more of the following:
- Lack of funds,
  - Same or similar training offered at less expense locally,
  - Years of service remaining,
  - Training identified as inadequate or irrelevant, and/or
  - Lack of endorsement from supervisor.
- C. Each step of the training request approval process will give the relevant approver five (5) calendar days to respond to the request. The member submitting the request can check the status of the request through PowerDMS.
- D. Once the Director of Training receives the endorsed training request through PowerDMS, they will present any request that is not currently authorized/ recognized by the JHPD to the Chief to determine feasibility of the training in terms of costs and benefits to the agency.
- E. **Reimbursement for Training Expenses** (CALEA 33.1.3)  
When attending authorized training outside the local travel area, members will complete and submit a request for reimbursement in accordance with JHU's policy [Business Expenses Related to University Travel](#) (PRO005).
- Registration fees will be prepaid,
  - Expenditure claims must be supported by original itemized receipts, or they will not be honored,
  - Lodging, transportation, and meal expenses are authorized for nonlocal travel and must be preapproved,
  - Personal items, alcoholic beverages, entertainment, flight insurance, and expenses of the member's family are not authorized expenditures,
  - Upon return from traveling, the member will be required to submit a brief report on the meeting, conference, or training session attended within fourteen (14) business days of the member's return.

- The Director of Training shall be the recipient of these reports and will submit a biannual report to the Chief of Police and Training Committee indicating who is receiving training, types of training received, and evaluation of the costs incurred as part of the strategic/budget planning process.
- When directed by the Director of Training, any member that attends outside training shall be present at a daily briefing on the training.

## **X. Instructor Training**

A knowledgeable and well-trained educator can set a positive tone in a classroom and create an engaging and fulfilling learning experience for class participants. Selection of qualified instructors is critical to the operation of a successful training program. This selection process shall ensure that the instructor candidate possesses the skills, knowledge, and abilities necessary to be an effective teacher.

### **A. Instructor Qualifications:** Instructors must meet the following qualifications:

- A minimum of five (5) years' experience in the law enforcement community,
- A minimum of a bachelor's degree from an accredited university or college in Criminal Justice or other applicable major,
- Clearly demonstrated skill in the subject matter in which they will instruct,
- Interpersonal skills to communicate to a variety of people in a clear and concise manner, and
- The ability to successfully complete an instructor's course and satisfy all other requirements mandated by the MPCTC.

### **B. Minimum Training:** Instructors who teach in any mandated or approved program shall possess an instructor certificate sanctioned by the MPCTC. The certificate shall certify that the applicant has completed an instructor training program of at least 35 hours in duration, which contains the following subject matter areas: (CALEA 33.3.1)

- Introduction to the basic concepts of learning and teaching, (CALEA 33.3.1.c)
- Introduction to the role of training in the law enforcement profession,
- Effective speech techniques,
- Resource availability, (CALEA 33.3.1.e)
- Preparation and use of audiovisual training,
- Development of behavioral and performance objectives, (CALEA 33.3.1.b)
- Testing and evaluation techniques, (CALEA 33.3.1.d)
- Development of lesson plans, (CALEA 33.3.1.a)
- Laboratory experience in presentation of mock lesson plans, and

- The use of adult learning techniques and strategies.
- C. Trainer Observation and Evaluation:** To ensure learners have the best experience possible, the Director of Training or their designee, shall use the MPCTC Instructor Observation and Evaluation Form to formally evaluate all Training Specialists and Adjunct Trainers at least once annually.
- New Training Specialists and Adjunct Trainers may be evaluated multiple times in one year to assess progress in training skills.
- D. Selection of Outside Instructors:** The availability of instructors from outside resources such as other law enforcement and criminal justice agencies provides an excellent opportunity to obtain training valuable to JHPD members. Instructors shall be selected and supervised by the Director of Training. Recommendations from all sources will be considered for the selection process of outside instructors. All outside instructors will be certified instructors and meet one of the exceptions as specified by the MPCTC. Compensation for outside instructors will be addressed on an individual basis.

## **XI. Training Records**

The Director of Training is responsible for the collection and maintenance of all training records for JHPD members. Any training that is authorized and completed outside of the training facility will be submitted to the Director of Training upon completion. Training records should include the date of the training, the types of training received, certificate awarded, attendance, and test scores. (CALEA 33.1.6)

- A.** It is the responsibility of all members attending outside training courses to provide the Director of Training with any course certificates or diplomas received. In addition, members completing any training or course work such as seminars, conferences, or college classes will submit certificates of completion to be maintained as a permanent record in their training file.
- B.** It shall be the responsibility of the Director of Training to maintain records of all training classes provided to include:
- Lesson plans (CALEA 33.1.7.a)
  - Student attendance rosters (CALEA 33.1.7.b)
  - Performance of the attendees as measured by tests (CALEA 33.1.7.c)
- C.** Training records are confidential personnel records. Only persons authorized by law will have access to these records.

## Policy Enforcement

<b>Enforcement</b>	The Chief of Police, Director of Training, JHPD managers and supervisors are responsible for enforcing this Directive.
<b>Reporting Violations</b>	Suspected violations of this Directive should be reported to the Training Director, Training Committee and Public Safety Accountability Unit.

## Related Resources

<b>University Policies and Documents</b>
Personnel Procedures #306_Field Training & Evaluation Program Operational Procedure #403, Authorized Defensive Weapons JHU Policy <a href="#">Business Expenses Related to University Travel</a> (PRO005)
<b>External Documentation</b>
<b>Police Department Forms and Systems</b>

## Contacts

Subject Matter	Office Name	Telephone Number	Email/Web Address