



**NEW ORLEANS POLICE DEPARTMENT  
EDUCATION AND TRAINING DIVISION**

**“2017 ANNUAL MASTER TRAINING PLAN”**

**October 28, 2016**

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## I. OVERVIEW

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### **Education and Training Mission Statement**

The mission of the New Orleans Police Department (NOPD) Education and Training Division is to provide recruit, in-service, and professional development training, grounded in constitutional and community policing, and procedural justice.

### **Support of the Department Mission**

The Education and Training Division program goals are strategically aligned to support the Department's mission in providing professional police services to the public to maintain order, protect life and property, engage the neighborhood and community, and integrate community and solution-oriented problem solving. The Academy's task is to develop well-trained, highly motivated and courteous employees to serve our community and organization with pride and professionalism.

The Annual Master Training Plan (AMTP) supports the Department mission by identifying a comprehensive set of educational goals and objectives that fosters professional development and provides the skills training necessary for officers to perform their duties in an unbiased, safe and proficient manner.

### **Academy Commitment**

The N.O.P.D. Academy is committed to providing quality recruit, field, in-service, and professional development training programs which are centered in the best practices of constitutional and community policing. The Education and Training Division shall ensure that all recruits, officers, supervisors and civilian personnel receive comprehensive training to: understand and apply the law, adhere to policy and procedures, and effectively fulfill their duties and responsibilities. This training shall reflect the community expectations that officers' police diligently in a professional manner; have an understanding of and commitment to the constitutional rights of the individuals they encounter; and employ strategies to build community partnerships that sustain public trust, peace and safety.

## **Parameters of the Annual Master Training Plan (CD Paragraphs 245, 246,249)**

**CD Paragraph 245** specifies that *“the Training Division shall be the central coordination point for all training, including: Recruit Training Academy; Field training; and all In-Service training, including firearms and other use of force training; Roll Call training; Supervisory training; Tactical and Task Force training; and all Elective training.”* The Education and Training Division is tasked with coordination and oversight of all Department training. The parameters of what programs to be addressed within the Annual Master Training Plan are prescribed within the core topical areas of Recruit, Field Training Officer, and In-Service programs only. The AMTP will also administer select investigative and special victim disciplines that are uniquely specified by the Consent Decree. Other dedicated programs such as SWAT, Canine, Mounted, Motorcycle, Scooter, 911 Dispatcher, etc., are not required to be described within the Annual Master Training Plan, however the Academy does maintain overall responsibility for the management of lesson plans and attendance records.

**CD Paragraph 246** establishes the intent of the Annual Master Training Plan – *“NOPD’s Training Division Commander shall be responsible for overseeing all NOPD training, including Recruit Academy; Field Training; all In-Service Training; and for ensuring that training is delivered consistent with NOPD’s written training plan.”* **CD Paragraph 249** further refines the parameters of the training programs that are to be recognized within the Annual Master Training Plan – *“...develop a written training plan for NOPD’s Recruit Academy, Field, and In-Service Training, to ensure that recruits, officers and civilian personnel are trained effectively and lawfully carry out their duties in accordance with the Constitution and laws of the United States.*

The Annual Master Training Plan is produced from an integrated cycle of job task analysis, training needs assessment, instructional design, and evaluation processes. These processes will be described in later sections of this document. The Academy is responsible for the development of the AMTP as a management planning tool designed to establish the framework of each year’s training curriculum. The purpose of the training plan process is to annually assess the Department’s training needs and develop a comprehensive plan which strengthens the skills and effectiveness of the organization. This research and planning significantly improves leadership, communications, team-building, and law enforcement competencies. The process is essential to the success of Academy training program management.



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## II. METHODOLOGY

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### Training Advisory Committee

**CD Paragraph 248** prescribes that the NOPD will establish a Training Advisory Committee (TAC) to support the Academy's academic and training practices. The TAC is a resource intended to provide recommendations in police instructional methods and offer guidance in the most effective learning strategies. There are three primary responsibilities of the Training Advisory Committee. 1) **CD Paragraph 251** tasks the TAC to *"annually review and update NOPD's Training Plan. To inform this update, the Training Advisory Committee shall conduct a needs assessment."* 2) **CD Paragraph 256** requests the TAC to support the Academy Curriculum Director and review *"all curricula, lesson plans, instructor's qualifications and testing materials."* 3) Under **CD Paragraph 281**, a final assignment to this committee is for the TAC to *"conduct a study of the feasibility of implementing a Police Training Officer model that would incorporate community- and problem-oriented policing principles, and problem-based learning method of teaching."* This third responsibility for the research into the Police Training Model will not be discussed within the 2017 Annual Master Training Plan and will be summarized in a separate report.

The TAC supports the mission of the Education and Training Division in developing and evaluating the Department's training needs, serving as a focal point for the implementation of educational best practices. The TAC is composed of representatives from the NOPD, and volunteers from local, state, and federal law enforcement agencies, local universities, and community members. The TAC is to assist the Academy and support the effective training of recruits, officers and civilian personnel through a collaborative review of the AMTP. Under **CD Paragraph 248** the committee is comprised of the following representatives:

- (a) The Training Academy Liaison and select District Training Coordinators
- (b) One NOPD command staff member (Deputy Superintendent or above)
- (c) One community representative from the Police-Community Advisory Board
- (d) Two representatives from area colleges and universities
- (e) One police professional from outside the NOPD with expertise in model training practices
- (f) One representative from the FBI
- (g) One representative from the U.S. Attorney's Office

- (h) One representative from the District Attorney's Office
- (i) One representative from the City Attorney's Office

For the preparation of the 2017 Annual Master Training Plan, the TAC did not have the opportunity to review the lesson plans, instructor qualifications or testing materials identified in **CD Paragraph 256**. To address this requirement in 2017, the TAC will meet quarterly, at which time selected lesson plans and supporting information will be provided for critique and feedback. The TAC shall also be afforded computer database access and encouraged to evaluate all curricula, lesson plans, instructor's qualifications and testing materials through a SharePoint website. TAC members will also be solicited to serve as assessors in the evaluation of classroom instruction whenever possible.

For the 2017 AMTP, the TAC focused on the Training Needs Assessment as the basis for their design review. As this is a volunteer board with limited opportunities to perform the many hours of research required, the Training Needs Assessment is prepared for the TAC by the "Curriculum Director" of the NOPD Education and Training Division – Chief Duane D. Johnson (retired). The primary duties of the Curriculum Director are outlined in **C.D. Paragraph 256**. The Curriculum Director is also assigned the task of preparing the Annual Master Training Plan for TAC review and concurrence. A primary duty of the TAC is to provide input into the Training Needs Assessment review to ensure that the Annual Master Training Plan successfully addresses community issues. The TAC shall assign its members to actively solicit information from community groups and other sources towards their shared expectations for the foremost training of NOPD personnel.

## **Training Coordination and Planning**

**CD Paragraph 245** mandates that *"The Training Division shall be the central coordination point for all training."* The Academy is delegated responsibility for the oversight or delivery of all Department training, both internal and external. This assignment includes specialized unit and elective training, as well as coordinating relevant topics utilized for Roll Call training. For outside course work, the Academy Commander is in the approval flow for review of all Training Request forms, confirming that any proposed elective training contains relevant material that does not conflict with NOPD values or policies. Upon completion of these outside courses, officers are responsible for submitting their certificates to the Academy for inclusion within the training records management system. The Academy is ultimately responsible for all facets of Department training towards the professional development of its personnel.

## The Needs Assessment

**C.D. Paragraph 251** charges the Training Advisory Committee (TAC) to annually review and update the NOPD's training plan. To accomplish this, the Consent Decree assigns the TAC the responsibility to conduct a "Needs Assessment." The Needs Assessment is completed by the Academy Curriculum Director for the TAC, Attachment (a). The Training Needs Assessment process incorporates a variety of methods such as observations, research, interviews, surveys, discussion groups and feedback from administrators. Summary reports are prepared for each of these information gathering activities and considered a core component of this work product, Attachment (c). The methodology for the Training Needs Assessment will be described later in this document under Section VI.

The Training Advisory Committee will review the Training Needs Assessment and make recommendations as necessary. The TAC is assigned the responsibility for providing *"input from members of the community, including community concerns"* as required by **C.D. Paragraph 251**. The TAC shall confirm that the learning objectives identified in Section II "Priority Ranking Matrix" of the 2017 Training Needs Assessment, Attachment (b), are indeed reflective of the community expectations of the NOPD.

The TAC is charged to provide "meaningful input" in the development of the Annual Master Training Plan, particularly in identifying educational best practices and assessing if the Academy is appropriately addressing the needs of the community and the NOPD personnel. The TAC shall document their review comments into a formal report and indicate approval of the Training Needs Assessment and the Annual Master Training Plan through a formal sign-off sheet.

## Lesson Plans

**CD Paragraph 253** describes that the *"NOPD agrees to develop and implement a lesson plan template that will be used for all training courses."* In 2015, the Academy adopted a lesson plan template patterned upon the F.B.I Instructor Development Course national model, including terminology recognized by the Louisiana P.O.S.T. Council. The template met all of the criteria described in **CD Paragraph 253**: *"course title; course overview; date lesson plan was created or updated; learning objectives; prerequisites (if any); course length; required materials; equipment, and facilities; safety measures required (if applicable); testing/certification, and a reference list."* After receiving concurrence from the Office of the Consent Decree Monitor, the Department then issued a General Order announcing this standardized lesson plan format would be used by all NOPD training entities.

The Academy under Consent Decree guidelines has responsibility for the coordination of Department wide training, which includes the critical review and approval process for all lesson plan materials that will be used in any NOPD designed courses. **CD Paragraph 256** places this duty upon the Curriculum Director who shall *“review all training curricula, lesson plans, and procedures for applicable law and NOPD policy.”* A formal lesson plan evaluation process identifies lesson plans in need of revision. Incomplete plans that have been sent back to instructors for correction are tracked to closure via the “Lesson Plan Accountability Matrix.”

**CD Paragraphs 252-254** outlines the necessity for these lesson plans to be consistent with the Annual Master Training Plan. Topical areas identified in the Training Needs Assessment translate to “learning objectives” in the corresponding lesson plan. Lesson plans also describe the teaching strategies employed to convey these targeted learning objectives. Lesson plans will be reviewed and refreshed by the instructor for any needed updates or improvements, at minimum, on an annual basis.

**CD Paragraphs 249, 252** requires the Needs Assessment to ensure that lesson plan stated *“learning objectives are directly linked to validated job tasks.”* The 2017 Annual Training Plan will add a new requirement in the development of lesson plans. Instructors in their formation of the course learning objectives will now have to define and list the requisite knowledge, skills and abilities the officer must possess to demonstrate proficiency of that topic in a satisfactory manner. The instructor must first recognize all of the individual components necessary to perform a given job task, and then address same as “measurable” learning objectives within the lesson plan outline. The early-on identification of the skillsets necessary to accomplish the targeted task also provides the basis for the testing mechanism that will validate achievement.

All Lesson Plans are evaluated by the Curriculum Director to ensure that key Consent Decree themes are considered, and when applicable, reinforced throughout all courses. These themes include: Constitutional Policing, Community and Problem-Oriented Policing, the Consent Decree, Use of Force and De-escalation strategies, Procedural Justice and any related law and Department policy. Under guidance by **CD Paragraph 253**, approved lesson plans *“shall describe content and the instructional strategies in sufficient detail to ensure consistent delivery of instruction by different instructors.”* **CD Paragraph 256** also requires that the delivery of instruction includes a *“variety of adult learning techniques, scenario-based training, and problem-solving practices, in addition to traditional lecture formats.”* Details towards these instructional strategies will be described later in Sections VI and VII.

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### III. CONSENT DECREE AND LOUISIANA P.O.S.T. RELATIONSHIP

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#### Course Requirement Comparison

##### IN-SERVICE PROGRAM

Louisiana P.O.S.T. In-Service Training Requirements: **20 hours**

8 hours - Firearms

4 hours - Defensive Tactics

2 hours – Legal Update and Instruction (may include Ethics)

6 hours – Electives (cannot use overage hours from the above)

Louisiana P.O.S.T. Online (2016) In-Service Training: (Available as a supplemental resource)

Domestic & Family Matters; Investigations; School Safety; Human Trafficking; Officer Survival;  
Use of Force; Judicial Enforcement; Patrol Activities

NOPD In-Service Training Requirements: **64 hours (CD Paragraph 283)**

8 hours - **(CD Paragraph 110)** Firearms – includes stress, night fire, and use of force decisions

8 hours – **(CD Paragraph 109)** Controlled Electrical Weapons; MDTs Defensive Tactics

4 hours – **(CD Paragraph 162)** Stop, Search and Arrest Legal Updates

8 hours – **(CD Paragraph 109)** Use of Force/Tactical Considerations

8 hours – **(CD Paragraph 109)** Firearms Simulator/NAPD Driving Certification

4 hours – **(CD Paragraph 177)** Bias Free Policing

4 hours – **(CD Paragraph 118)** Crisis Intervention

8 hours – **(CD Paragraph 226)** Community Policing

7 hours – **(CD Paragraph 205)** Sexual Assault/Child Abuse

1 hour – **(CD Paragraph 292)** Officer Support Services

4 hours – **(CD Paragraph 220)** Domestic Violence

## **RECRUIT ACADEMY**

### Louisiana P.O.S.T. Recruit Academy:

**360 hours** total – Basic Peace Officer

### Consent Decree Required Recruit Academy:

**880 hours** total - **(CD Paragraph 265)**

### NOPD Recruit Academy:

**910 hours** total – 26 weeks @ 35 hours

## **P.O.S.T. Training Goals for 2017**

As of the writing of this report, the training priorities for 2017 have not been identified by the P.O.S.T. council for police and sheriff's agencies in Louisiana. There is an expectation that the council will release these goals, accompanied by the P.O.S.T. designed lesson plans for select topics early in 2017. Although these courses must be presented in total to maintain state certification, the Academy will be allowed to amend these lesson plans to include NOPD policy and procedures.

In 2017, the state will also require new instructors teaching P.O.S.T. courses to attend their 80 hour instructor development course in adult learning methodology. Previously certified instructors in the FBI or P.O.S.T. "Instructor Development Course" received an 8 hour refresher course in 2016 and are grandfathered in and will not be required to attend this new 2 week qualification training.

The NOPD Academy curriculum far exceeds that required of the state for both In-Service and Recruit course work. Any new courses required by the P.O.S.T. will be implemented into the 2017 Annual Master Training Plan with no foreseeable difficulty.

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**IV. CD Paragraph 249 (a) *“Define responsibilities and authority of personnel involved in managing, supervising, and implementing training”***

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**Academy Commander (CD Paragraph 246)**

Oversees the operations of the Education and Training Division including the quality of instruction delivered by Academy staff. The Commander is responsible for strategic planning and guiding the Academy in the achievement of its mission goals and objectives. The Commander fulfills the duties assigned as the N.O.P.D. “Academy Director” under the Louisiana Peace Officer Standards and Training (P.O.S.T.) statutory requirements for training center certification (See Louisiana P.O.S.T. Council Academy Guidelines and Administrative Manual.) The Academy Commander is also responsible for the approval of all submitted requests by Department members seeking to attend any outside training.

**Training Liaison (CD Paragraph 247)**

Responsible for the day-to-day operations and administration of the Academy. The Assistant Commander manages the Academy staff, Power DMS training records system, and facility operations. As the Department designated Training Liaison, is responsible for overseeing, coordinating and documenting training with the individual District, Division and specialized unit Training Coordinators. **CD Paragraph 247** requires the Department to *“designate a single Training Coordinator in each District and central organizational unit to coordinate and document training. The Training Liaison shall establish and maintain communications with each District Training Coordinator to ensure that all officers complete training as required and that documentation of training is provided to the Training Division.”* The Academy Training Liaison also serves as the sole NOPD representative for coordination of Louisiana P.O.S.T. required training and the entry of transcript records into the council’s training records database.

**Academy Administrator**

Responsible for the overall quality of education to ensure that the curriculum is appropriate, lesson plans are followed by instructors, and that adequate resources are available to teachers and students. Tasked with oversight of systematic and routine assessments of both instructors

and instructor material to measure and plan for continuous improvement of the Academy. The Academy Administrator will measure educational quality by observing teachers in the classroom, monitoring student performance on tests, and by using other assessment tools.

### **Curriculum Director (CD Paragraphs 252, 256)**

Establishes the formal training curriculum development and assessment process. The Director is tasked with oversight of all curricula lesson plans for quality, accuracy, currency, completeness and compliance with applicable law and policy. This position supports the Training Advisory Committee in the development of the Training Needs Assessment and the Annual Master Training Plan. The Director also ensures that a variety of adult learning techniques, scenario based training, and problem-solving practices, in addition to traditional lecture formats, are incorporated into all training.

### **Range Commander/Use of Force Coordinator**

Supervises the New Orleans East campus and is responsible for the firearms range and driver's training certification programs. Coordinates instructors and courses related to the use of force to ensure that Department policy and Consent Decree guidance is consistent in the areas of Constitutional Policing and de-escalation strategies. The Range Commander/Use of Force Coordinator also manages the delivery of defensive tactics and lessor weapons certifications.

### **Program Coordinators**

Each major program area is assigned to a Sergeant who serves as the coordinator. Duties include the organization of scheduling, submission of approved lesson plans, documentation of attendance and testing, and records management for each assigned program. The program director is responsible for ensuring the instructors within his/her program conform to the approved lesson plan and do not incorporate additional material without proper vetting by the curriculum director and commander (academy director). Program Coordinators are assigned as follows:

**Recruit Commander (2)** – Responsible for the management and supervision of each respective recruit class from enrollment until graduation. Coordinates all counselling and evaluation of recruit performance and serves as a mentor and coach to optimize student achievement. Recruit Commanders are expected to actively monitor each



training course to sustain consistency in class understanding and application of knowledge.

**Field Training Program Coordinator** – Manages the transition and continued training of all recruits in their four month assignment to the patrol districts. Reviews and monitors the Field Training Officer daily evaluation reports to ensure the professional development of recruits towards their promotion as police officers. Administers the new FTO and in-service training programs.

**In-Service Training Coordinator** – Responsible for the coordination of instructors and student scheduling of all Department members for annual in-service training. Establishes the required training necessary for lateral transfer officers and officers seeking re-instatement to the Department.

### **Instructors (CD Paragraphs 258-260)**

Develops and delivers effective training for the courses that they teach. Instructors are assigned as a “lead” or a “facilitator.” The lead is considered the primary presenter and is responsible for the preparation and maintenance of the lesson plan. A facilitator is an instructor who supports the lead when more than one instructor is required to teach a course, or serves as an alternate instructor in absence of the lead. Academy instructors may also assist recruit commanders in the assigned counselling or mentoring of recruits.

### **Organizational Chart**

See Attachment (d)

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## **V. CD Paragraph 249 (b) *“Identify training priorities and broad training goals”***

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### **Broad Training Goals**

This Annual Master Training plan provides a series of specific goals, objectives, and action items for the each of the designed program areas of instruction to achieve the following:

- To develop the most constitutionally-sound and community-oriented professional police force in the United States
- To fulfill the requirements of the Louisiana Peace Officer Standards and Training Council
- To comply with the standards of the Consent Decree between the NOPD and the U.S. Department of Justice
- To prepare Department personnel in the methods and practices to best achieve the highest standards of performance and safety in their roles as law enforcement officers

### **In-Service Training (CD Paragraph 283)**

#### **In-Service Training Program primary goals:**

- Reinforce proficiency in physical tactics skillsets and provide effective arms and equipment training
- Deliver training in key areas that constitute Departmental priorities
- Provide model supervision and management training to supervisors
- Deliver specialized training to enhance the performance and capabilities of detectives in their investigation of criminal offenses

#### **In-Service Training Program training priorities:**

- a) To ensure that police officers and supervisors maintain an adequate level of competency in current law enforcement techniques, legal guidance, alternatives to use of force, de-escalation, policy/procedures, equipment, and best practices
- b) To provide refresher training to sustain P.O.S.T. and other specified certification standards
- c) To reinforce the principles and requirements of the Consent Decree, Constitutional and Community Policing, and Procedural Justice in the performance of their duties and law enforcement actions

- d) To provide supervisors with the latest guidance on effective tactics in leadership and management, including performance evaluation techniques and upholding the highest professional standards
- e) Officers and Supervisors are trained in safety, accident reduction, physical defensive tactics, and street survival techniques to avoid injury
- f) All officers and supervisors complete mandatory training and successfully requalify in the required certifications
- g) Work products involving investigations, clearance rates and prosecutions are of the highest quality, impacting a decline in criminal offense rates
- h) Officer injury and accident rates decrease, including a reduction in use of force incident reports

### **Recruit Academy (CD Paragraph 264)**

#### **Recruit Academy primary goals:**

- Instill a commitment for recruits to uphold the highest legal, moral and ethical standards of a professional NOPD officer
- Achieve P.O.S.T. certification
- Uphold Constitutional Policing and the protection of citizen rights
- Understand and embody the principles of Community Policing
- Provide the basic training courses as defined for recruits to achieve Louisiana P.O.S.T. certification
- Provide the NOPD training courses as defined for recruits to master application of the Department guidelines, policies and procedures and the Consent Decree
- Prepare recruits to assume the major duties and responsibilities required of a district patrol officer

#### **Recruit Academy training priorities:**

- a) Recruits maintain a passing grade average in the knowledge based testing that validates retention, understanding and application
- b) Recruits achieve a passing score on the P.O.S.T. examination to gain certification
- c) Recruits achieve a satisfactory score and master performance based testing assessments
- d) Recruits are confident in their abilities to successfully apply the core principles of Constitutional Policing
- e) Recruits are confident in their abilities to successfully apply the pillars of Community Policing to foster problem solving and develop sustainable relationships
- f) Recruits are adequately prepared to move forward to the next phase of field training.

## **Field Training Program (CD Paragraph 275)**

### **Field Training Officer Program primary goals:**

- FTO's are prepared to provide quality coaching and mentoring to a recruit in their journey to becoming a professional police officer
- FTO's apply the principles of adult learning and evaluation to enhance the performance expectations of an assigned recruit
- FTO's reinforce and demonstrate the principles of Constitutional Policing, Community Policing, and Procedural Justice in their actions

### **Field Training Officer Program training priorities:**

- a) Field Training Officers are competent and adequately prepared to deliver the four phases of mentorship training to recruit graduates
- b) Only highly qualified and motivated Field Training Officers are assigned to program responsibilities.
- c) FTO's accept the responsibilities for providing instruction in those training areas identified that are outside the scope of initial Academy instruction
- d) Field Training Officers and FTO Sergeants maintain proficiency in managing recruits to achieve the highest performance expectations
- e) Evaluations and counseling forms are detailed and accurate with clearly defined performance objectives or remediation actions
- f) Officers assigned as Field Training officers uphold the highest professional standards and do not have sustained discipline within the required time frame of their service.
- g) Field Training Officers and FTO Sergeants receive initial and annual training in management and supervision, community-oriented policing, effective problem solving techniques and field communication.
- h) The FTO selection committee adheres to professional and educational standards to ensure quality candidates are assigned to the program.
- i) Upon completion of the four FTO program phases, all recruits will graduate and are primed and equipped to perform the duties required of a P.O. I.

## **Specialized Training Program**

### **Specialized Training primary goals**

- Provide the initial knowledge and skills necessary to assume the duties in a specialized investigative or performance based area

- Provide refresher and new topical area training on an annual basis to maintain proficiency in a specialized investigative or performance based area
- Evaluate best practices that can enhance the quality and delivery of services in the specialized topical area

**Specialized Training program priorities:**

- a) Partner with special victim advocacy groups to provide comprehensive initial and annual refresher training
- b) Maintain certification and proficiency in the special skillsets needed to conduct quality investigations and calls for assistance
- c) Deliver training to recruits and in-service personnel on the effective handling of investigations and calls for assistance

## **Professional Development Program**

**Professional Development Training primary goals**

- Deliver job-specific training to new supervisors and new detectives
- Provide officers with opportunities for personal development
- Facilitate the professional certification of new officers assigned to specialized units

**Professional Development Training program priorities:**

- a) Identify a curriculum that prepares officers and supervisors to assume new tasks and duty assignments
- b) Identify candidates for future leadership positions and then qualify the training that will mold them into optimal performers
- c) Deliver job-specific training from subject matter experts to transition candidates into new positions such as supervisors and detectives.
- d) Provide leadership development courses that will be open to all officers interested in establishing the skillsets necessary for promotional opportunities

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## **VI. CD Paragraph 249 (c) “Delineate an industry-recognized, systematic approach to training development”**

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### **Analysis (CD Paragraph 249)**

- **Job Task Analysis**

The Job Task Analysis is a systematic examination of the function and objectives of each job-related task to identify the essential skills, knowledge and abilities to perform the requisite duties. This is a structured process for dissecting a job into its basic parts. A task analysis identifies the important or essential elements of a job, the key work behaviors, the duties and responsibilities, and the capabilities and proficiency required for these work behaviors.

The responsibility for producing the overall Job Task Analysis for each NOPD position title rests with the New Orleans Civil Service Department, whose function is to assign a classification plan and determine compensation analysis. This analysis however is limited to job class assignment and intended primarily for establishing where that position falls within the civil service pay grade structure. The JTA established by Civil Service for the NOPD is out of date and does not provide the meticulous detail necessary to classify the multitude of tasks that an officer or supervisor performs throughout the year. A typical TNA for curriculum development would critically consider each task and then confirm that there is a training element that corresponds to the job function expectations.

For the training design to be responsive and accountable, Academy curriculum development must utilize a Job Task Analysis methodology to confirm that its courses successfully satisfy the expected knowledge and performance levels. Targeted training must consider both common and specialized tasks and the process for identifying the skills needed, exposes the “learning objectives”.

**CD Paragraphs 249, 252** requires that *“learning objectives are directly linked to validated job tasks.”* The 2017 Annual Training Plan will add a new requirement in the development of lesson plans. Instructors in their formation of the course learning objectives will utilize the Job Task Analysis process to define and list the requisite knowledge, skills and abilities an officer will gain from the training. By targeting these individual tasks and capabilities, the instructor can identify exactly what skillsets and knowledge needs to be taught to enable an officer to do their job. The lesson plan must also describe how the student will apply the knowledge or demonstrate proficiency of that topic in a satisfactory manner. The instructor must first distinguish all of the

individual components necessary to perform a given job task, and any prerequisite or related courses to support that achievement. These targets will be addressed as “measurable” learning objectives within the lesson plan outline. The early-on identification of the skillsets necessary to accomplish the task then provides the basis for the testing mechanism that will validate achievement.

- **Training Needs Assessment**

The Training Needs Assessment (TNA) is a process of gathering information to determine what training needs exist so that curricula can be developed to help the Department accomplish its objectives. The TNA shall be performed to identify specific needs or deficiencies, and to support achievement of organizational goals by increasing the necessary skill sets of Department employees. Training Needs Assessments are the entire basis for training, identifying that the Academy is doing the right training, for the correct reasons, and creating responsive learning objectives. A focus of the needs assessment process is to be forward looking as to how training can best achieve the organizational goals and have a desired effect on the Department’s culture.

The TNA is the first step in the design phase of training and development, establishing the entire basis for the Annual Master Training Plan. For each training need, one or more learning objectives will flow from the needs assessment to then transition as a performance measure in the design of the lesson plan. Clearly defined instructional objectives ensure that the training will prepare an officer to perform the targeted tasks.

As a systematic collection, review and use of information, this assessment will:

- Determine what training is important
- Determine if training is needed
- Determine the type and length of training
- Identify gaps between actual performance and the desired performance
- Identify the target audience
- Determine what specific training will improve performance
- Determine if training will make a difference
- Differentiate between training needs and organizational problems
- Link improved job performance with organizational goals, the Louisiana Peace Officer Standards and Training (P.O.S.T.) objectives and the U.S. District Court - Consent Decree compliance requirements.
- Identify opportunities for improvement in the methods, quality and delivery of training

The 2017 Training Needs Assessment, Attachment (a), satisfies the requirements of **CD Paragraph 249** as it utilizes an industry recognized methodology and documented systematic approach towards vetting the core components of the Annual Master Training Plan.

Information from multiple sources was considered in determining Departmental training needs. **CD Paragraph 251** stipulates that the Focus Groups and Research Summary Reports, Attachment (c), consider the following:

- Trends in misconduct complaints (TNA Attachment I and B)
- Problematic uses of force (TNA Attachment I and B)
- Analysis of officer safety issues (TNA Attachment R and I)
- Input from members at all levels of the NOPD (TNA Attachment C through S)
- Input from members of the community, including community concerns (TAC)
- Legislative changes and court decisions (Policy & Planning response)
- Department and City policy changes (TNA Attachment J and Policy & Planning)
- Research reflecting the latest in law enforcement trends (TNA Attachment A)

The assessment also evaluates what performance is desired for the Department and what performance presently exists through a Gap Analysis approach. This process can identify gaps or discrepancies between employee skills and the skills required for effective job performance. When a variance exists, the assessment identifies the training necessary to elevate performance to the level desired. Incorporating the Gap Analysis approach, the TNA then serves as a comprehensive assessment of the occupational needs throughout the Department.

The Curriculum Director is responsible for conducting the TNA in accordance with the schedule for delivery of the AMTP. The assessment considers the mandated Consent Decree required topics, POST required curriculum, and the anticipated courses of training that will be desired for the upcoming calendar year.

Structured Methods – various approaches were employed to solicit input and gather data to identify training needs. It is essential that officers and supervisors are proactively engaged in determining what training they believe important to effectively and safely perform their duties. This interview and feedback mechanism is a key component of the Academy's commitment to a continuous improvement process. It is important to seek out the opinions of Department members for ideas on how the instructional curriculum should be enhanced and how the Academy can provide the optimum delivery of learning.

For the 2017 TNA, structured methods included focus group discussions, surveys, topical area research, observations and interviews. The methods were applied in a cross-sectional approach to validate data, yield diverse opinions and expose different types of information. The goal was



to include participants with varying experience levels and job task responsibilities to gain valid suggestions, and to ensure that training is beneficial for the entire population targeted. This process is intended to confirm that training is directed to the real needs of participants.

- **Organizational Analysis**

The Organizational Analysis is a process that examines where impending training will be needed within the organization and under what conditions the training will be conducted. It identifies the knowledge, skills, and abilities that Department members will need for the future, as the organization and their jobs evolve or change. For this analysis the Curriculum Director reviewed the 2016 NOPD Goals and Objectives that were assigned to the Department by the Superintendent. Although a final summary report as to the Department's progress towards accomplishment of these goals would not be complete until the 1<sup>st</sup> quarter of 2017, a status towards the overall direction of the strategic plan was examined to consider how training could contribute towards improved success. The intent in assessing the 2016 goals was to reveal what impediments were present that hindered achievement and how training could be more responsive. The Training Advisory Committee was tasked to review the Superintendents' annual goals and offer recommendations as to how training could support accomplishment.

For consideration into the Annual Master Training Plan, the 2017 Department goals and objectives have not been established as of the writing of this report. Command staff discussions have revealed preliminary areas of focus for 2017 and these have been duly noted in the Training Needs Assessment summary reports. When the Department strategic plan is ultimately published, any proposed/scheduled implementation of new programs, initiatives, partnerships, equipment or technology will be updated into the Annual Master Training Plan as necessary.

- **Community Input towards the Annual Master Training Plan**

In addition to the community feedback solicited by the Training Advisory Committee, the AMTP process also considered information from other citizen sources. The New Orleans Crime Coalition utilizes an independent research firm to conduct an annual "Citizen Satisfaction Survey." This survey targets 600 adults/75 per police District to assess their opinions towards the quality of police services and the performance of the NOPD. Although most of the respondents expressed their views in the areas of police response time and the occurrence of crime, there were training opportunities that were also exposed by the survey. These specific areas include how the police interact and manage tensions with the African American community, and how officers are cooperating with the public to address their concerns. Although citizen satisfaction with the NOPD is up drastically from the previous year, they are unsatisfied with the overall competence of its officers. Honesty and integrity remains an important characteristic.

**CD Paragraph 433** outlines the “Community Outreach and Public Information” program which features an annual community engagement meeting in each patrol district. On 10/13/16 all of these meetings were conducted simultaneously, with each facilitated by a local community leader. Prospects for training were identified in the areas of community policing and collaboration.

## **Design (CD Paragraph 249)**

- **Graded Approach to Curriculum Ranking**

The training areas identified by the “Analysis” process provide reasonable assurance that all tasks essential to effective performance and efficient operation are addressed by the training program. The Task Analysis, Needs Assessments and Organizational Analysis, may also identify components of the training program that are unnecessary, thus resulting in a more efficient utilization of resources. Training design and development should be based on actual needs, as opposed to perceived needs.

In preparing the AMTP, a priority matrix was utilized to reflect the graded approach in ranking course topics. With limited training hours available to Department personnel, the administration of all desired courses will not be achievable. The prioritization of offerings in each program design required a systematic ranking system based on the following categories:

- **Category Ranking**

- 1. CD/POST/Policy** – topical areas that are mandated by the Consent Decree to achieve compliance; courses required by the Louisiana P.O.S.T. Council to certify a peace officer and to maintain Academy accreditation; and Department policy requirements that require structured deployment and reinforcement through training
- 2. Mission Essential** – training courses which are essential to officer safety and effective job performance in meeting the Department’s mission and responsibilities
- 3. Other Needs** – training courses that are desired to enhance job performance and assist in the achievement of Department goals and objectives

The training priorities identified in this assessment process are listed in an abbreviated format within TNA Section II “Priority Ranking Matrix” –Assigned Courses, Attachment (b). In many cases individual training needs align with other related objectives under a general topical area,

and they are then bundled under that Course Title. The matrix is not intended to provide a description of the Course Overview/Instructional Goal, as this is reserved for the Annual Master Training Plan. This chart serves as the collection point for all of the ideas and recommendations identified by the focus groups and research.

Those topics which will require the creation of a new lesson plan as an initial course offering are indicated by “New” in the Lesson Plan column. Courses that are already within the curriculum yet require the lesson plan to be updated with the newly prioritized training needs, will be identified by “Revise.” Existing courses that require no changes are not listed on the Priority Ranking Matrix.

Where applicable to a Consent Decree requirement, the respective paragraph is identified in the column, along with the number of hours projected for that course. CD predicated hours are indicated in red. The Training Needs Assessment “Priority Ranking Matrix” reflects a complete listing of the identified training needs and their category ranking.

The Training Needs Assessment has verified all of the requirements in Category 1 - “CD/POST/Policy” which will serve as the primary basis for assigning course hours within the Annual Master Training Plan. As remaining training hours are available, the AMTP will seek to include those Category 2 courses into the schedules for each of the respective programs. The AMTP will then consider any Category 3 courses that could be presented if schedule allocations allow. The Category 2 and 3 topics that fail to make the cut will be analyzed for any potential presentation as roll call training topics or in computer based training modules. All excluded training needs will not however be conducive to this delivery of instruction. Any topical areas that cannot be accomplished in the 2017 AMTP or alternative delivery will be reconsidered in the 2018 Training Needs Assessment process.

The original TNA “Priority Ranking Matrix” – Assigned Courses, Attachment (b) has been amended to reflect which identified training needs have been assigned to a titled course. Training needs which are committed and scheduled within the Annual Master Training Plan, are highlighted in yellow, while those which will not be presented in 2017 remain unmarked.

In **Section XVI. Program Curricula**, each program outline identifies the hourly requirements and titles of the courses that will be presented. At the end of each course description, a footnote will indicate if it is a “*New Course*” or “*Revised Course*,” and the related Training Needs Assessment item # will be referenced.

- **Resource Allocation**

The topics selected were evaluated as to the availability of informative reference materials and other supporting information required for the creation of a quality lesson plan. Research will identify if the targeted course can be adequately presented by Academy Staff Instructors or if an adjunct subject matter expert is needed. Any costs associated for the acquisition of packaged materials from outside vendors shall be identified for budgetary planning purposes.

## **Development (CD Paragraphs 252,253)**

- **Instructor Course Assignment (CD Paragraph 259)**

Instructors selected to teach the individual course listings for the AMTP shall have training and/or practical subject matter experience in the topics assigned. Instructors shall also have related certifications from nationally accredited entities where they are available. The delivery of exemplary education and training to the members of the New Orleans Police Department is dependent upon the quality and subject matter credibility of its Academy instructors.

Instructors are required to create training material and lesson plans that are based upon best practices and scholarship, and deliver training using adult learning methodology. The Instructor will attain or maintain status as a subject matter expert and stay abreast of continuing education, retraining and certification in the topics that they are assigned. The lead instructor will be responsible for the research, preparation, and delivery of instructional materials that are essential to the performance of and capabilities of NOPD Police Officers and Supervisors.

- **Lesson Plan Development (CD Paragraph 253)**

Lead instructors, including adjunct instructors, are responsible for the preparation of quality lesson plans for the topical areas that they are assigned. The Academy requires all lesson plans to be prepared in a standardized format which is directed by Departmental General Order. A User Guide and template provides instructors with the approved structural format of the lesson plan. Lesson plans must include “a variety of adult learning techniques, scenario-based training, and problem solving practices, in addition to traditional lecture formats” **(CD Paragraph 256)**. All instructional materials including videos, audios, handouts, practicums, exercises, etc. must be reviewed and approved by the Curriculum Director. The quality control and inventory management of lesson plans are the responsibility of the training academy.

A lesson plan is a plan for learning. As is true in most activities, the quality of planning affects the quality of results. One of the most practical functions of lesson plans is that they serve as step-by-step guides for instructors in developing teaching and learning activities. The lesson

plan should provide a general outline of the teaching goals, learning objectives and means to accomplish them.

When assigned a course, instructors are to conduct research. Instructional research is a gathering of all available information that can be assembled on the subject, and then selecting what is relevant for the lesson plan. Information should relate to the learning objectives and have a high possibility for student retention.

To ensure compliance with **CD Paragraph 256**, the Curriculum Director will identify lesson plans that should be reviewed by “where appropriate, persons external to NOPD with expertise in the relevant lesson areas.” Guidance to instructors includes that any subject matter presented must be accurate, current, and compliant with applicable law, the Consent Decree and NOPD policy. Lesson plans are also to be internally consistent with other related lesson plans, and incorporate elements of Community and Problem Oriented Policing, the Consent Decree and Constitutional Policing.

- **Defining the Learning Objectives**

Learning objectives are not developed in terms of what the instructor wants to teach, but rather in terms of what the instructor wants officers to learn. An intended learning outcome should describe what students should know or be able to do at the end of the course. Learning outcomes must be measurable, as they describe a product of instruction rather than the process of instruction. A well-defined learning objective describes what officers will be able to do when they are competent, rather than describing how they will be made competent.

NOPD instructors are required to use action verbs as a basis to define the learning objectives. Action verbs are selected from Blooms’ Taxonomy, and qualify what the officer will be able to perform upon completion of the course. Examples of action verbs include, “explain, list, describe, and demonstrate.” Instructors in their design shall consider the desired outcome of the class, and focus on how to get students over the final accomplishment of the course.

Initial learning objectives are developed in the Training Needs Assessment process. A training need translates into a learning objective. The instructor must then identify a quantifiable description in how the student will demonstrate proficiency and knowledge for each learning objective. A valid learning objective is also the product of the Job Task Analysis, as the instructor must identify the tasks that officers must perform in order to carry out their jobs. Instructors must also analyze each task to determine how a competent person performs that task, and identify the skills necessary to perform that task.

## **Implementation (CD Paragraphs 254, 255)**

**CD Paragraphs 254 and 255** mandates that the Academy will *“develop and implement recruit academy curricula and in-service curricula that comport with NOPD’s training plan and comprehensively address each of the subject areas in which this Agreement requires training.”*

To ensure that all subject areas identified in the Consent Decree for training are accomplished, a matrix was developed for tracking purposes. This matrix titled, “Consent Decree Requirements met by the 2016 Annual Master Training Plan/Supplemental Training Plan,” Attachment (e), serves as the historical reference for training accomplishments since the implementation date of the Consent Decree in August 2013.

For the 2017 Annual Master Training Plan, Consent Decree requirements are referenced and highlighted in red in Section II “2017 Training Needs Assessment –“Priority Ranking Matrix,” Attachment (b). In a similar fashion, all courses listed in the 2017 AMTP that are Consent Decree subject areas will be notated, as well as those courses required for P.O.S.T. compliance.

- **Informative Scheduling**

In the fourth quarter of 2016, the Academy revised the weekly training schedules to reflect additional detailed information as to the delivery of training. The schedule provides evidence of the: *Course Name, Instruction Site, Enrollment Capacity, Course Main Instructor, Design, and Group Facilitators*. The schedule was enhanced in anticipation of larger recruit classes that may exceed 30 members. A benefit of this schedule is to confirm that a sufficient ratio of instructors would be assigned based on the enrollment capacity, the type of instruction (traditional lecture versus break-out groups), and the classroom facility size. For physical tactics courses, a ratio of one instructor per 10 students (10:1) will ensure safety, provide guidance and conduct assessments. For classes which involve break-out discussion groups, the activities will be rated by two instructors serving as co-facilitators.

- **Unified Training Calendar**

Currently under development, the scheduling process will be automated into a new system titled the “Unified Training Calendar” in 2017. The purpose of the system is to coordinate all instructional sessions, align training instructor’s assignments with Recruit/In-Service program needs, and manage classroom space.

## **Evaluation (CD Paragraphs 262,263)**

**CD Paragraph 262** requires the Academy *“to develop and implement a process that provides for the collection, analysis, and review of data to document the effectiveness of training and to improve future instruction, course quality, and curriculum.”* The Academy’s direction for evaluating instruction is to examine the quality and effectiveness of the training course content, and assess the methods utilized to deliver that training. As the Academy is committed to a “continuous improvement” methodology, formal course evaluations will target: achievement of the learning objectives, overall classroom performance, student feedback critiques, and instructor self- assessments. The Academy shall also incorporate the use of third party and management evaluations to identify opportunities for improvement. Academy administrators and instructors must consistently evaluate and measure the effectiveness of the training program in order to correctly manage same. Additional details towards these evaluation processes will be described in Section VI.

The Annual Master Training Plan will identify future instructional curricula through the Training Needs Assessment process. Course quality will be examined through an assessment process that is established by the Academy Administrator. Hence the training courses in each curriculum program will be appraised for achievement of the stated learning objectives and quantified through testing. Attainment of the learning objective is measured in comparison of the action verb towards the targeted skill or task.

Validation of student knowledge can be quantified or demonstrated through active participation, written reports, practical exercises and formal tests. Selection of the preferred testing method is determined by the expected behavioral outcome of the job performance task. Learning objectives must then have measurable outcomes, to provide the test with purpose.

- **Knowledge Based Testing**

Written tests are applied primarily to measure the amount of learning by determining what principles, facts and techniques were mastered by the learner. Test questions will be directly aligned to the learning objectives and their respective performance measures. For 2017 the Academy Administrator will publish a guide and train instructors in how to best apply the fundamental principles for test development. Effective tests must be “relevant”- the questions relate to the learning objectives; “reliable” – the test measures learning consistently; and “valid” – the test yields consistently reliable scores. The instructor has the responsibility to ensure that each test item will match the performance criterion and measurable outcomes established in the instructional objectives.

- **Performance Based Testing**

A significant portion of police training applies classroom instruction towards physical tactics and hands-on practical exercises. Performance based testing is utilized to confirm a student's understanding and ability to deploy appropriate techniques in areas such as the use of force, self-defense, first aid, firearms, and equipment operations. Instructors must demonstrate and reinforce the proper methods for all students to achieve proficiency in critical police tactics. These skills are evaluated through the deployment of performance based testing. The Instructor is responsible to confirm that all students achieve satisfactory scores and can demonstrate their capability to perform law enforcement duties. There are aspects of physical tactics, firearms, driving and other targeted skill sets where actual job performance is most appropriately associated within the psychomotor domain.

Other than firearms qualification, these types of hands-on training typically do not have scoring criteria, and officers are expected to simply demonstrate the actions to pass the course. In 2017 the Academy Administrator will require instructors in these disciplines to develop a "Basic Skills" tracking sheet which will be utilized to evaluate and confirm an officer's proficiency in selected iterations/demonstrations. This scored performance testing will expand the criteria for continuing qualification standards of officers in these physical skillsets.

- **Scoring Standards**

The Louisiana P.O.S.T. statewide basic training standard for the recruit academy program requires a 70% score on the final exam which is administered the last week of the Academy. The NOPD Recruit Manual specifies that recruits will maintain a 70% pass rate on all quizzes that are grouped by the individual P.O.S.T. topical "blocks" of instruction to sit for this exam. A recruit who does not achieve a 70% average in any one of these defined topical areas then cannot sit for the individual block exams. The recruit is referred to the Academy review panel for academic reasons, and the panel can recommend either remediation, recycle or dismissal.

In 2017, the Academy intends to raise the academic standards for the recruit academy, in accompaniment with revised testing protocol, to an average of 80%. Similar scored testing criteria will be applied to the administration of performance based testing, extending the previous pass/fail qualification to a graded score.

Testing for the In-Service Program courses will be determined by the assessment process selected to evaluate knowledge. Some classes may involve participation exercises while other



non-tactics courses will be validated through a written test. For those topics incorporating a knowledge-based testing protocol, veteran officers will be expected to score at an 80% level. Remediation for any veteran officer not achieving this rating shall require them to repeat that course at a later date. Performance based testing for physical tactics proficiency will also be applied to the In-Service program for veteran personnel.

- **Student Evaluations**

**CD Paragraph 262** requires the evaluation process to *“measure and document student reaction to and satisfaction with the training they received.”* The Academy has installed the “iClicker” polling system which utilizes remote handheld devices for each student to rate and record their assessment of training when posed with a scripted set of questions towards the quality and effectiveness of the instruction received. The polling system records the findings and has a capability to display the trended results in a real time presentation. The results of the “iClicker” surveys towards student evaluations are evaluated by the Academic Administrator and are considered a contributing factor to the instructor evaluation screening and the quality of the curriculum received.

- **Annual Training Summary Report**

**CD Paragraph 288** outlines a report that is to be prepared on an annual basis summarizing performance compliance with the Annual Master Training Plan. *“This report shall include: “*

- a) description of each course, including a summary of the subject matter; the duration, date and location, the name of the instructor, and the number of persons who completed the training*
- b) listing of all officers who completed in-service, recruit, specialized, or elective training*
- c) listing of officers who did not complete required training and the corrective action taken for each officer*

At the conclusion of the training year, the Training Liaison shall assess the achievement of the courses scheduled within the AMTP. This review will identify the Department’s completion rate of all required and elective training. The ATS shall serve as a measurement tool, comparing planned versus actual training performance. The ATS identifies variances and serves both as an Academy performance metric and as a corrective measurement tool.

- **Incomplete Consent Decree Required Training**

There are initial training programs which have not been accomplished since the inception of the Consent Decree from August 2013. In these specialized programs, individual Detectives did receive assorted topical area training from various sources, and from the Academy’s New Detective and Detective In-Service programs. For compliance however, there is a need to

develop a formalized curriculum that will be standard core training for all present and new entry personnel going forward. The Crisis Intervention Team initial training was installed in 2016, however the training of the 911 dispatchers and call-takers is still an open issue. It will be the Department's priority in 2017 to implement the CIT Dispatcher and the Specialized Investigations Detective training programs as follows:

**INITIAL DOMESTIC VIOLENCE DETECTIVE PROGRAM** – all DV Detectives and DV Detective Supervisors    **C.D. Paragraph 221**    (32) hours

**INITIAL SEX CRIMES DETECTIVE PROGRAM** – all SV Detectives and SV Detective Supervisors  
   **C.D. Paragraph 204**    (32) hours

**INITIAL CHILD ABUSE DETECTIVE PROGRAM** – all SV Detectives and SV Detective Supervisors  
   **C.D. Paragraph 204**    (32) hours

**INITIAL FORCE INVESTIGATION TEAM PROGRAM** – all FIT members  
   **C.D. Paragraph 97** (40) hours

**INITIAL CRISIS INTERVENTION TEAM DISPATCHER PROGRAM** - all Dispatchers and 911 Call-Takers    **C.D. Paragraph 119**    (40) hours

Upon completion of the initial training programs, all specialized Detectives and 911 personnel will also be required to attend the 2017 annual training for these positions, which will consist of additional topics intended to expand upon the core offerings.

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**VII. CD Paragraph 249 (c) *“This approach should enable NOPD to identify and validate job tasks in sufficient detail to derive learning objectives, which, in turn, should drive the selection of instructional strategies and assessments”***

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The Training Needs Assessment process serves as the systematic approach to identify key job tasks and training areas of interest. The concepts and training topics that were revealed by the TNA research and interviews transition into formal learning objectives. The identification of meaningful learning objectives serves as the foundation for the instructional development process. The needs assessment flushes out learning objectives that outline the focus of the anticipated training, and contributes to the creation of the instructional goal/course overview statement.

Courses developed within the Annual Master Training Plan will be reliant upon the learning objectives contained in Section II of the 2017 Training Needs Assessment – “Priority Ranking Matrix,” Attachment (b). It is then incumbent upon the assigned instructor to identify what individual qualities and performance expectations an officer must master to successfully perform that task or demonstrate knowledge retention. The instructor must also identify those additional supporting learning objectives to fulfill the lesson plan and job task requirements. When an instructor documents the detailed analysis of knowledge and proficiency based criteria, those key individual qualities and skillsets that are to be developed in the lesson plan are connected.

Instructional strategies and design are based upon the most appropriate “method” selected by the instructor to engage the learner. Assessments and testing are similarly derived from the learning objectives. The strategy is to employ the instructional method(s) that will most effectively guide students toward desired learning outcomes.

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**VIII. CD Paragraph 249 (d) *“Develop instructional strategies that incorporate active learning methods such as problem-solving and scenario-based activities, based on current theories of learning”***

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### **Instructional Design**

**CD Paragraph 256** speaks to the Instructional Design requiring the Curriculum Director to ensure *“that a variety of adult learning techniques, scenario-based training, and problem-solving practices, in addition to traditional lecture formats, are incorporated into all training.”* “Method” refers to a combination of techniques or skills used by the instructor to engage students in meaningful learning experiences. Instructors determine what method(s) they will incorporate into their lesson plan by considering the ways that people learn: by doing, by discussing, by listening, by observing, by participating. If the desired outcome is knowledge, students should observe, listen or read so they can relate the learning to their own experience. If the students must learn to apply a principle, they should solve problems or perform tasks requiring an application of the principle.

The Academy has trained its instructors in the concepts of “instructional design,” explaining the format for teaching and learning to be based on the course objectives and expected proficiencies. The instructor is responsible for identifying how the learning environment is organized in either: whole class lecture, small group discussion, or small group with a problem-based scenario. The lesson plan and the new weekly schedule will identify which instructional design is to be utilized for that presentation.

Current Academy procedures require instructors to incorporate active learning methods such as problem-solving and scenario-based activities into each lesson plan design. Results from the Training Needs Assessment strongly support student requests for more practical exercises to demonstrate and reinforce the intended learning objectives. The instructional strategy for 2017 will prioritize the integration of scenario based, situational decision-making repetitions that will be scheduled, where appropriate, throughout all programs.

Related courses and topics will be linked, with particular focus upon the recruit academy, to have drills and demonstrations intertwined within individual topical area lesson plans in this building block approach. The Academy shall identify the progression linkages and ensure that

the dependency of related course subjects will adhere to a coordinated curriculum schedule that sustains a designed connectivity of topics.

## **Recruit Academy Instructional Design**

The concepts of instructional design applies to the structuring of the entire curriculum, including how blocks of related materials are coordinated. **CD Paragraph 267** specifies that the Academy be structured *“so that instruction is delivered in logical progression, to ensure that each skill or unit builds on previous skills or units. NOPD agrees to schedule training modules so that recruits become proficient in fundamental tasks before progressing to more advanced skills and activities.”* The recruit academy 26 week curriculum design shall feature a sequential building block approach in presenting course materials, utilizing hands-on demonstrations whenever practical to reinforce learning, and the linking of knowledge gained from previous courses. Throughout the curriculum there are topical areas, such as physical tactics, that require consistent reinforcement opportunities to ensure proficiency. There are also key themes that must be connected to learning throughout all lesson plans, such as Constitutional Policing, Community Policing, De-escalation, Consent Decree guidance, and Departmental policies.

The P.O.S.T. curriculum is based upon defined blocks of instruction, with a specific number of hours to be allocated to each structured topic:

*Orientation to Criminal Justice (4 hours); First Aid (8 hours); Report Writing (12 hours); Legal Aspects (40 hours); Firearms (40 hours); Investigations (24 hours); Traffic Services (18 hours); Patrol Activities (24 hours); Domestic and Family Matters (12 hours); Physical Training (24 hours); Specialized Activities(16 hours) ; Officer Survival(40 hours); Becoming a Professional Police Officer (10 hours); Use of Force (8 hours); and Electives (80 hours). TOTAL: 360 Hours*

P.O.S.T. requires that all of their base courses be presented in total to certify a Basic Peace Officer, however the order of delivery is determined by the agency. There are a significant number of recruit courses that are essential to the NOPD training curriculum that exceed the hourly requirement for P.O.S.T. courses (+ 555 hours). The Academy curriculum design is to break up this block approach and intersperse those courses that are related.

For example, the P.O.S.T. *Legal Aspects* course on “Stop and Frisk” will be presented in the same week with “Fair and Impartial (Bias –Free) Policing,” “Street Survival for Suspicious Person Stops,” “Preparing the Field Interview Card,” “Elements of Criminal Conduct” and “Preparing a Gist Statement.” These classes will initially apply the legal and ethical foundation determined by

the court decision guidance, with actual hands-on demonstrations of how to properly conduct the suspicious person stop. The recruit will then have to write the associated paperwork that articulates the reasons for the encounter.

The scheduling approach will plan for each class to be delivered in a logical progression, with and each new skill or concept presented building upon previously learned knowledge. Throughout the Academy schedule, courses that are designed for unique Department needs and requirements will be linked with the base P.O.S.T. curriculum. In 2017, the Louisiana Commission on Law Enforcement will release new P.O.S.T. scenario-based lesson plans that are built upon adult learning strategies. All academies within the state will be required to deliver these courses and the Academy staff instructors will receive an 8 hour training course for state certification to deliver the adult-learning methods.

### **Adult Learning Techniques (CD Paragraph 256)**

Adult learning methodology will include job task related scenarios, role plays, group and problem solving activities. Most adults learn best by experiencing a blend of activities that promote the three learning domains. Listed below are the three domains targeted for adult learning and the instructional design that best relates to the selection of a teaching method:

“Cognitive”- refers to knowledge or a body of subject matter; *lectures, brainstorming, discussions*

“Affective”- refers to attitudes and beliefs; *clarification exercises, group process activities*

“Behavior” – refers to practical application; *role play, simulations, teach-backs*

Adult students retain approximately 10% of what they see; 30-40% of what they see and hear; and 90% of what they see, hear, and do. The Academy intent for instructional design is to identify when traditional lectures are appropriate, enabling officers to learn best through lectures, discussion and brainstorming. Instructors must also seek out those opportunities when officers will learn best through a hands-on approach, actively exploring the subject material.

The Academy curriculum design will recognize that adults bring experience to each learning activity, and they expect teaching to be relevant and practical. Instructors must actively involve participants in their own learning process by encouraging discussions and organizing content around tasks. Officers must see a reason for learning and how it is applicable and useful to their work.

The Curriculum Director will ensure that these adult learning strategies are incorporated into the approval process for lesson plan development. The Academy Administrator will ensure that the methods employed are effectively delivered and received in the classroom.

## **Problem-Based Learning Strategies and Scenario-Based Exercises (CD Paragraph 269)**

- **Problem-Based Learning**

Problem-Based Learning (PBL) is an instructional strategy that promotes active learning. Learners assume responsibility for their learning, giving them more motivation and feelings of accomplishment. Adults are problem-oriented and want to apply what they've learned, and they need to relate the connections between classroom theories and practical application. Problem-Based Learning enables the learner to acquire critical knowledge and then utilize same in self-directed learning strategies and team participation skills. Adults also choose what they want to learn and then commit to training based on their specific needs.

Academy instructors will be trained to use problem-solving activities as a part of the learning experience. This method challenges participants to work cooperatively in groups to seek solutions to real world problems. The method is most effective when the problem is posed so that the officers discover that they need to learn some new knowledge before they can solve the problem.

The implementation of the Problem-Based Learning is a new area to be implemented in 2017. PBL may not be appropriate in all break-out group discussions or learning objectives. When it is to be featured in a course presentation, the instructor/facilitator will notate "PBL" within the Instructor's Notes section of the lesson plan, and describe the expected performance outcomes.

- **Scenario-Based Exercises**

Scenario-based exercises will be utilized to reinforce topical areas throughout the program curricula with the intent to task officers and recruits in their application of the knowledge or proficiency intended. Scenarios and reality driven drills that are an effective teaching tool and serve as a primary element of adult learning. Instructors have received direction in scenario development so that exercises reinforce the theory and practical execution of the course objectives. These exercises will be included whenever deemed beneficial towards the intended learning for both classroom and physical tactics courses. By incorporating real-life practical exercises, the decision-making component of police work is effectively challenged. The exercise

design will be described within the lesson plan, and include the expected performance outcomes. A consistent expectation is for officers to practice the how and why they reacted, and successfully articulate the justification for their decision.

The recruit academy features an intense week of scenario-based training that uses Simunitions dye-marking cartridge weapons to simulate real life situations and crisis events the recruits will encounter during police activities. In 2016, the Curriculum Director analyzed the simulation training week that featured “simunitions” (dye marking cartridge) weapons in calls for service response, “2017 Training Needs Assessment” Attachment (d). As these scenario-based exercises were offered in the final week of training, deficiencies and gaps were identified too late before graduation to remediate. As a solution, another week of scenario-based training was added “mid-term,” strategically placed upon completion of the use of force and physical tactics blocks of instruction. By this enhancement, the exercise commander can then pinpoint those curriculum areas where weaknesses can be corrected through remedial training during the remainder of the term.



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## **IX. CD Paragraph 249 (e) “Program administration policies”**

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### **Policies and Procedures (CD Paragraph 18 (f))**

**CD Paragraph 18 (f)** requires the Academy to develop and implement a unit-level policy and procedural manual. At this time, the manual is still in process. The development of the NOPD TRAINING ACADEMY “POLICY AND PROCEDURAL MANUAL” will be continued in 2017.

### **Classroom/Facility Use (CD Paragraph 274)**

**CD Paragraph 274** relates that the Academy shall “*provide recruits and officers with appropriate training facilities to ensure adequate access to safe and effective training.*” For 2017, the Academy will utilize the University of New Orleans Research Park – “Lindy Boggs Center” at 2045 Lakeshore Dr. on a leased basis while the primary NOPD Paris Ave. campus is undergoing major renovations. It is anticipated that the City will execute the construction contract for the Police Academy building in the fourth quarter of 2016, with completion scheduled mid-2017. The lease agreement with U.N.O. also expires in July 2017 and Academy operations are expected to resume in the renovated NOPD facility.

The U.N.O. facility features an amphitheater with wireless network capabilities and three large classrooms that can accommodate two recruit classes in session, physical training and In-Service training concurrently. This facility includes a large amphitheater; a defensive tactics classroom; and two classrooms. The New Orleans East campus consists of three classrooms; an external trailer utilized for scenario training; and a driving track. This city owned facility will support the tactical training curriculum, while firearms training will be accomplished at the St. Tammany Sheriff’s Office range in Slidell, La. The future renovated Education and Training Division facility on Paris Ave. will feature: four traditional classrooms; one classroom/computer lab; a gymnasium with male/female locker rooms/showers; a defensive tactics classroom; and conference room.

The Academy is always cognizant that the size of the classroom allocated for instruction aligns with student and instructor needs. The new weekly schedule will identify that the assigned classroom space is sufficient to handle the instructional course.

## Instructor Training and Development

- **Instructor Selection (CD Paragraph 258)**

The Academy utilizes three classes of instructors:

**Academy Staff** - Police Supervisor Instructor, Police Instructor, Police Firearms Instructor, Civilian Instructor, Civilian Legal Instructor, and Civilian Firearms Instructor

**NOPD Adjunct Instructors** – The Academy will offer a diverse law enforcement curriculum which requires the assistance of select Department subject matter experts in their qualified fields. NOPD Adjunct Instructors may include ranking officers, police officers and civilian employees

**Outside NOPD Instructors/Guest Lecturers** – To ensure that the curriculum remains at the forefront of community and constitutional policing, the Academy will seek qualified instructors from outside of the Department. **CD Paragraph 259** specifies that these instructors will be recruited *“with expertise in areas such as law and investigations, as necessary to supplement the skills of in-house training staff and adjunct instructors. Additionally, NOPD agrees to incorporate experts and guest speakers such as judges, prosecutors, including representative of the US Attorney’s Office, crime victims, and community members to participate in courses at the Training Academy.”*

**CD Paragraph 258** specifies that all staff and all adjunct NOPD instructors meet the minimum qualification requirements:

- a) *Baccalaureate Degree or exceptional law-enforcement or subject matter expertise, with at least 6 years of combined NOPD service;*
- b) *Successful completion of the FBI Instructor Development Course (IDC);*
- c) *No “sustained” PIB investigations within 24 months of applying for an Academy position or a pending “open” investigation.*

The Academy utilizes the Department’s formal KSA Process (knowledge, skills and abilities) that serves as an internal job announcement for persons interested in a transfer assignment. An interview process is coordinated by the Academy Commander and staff, with qualified candidates ranked on a hiring list.

In 2017 a revised screening process for the selection of new staff instructors will be implemented. Candidates will undergo an interview process that includes a practical teaching exercise. Prospective instructors will be notified at minimum, a week in advance, of their scheduled interview and of the requirement to present an educational briefing to the “Academy Instructor Selection Panel.” This panel will consist of the following: the Academy

Commander, the Academy Administrator, the Curriculum Director, and the Academy Training Liaison.

Candidates will be provided with a specific law enforcement topic and advised to conduct research within that subject area. The applicant will design a PowerPoint slideshow for their formal presentation of a classroom lecture. A total of five Power-Point slides will be allowed within a time allocation of 15 minutes. The panel will score the applicant's performance utilizing the "Instructor Evaluation Form" developed for assessing current Academy Instructors. Upon conclusion of the exercise, the panel will close the screening process with a list of structured questions to assist in identifying the candidate best suited to meet Academy standards.

- **Instructor Qualifications (CD Paragraph 259)**

**Instructors** - are required to create training material and lesson plans that are based upon best practices and scholarship, and deliver training using adult learning methodology. The instructor will monitor and provide counselling regarding student performance and remedial tutoring when needed. This position requires the Instructor to conduct research regarding contemporary law enforcement, community and problem-solving policing, and constitutional policing topics. Instructors shall utilize a variety of adult learning techniques, scenario-based training, and problem-solving practices, in addition to traditional lecture formats.

Instructors will assist in conducting training needs assessments and the creation of lesson plans with learning objectives and outcomes that address department policy and POST training requirements. The Instructor will attain or maintain status as a subject matter expert and stay abreast of continuing education, retraining and certification in the topics that they are assigned. The Police Instructor will be responsible for the research, preparation, and delivery of instructional materials that are essential to the performance of and capabilities of NOPD Police Officers and Supervisors.

**Police Supervisor Instructor** – This position will be staffed by an active duty, full-time commissioned NOPD ranking officer at the position of Sergeant and above. The supervisor will be responsible for administration and guidance of allocated programs within the curriculum. Police Supervisor Instructors will be accountable for the oversight and management of assigned Police Instructors within those areas. Supervisor Instructors may also directly handle the research, preparation, and delivery of select courses.

**Police Firearms Instructor** - This position will be staffed by an active duty, full-time commissioned NOPD Police Officer. The Police Firearms Instructor will be required to conduct training in the proper and safe use of firearms to achieve the annual POST qualifications for Police Recruits, Reserve Officers and all commissioned members of the Department.

Firearms Instructors shall maintain proficiency in the management of the firearms range and the deployment of the firearms and driving simulators for related learning objectives. Firearms Instructors may also be tasked to provide specialized courses in police vehicle operations, physical fitness and police defensive tactics.

**Civilian Instructor** - This position will be staffed by a full-time civilian employee of the NOPD. The Civilian Instructor may be assigned teaching responsibilities in multiple topical program areas as determined by their subject matter expertise and qualifications. Under POST standards, this position shall not be allowed to teach firearms or police defensive tactics.

**Civilian Legal Instructor** - This position will be staffed by a full-time civilian employee of the NOPD. The Civilian Legal Instructor will be accountable for providing educational courses in legal aspects, constitutional law and Louisiana criminal procedure. Under POST standards, this position shall not be allowed to teach firearms or police defensive tactics. **CD Paragraph 162** requires that Academy legal aspects courses are taught by a qualified attorney.

**Civilian Firearms Instructor** - This position will be staffed by a full-time civilian employee of the NOPD. The Police Firearms Instructor will be required to conduct training in the proper and safe use of firearms to achieve the annual POST qualifications for Police Recruits, Reserve Officers and all commissioned members of the Department.

Firearms Instructors shall maintain proficiency in the management of the firearms range and the deployment of the firearms and driving simulators for related learning objectives. Firearms Instructors may also be tasked to provide specialized courses in police vehicle operations, physical fitness and defensive tactics. Under POST standards, in order to teach firearms or police defensive tactics this position requires the Civilian Firearms Instructor to maintain status as an NOPD Reserve Officer with active commissioned authority.

- **NOPD Adjunct Instructors**

The Academy will offer a diverse law enforcement curriculum which requires the assistance of select Department subject matter experts in their qualified fields. NOPD Adjunct Instructors may include ranking officers and police officers. These instructors shall meet the standards expected of an Academy staff member including:

- a) Completion of the FBI Instructor Development Course or the FBI Law Enforcement Instructor's School (40 hours). The POST Instructor Development Training (80 hours) is optional as these Instructors are not full-time members of the Academy staff. New candidates will be allowed to complete Instructor training within 180 days of Academy assignment.
- b) Exceptional practical law enforcement or subject matter expertise with at least six years of law enforcement experience

### **NOPD Civilian Adjunct Instructors**

Employees of the Department may also serve as NOPD Adjunct Instructors for topical subject matter expertise. These instructors are not required to have six years of law enforcement experience; however their knowledge and background in the assigned area must be significant.

**Adjunct Coordinator Duties** - All NOPD Adjunct Instructors will be assigned to an Academy staff member who will serve as the Coordinator for that topical area. The Coordinator will ensure that the NOPD Adjunct Instructor fulfills all requirements towards scheduling, course content and quality, as well as the submittal of approved lesson plans.

NOPD Adjunct Instructors shall adhere to the Academy standards for curricula and lesson plans. These instructors shall utilize a variety of adult learning techniques, scenario-based training, and problem-solving practices, in addition to traditional lecture formats. Coordinators and Academy staff shall attend select classroom presentations conducted by NOPD Adjunct Instructors to assure quality control and complete the Instructor Assessment form process.

- **Outside Instructors, Guest Speakers and Crime Victims (CD Para. 259)**

**Outside Instructors** - Outside Instructors and Guest Lecturers will be recruited for their special expertise to supplement the skills of in-house training staff and NOPD Adjunct Instructors. These outside instructors do not have to meet the selection qualifications criteria established for staff and NOPD adjunct, however they must have subject matter expertise in the area that they have been selected to teach. These assigned courses will still require the development of approved lesson plans under the NOPD format. Outside presenters who request assistance in the formulation of lesson plans, or in their classroom requirements, will be assigned a “coordinator” from the Academy staff to achieve compliance.

**Adjunct Coordinator Duties** - All Outside Instructors and Guest Lecturers will be assigned to an Academy staff member who will serve as the Coordinator for that topical area. The Coordinator duties will ensure that the Outside Instructors and Guest Lecturers fulfill all requirements towards scheduling, course content and quality, as well as the submittal of approved lesson plans. Coordinators may assume the responsibility for the preparation and submittal of an approved lesson plan to assist Outside Instructors and Guest Lecturers whenever necessary.

Outside Instructors and Guest Lecturers shall adhere to the Academy standards for curricula and lesson plans. These instructors shall utilize a variety of adult learning techniques, scenario-based training, and problem-solving practices, in addition to traditional lecture formats. Coordinators and Instructor Supervisors shall attend select classroom presentations conducted by Outside Instructors and Guest Lecturers to assure quality control and to complete the Instructor Assessment process.

- **Instructor Certifications**

To ensure the highest level of professional standards, the Academy will research and include within its curricula those specialized courses which are validated by a certification process. This certification is defined by the Federal, State or local agency offering the training module or the commercial provider of a training segment that is recognized as a best practice in the law enforcement training community. The NOPD will also seek guidance and adhere to the protocol and recommendations of the Louisiana POST Council for certification standards.

The Academy will utilize the Power DMS Training Records Management System to file all Instructor certifications. The system will monitor when certifications are due for renewal or refresher status, and will provide a notification alert. Individual Instructors and their Supervisor Instructor are directly accountable for ensuring that their assigned certifications remain current and active. Electronic copies of the issued certificate and/or diploma will also be maintained in this records system.

**FBI Law Enforcement Instructor's School (LEIS) / FBI Instructor Development Course (IDC)** –

Academy staff and NOPD Adjunct Instructors are required to attend the 40 hours of training **(CD Paragraph 260)** offered by the FBI and designed specifically to enhance the teaching effectiveness of law enforcement trainers. The IDC module which is also termed LEIS (Law Enforcement Instructor's School), and a certificate of completion obtained in either, suffices for Academy Instructor service. Completion of the FBI Instructor Certification satisfies the POST requirement for completion of an Instructor Development Course.

**POST Instructor Certification** – Academy staff and NOPD Adjunct Instructors are certified under POST standards when they exceed the minimum qualifications required in college education or practical experience, and have completed the FBI Instructor Development Course. Full-time commissioned Instructors hired or transferred into these positions after *(date still to be determined by POST)* in 2017, must complete the POST Instructor Development Training curriculum (80 Hours) which supplants the FBI Instructor Development Course. Instructors who have completed the previously approved FBI course will not be required to attend the new POST “Adult Learning” Instructional Course. With the completion of eight hours of POST transition training, their existing FBI certifications will then be grandfathered in.

**POST Firearms Instructor** – The Academy staff are POST Certified Firearms Instructors upon completion of the POST Firearms Instructor School which includes classroom exams and a final standards qualification on the shooting course. Certified Instructors must satisfactorily complete a mandatory retraining course annually. POST requires all Firearms and Physical Tactics Instructors to be either full-time or active reserve commissioned officers. To fulfill this obligation, Civilian Firearms Instructors on the Academy staff must maintain status in the NOPD Reserve Division.

**Certified Courses** - The following NOPD curriculum requires certified Instructors. If one of these courses is taught or assisted by an instructor lacking valid certification, a certified Instructor must be present at all times for the entire block of training.

- First Aid/CPR
- Firearms Instructor
- Glock Armorer
- Simunitions
- National Academy for Professional Driving – Police Tactical Driving/SUV
- Monadnock Defensive Tactics System (MDTS)
- Strategic Self-Defense and Grappling Tactics (SSGT)
- Cooper Institute Physical Fitness
- Conducted Electrical Weapon (CEW) / Taser

● **Instructor Training and Professional Development (CD Paragraph 260)**

**On-Boarding Training** - Upon assignment at the Academy, all Instructors shall receive Education and Training Division On-Boarding training. This session will include an introduction to the expectations and operations of the Education and Training Division. New Instructors and staff will receive an orientation briefing and guidance on effective teaching, adult-learning techniques, and curriculum development from the Academy Commander, Academy Administrator and the Curriculum Director.

**In-service Instructor Training** - The Academy will sponsor on an annual basis a dedicated in-service training curriculum (**CD Paragraph 260**) for its staff and NOPD Adjunct Instructors that will include an update on the best practices in topics such as: the use of educational resources and equipment, lesson plan enhancement, classroom management, adult learning techniques, curriculum development, etc. The Academy Administrator and the Curriculum Director shall identify the annual refresher topics. This analysis will include a review of the opportunities for improvement trended from the previous year's Instructor Assessments and student critiques.

**Individual Development Plans** - The Commander of the Education and Training Division shall be responsible for the approval of an "Instructor's Personal Growth Plan" for each staff Instructor. The plan will be formed in conjunction with the Annual Performance Evaluation of each instructor, and the instructor's completion of the annual "Professional performance Goals Worksheet." This development plan shall assess the areas where the Instructor can benefit from additional study, research or training for more effective classroom presentations and/or expanded subject matter skillsets.

- **Instructor Evaluations (CD Paragraph 261)**

**CD Paragraph 261** requires the Academy *“to evaluate the performance of the Training Division staff and all adjunct or other training instructors and shall remove staff and instructors who do not meet the NOPD criteria. NOPD agrees to document each evaluation using an established set of criteria to be developed pursuant to this agreement.”* The Academy recognizes that achievement of its mission is directly dependent upon the competencies and proficiencies of its instructional staff. A key element in applying the quality management process is to identify the desired traits for effective delivery of materials and student learning success. Instructors are then monitored and evaluated in their progress towards this ideal.

The Academy will deploy a systematic approach towards performance assurance and quality control through the use of various formal assessments. These evaluation methods include:

**Observation Checklist** – An assessor will utilize the Education and Training “Instructor Evaluation Form” to examine select instructional components in the delivery of a training course. The evaluator will determine a rating for the instructor performance and record positive or negative observations in the comments section. Assessors may include other staff instructors, academy administrative staff and supervisors, and outside third party evaluators. The primary categories that are rated include: Pre-Instruction; Instructional Skills; Communication Skills; Content Knowledge Expertise; and Presentation Skills. The observation will also require the assessor to list three strengths in the lesson, three areas for improvement in the lesson, and specific recommendations to improve the lesson.

Upon conclusion of the observation, the assessor will meet with the instructor in an “Observation Debrief Session” and discuss the findings and recommendations. In those instances where improvement is required, the instructor will be assigned actions which will be documented under the “Instructor’s Personal Growth Plan.” The completion of these corrective growth tasks will be tracked by the assigned supervisor and the Academy Administrator until completion.

**Instructor Self-Assessments** - The Continuous Improvement process is productive when an Instructor reflects upon their own performance and reliably critiques their ability to deliver better quality learning. The Instructor/Instructor Supervisor shall utilize the Instructor Evaluation Form, focusing particular attention on the comments section, and highlighting those areas where performance upgrades can be targeted.

**External Assessments** – The Academy will establish partnerships with the local Universities to periodically provide assessors who will monitor classroom presentations and offer recommendations towards advancement. These third party assessments will utilize the



Instructor Evaluation Form for structure; however their review may be expanded into other suggested areas as they feel appropriate. The Academy Administrator shall coordinate the assignment and frequency of External Assessments. The report shall be submitted to the Instructor's Supervisor, or in the case of an Instructor Supervisor, the Training Liaison. The Supervisor and the Instructor shall then schedule a follow-up debrief/counseling discussion with recommendations for acting upon the identified opportunities for improvement.

**Video and Monitoring** – Classes will be videotaped and monitored on a random basis to ensure quality of training. An Instructor Evaluation Form may be created for this type of review, with follow-up debriefing as needed. The monitoring of remote live video also allows the assessor to make early corrections when deficiencies are identified.

**Student Exit Critiques** – CD Paragraph 262 requires the evaluation process to *"measure and document student reaction to and satisfaction with the training they received."* The Academy has installed the "iClicker" polling system which utilizes remote handheld devices for each student to rate and record their assessment of training when posed with a scripted set of questions towards the quality and effectiveness of the instruction received. The polling system records the findings and has a capability to display the trended results in a real time presentation. The results of the "iClicker" surveys towards student evaluations are evaluated by the Academic Administrator and are considered a contributing factor to the instructor evaluation screening, and the quality of the curriculum received.

**Instructor's Professional Growth Plan Form** - Recommendations identified through the Instructor Observations and student exit critiques that require follow-up action in the form of a corrective action plan shall be tracked on the "Instructor's Professional Growth Plan" form. Assessor and student comments are to be evaluated and if there is concurrence on select items for specific tasking, the growth plan will reference what actions should be assigned. The reviewing Supervisor and the Academy Administrator shall take a graded approach in the assignment of corrective actions. Supervisors should also trend and analyze the collective findings of multiple assessments to identify any systemic patterns or deficiencies that may require remediation.

**Validation of Training Effectiveness** – To gauge student learning a knowledge based test is utilized to validate most topical areas. A core responsibility of the Instructor is to ensure that students understand and comprehend the subject material. The test exam must be focused on the key learning objectives, with challenging evaluative questions to confirm the application of the intended knowledge. The quality of the test is assured if students can successfully demonstrate understanding and retention with consistent scoring across the class. Student performance in a well-constructed examination directly reflects upon the Instructor's

presentation and effectiveness. The success of class exam scores will be utilized in the evaluation of Academy Instructors.

**Annual Performance Evaluation** – Specific criteria will be added to the Department’s evaluation process for the Instructor/Instructor Supervisor positions. These job specific measures will include the professional development and achievement of individual performance goals assigned. Instructors and Instructor Supervisors shall also be graded on their overall effectiveness as an educator for the classes that they teach, including the completion of any status advancement in their assigned curriculum areas.

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## **X. OPPORTUNITIES FOR IMPROVEMENT IN THE ACADEMY DELIVERY OF INSTRUCTION**

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### **Needs Assessment Action Items**

The Training Needs Assessment not only identifies what training is desired, it also exposes how the training could be better presented. The assessment process reveals those opportunities for improvement that could enhance the overall delivery of instruction. As the Academy is committed to a continuous improvement methodology, the comments received from the target audience are extremely beneficial in the success of the learning environment. The recruits, officers, supervisors and commanders readily identified training concerns that they believed should be targeted to best improve quality. These groups were very open and candid in offering productive recommendations on how the Academy should teach.

The following list represents these “Action Items” that the Academy will assign for follow-up. The listing is grouped in relationship to the guidance provided within the Consent Decree for training. Each numbered task will be assigned to Academy staff members for submittal of a “corrective action plan,” and tracked to closure.

### **C.D. Section XII. Academy and In-Service Training – “Action Items”**

#### **A. Training Coordination and Planning                      C.D. Paragraph 249**

- (1) Provide the Core In-Service and Supervisor curriculum in a university catalogue type schedule, including nights and weekends, allowing members to attend individual courses when convenient, while still achieving the annual requirement
- (2) Minimize the amount of wasted time by scheduling breaks with structured and compliant limitations
- (3) Develop pre-defined training opportunities that can be applied whenever recruit or in-service training courses end early or unscheduled free time is made available
- (4) Ensure that the special victim advocacy groups dealing with child abuse, sexual assault and domestic violence are scheduled in advance to participate in recruit training courses
- (5) Implement the “initial” CD training requirements for FIT, Sexual Assault, Domestic Violence and Child Abuse investigators; and Crisis Intervention Team training for dispatchers and 911 call-takers.

**B. Curriculum Development****C.D. Paragraph 256**

- (1) Incorporate scenario-based interactive role play whenever applicable throughout the recruit curriculum to reinforce decision-making and application of policy
- (2) Define performance objectives and expected outcomes for scenario-based interactive role play whenever utilized in lesson plans or simulation training
- (3) Expand the frequency of hands-on recruit and in-service training for practice in defensive tactics and officer survival in handling non-compliant and/or armed suspects
- (4) Utilize NOPD body worn camera videos to reinforce training, and provide instructors with access to the District storage drives to locate “training” marked videos
- (5) Provide “advance” readings to recruits to expand the learning opportunities prior to attending the respective training courses

**C. Instructor Selection****C.D. Paragraph 259**

- (1) Assign veteran instructors who have subject matter expertise and street credibility to deliver specialized training courses
- (2) Eliminate the inconsistent instruction from multiple attorneys assigned to teach “legal aspects” courses to recruits

**D. Training Evaluation****C.D. Paragraph 263**

- (1) Improve the quality and consistency of the tests, ensure knowledge-based and performance proficiency validation effectively challenges and measures learning objectives

**E. Recruit Academy****C.D. Paragraph 266**

- (1) Procure laptop computers to be individually issued to recruits for classroom interactive learning, NOPD policy and procedures, Email/network access, and MDT/EPR training
- (2) Schedule the Recruit physical fitness training component on a frequently assigned basis
- (3) Restore use of the red man suit for physical hand to hand combat training
- (4) Regularly schedule individual counselling and performance review sessions
- (5) Assign the police radios and body worn cameras early on and increase the operational functionality and role play training in this equipment
- (6) Expand the use of the Firearms Training Simulator
- (7) Reinstate the touring visits to the courts, coroner and the prison
- (8) Install multiple report writing exercises throughout the academy curriculum, including the assignment of exercises as homework
- (9) Assign recruits their individual IT profile prior to graduation so they are able to function and access all systems upon arrival at the district

#### **F. Field Training Program**

#### **C.D. Paragraph 277**

- (1) Define the specific recruit training requirements that the FTO is responsible for in continuation to what is expected from the Academy preparation
- (2) Update the FTO training program so they receive an equivalent level of instruction as taught to recruits in select topical areas

### **Academy Improvement Plan**

For 2017 there are several initiatives that have been targeted to improve academic achievement and the quality of instruction. The following program concepts are under development and will be implemented within the year.

**Problem Based Learning** – the principles of the PBL methodology will be presented to staff instructors with an emphasis that this teaching strategy be installed in 2017 lesson plans

**Unified Training Calendar** – the purpose of the automated calendar is to coordinate all instructional sessions, align instructor's assignments, and manage classroom space usage

**RCT: Drive** – recruits will have access to a shared drive where pre-reading assignments and other reference materials will be stored by instructors

**Instructor's Facilitation Guide** – to aid in the professional development of instructors, reference materials on the best practices in educational methods and instructional theory

**Moodle Learning Management System** – open source platform that allows academic institutions to build a platform to meet its specific learning needs; serves as a repository of course documents and allows threaded discussions on relevant topics

**Practical Skills Checklist** – designed for co-instructors to ensure safety, adherence to tactical strategies, and assessment

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## **XI. CD Paragraph 264 “Recruit Training Academy”**

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### **Topical Area Requirements (CD Paragraph 266)**

**CD Paragraph 266** specifies that there are “*sufficient recruit academy instructional hours in the following specific areas:*” (The actual # of hours devoted to each area are identified at the end each bulleted item)

- a. appropriate use of force – (73 hours assigned)*
- b. stops, searches, and arrests – (78 hours assigned)*
- c. bias-free policing and community/problem-solving policing – (27 hours assigned)*
- d. investigations, including crime scene investigations and investigative techniques – (59 hours assigned)*
- e. ethics, including preventing and reporting misconduct and peer intervention – (9 hours assigned)*
- f. crisis intervention – (33 hours assigned)*
- g. crowd control, including consistent application of field-force tactics and crowd management – (4 hours assigned)*
- h. report writing – (52 hours assigned)*
- i. recognizing, taking, and responding to allegations of misconduct received in the field – (9 hours assigned)*
- j. statutory law, including definitions of specific offenses, and scenario-based exercises to determine the specific elements of offenses – (61 hours assigned)*
- k. how to communicate with LEP individuals in commonly encountered scenarios – (24 hours assigned)*

The Recruit Academy has allocated responsive training to address these Consent Decree prioritized topical areas. It should be noted that for many of these key subjects, such as use of force, the concepts are discussed and then reinforced in multiple courses. The above hourly count reflects only the primary assigned subject matter courses only.

## **Logical Progression of Courses (CD Paragraph 267)**

**CD Paragraph 267** directs that *“instruction is delivered in logical progression, to ensure that each skill or unit builds on previous skills or units. NOPD agrees to schedule training modules so that recruits become proficient in fundamental tasks before progressing to more advanced skills and activities.”* Lesson plan development requires the identification of “prerequisite courses” that define the relationship needs for the progression of courses. The 2017 Annual Training Plan will add a new requirement in the development of lesson plans. Instructors in their formation of the course learning objectives will utilize the Job Task Analysis process to define and list the requisite knowledge, skills and abilities an officer will gain from the training. By targeting these individual tasks and capabilities, the instructor can identify exactly what skillsets and knowledge needs to be taught to enable an officer to do their job. The lesson plan must also describe how the student will apply the knowledge or demonstrate proficiency of that topic in a satisfactory manner. The instructor must first distinguish all of the individual components necessary to perform a given job task, and any prerequisite or related courses to support that achievement.

The recruit academy 26 week curriculum design shall feature a building block approach in presenting course materials, utilizing hands-on demonstrations whenever practical to reinforce learning, and the linking of knowledge gained from previous courses. Throughout the curriculum there are topical areas, such as physical tactics, that require consistent reinforcement opportunities to ensure proficiency. There are also key themes that must be connected to learning throughout all lesson plans, such as Constitutional Policing, Community Policing, De-escalation, Consent Decree guidance, and Departmental policies.

For example, the P.O.S.T. *Legal Aspects* course on “Stop and Frisk” will be presented in the same week with “Fair and Impartial Policing (Bias-Free Policing),” “Street Survival for Suspicious Person Stops,” “Preparing the Field Interview Card,” and “Preparing a Gist Statement.” These classes will apply the constitutional and legal foundation determined by fair and impartial standards, with actual hands-on demonstrations of how to properly conduct the suspicious person stop for criminal investigative purposes. The recruit will then have to write the associated paperwork that articulates the reasons for the encounter.

In the past, all legal Aspects courses were taught within the same two week period. Absorbing all of this knowledge in itself would be difficult, even more so without any practical application. The recruits will better understand what the legal theory means when the hands-on demonstrations are aligned. The scheduling approach will plan for each class to be delivered in a logical progression, with each new skill or concept presented, building upon previously learned knowledge.

The curriculum design intends to reinforce key principles in all related courses. As an example, the physical tactics skills for handcuffing will not only require scheduled refresher practice sessions, the methods will be applied in role play exercises in other courses. Scenarios that use handcuffs may appear in classes for street survival, vehicle stops, crisis intervention, use of force, and simulation training. All course topics will be examined in relation to other topics to determine the best schedule fit where exposure to the content of a course will enhance the learning experience in a subsequent course.

### **Priority Training Concerns (CD Paragraph 268)**

**CD Paragraph 268** directs that *“in addition to inclusion in separate training modules, NOPD agrees to incorporate training on constitutional and statutory law; ethical decision-making; community policing; de-escalation of force; and bias-free policing throughout the course of the recruit training academy. NOPD agrees to reinforce legal concepts in the context of instruction on interviewing and interrogation, crime scene processing, and report writing.”* Instructors are cognizant of the Consent Decree priority concerns and have received lesson plan evaluations which highlight the required inclusion of these areas. The screening review process by the Curriculum Director examines specific items on the checklist: Constitutional Policing, Community Policing, Consent Decree, and Departmental policies. Continuing in 2017, lesson plan review emphasizes the documented deployment of these priority training concerns. The Lesson Plan Evaluation Form will also be expanded to include additional check-off blocks for ethical decision-making, bias-free policing, and de-escalation of force.

The lesson plans for interview and interrogation, crime scene processing, and report writing are consistent with the mandated emphasis to reinforce the legal concepts and Department policies that apply in these areas.

### **Community Policing Foundation (CD Paragraph 226)**

The Department has a commitment to the principles and practice of community policing as a foundation for serving the citizens of New Orleans. This focus begins with promoting and strengthening partnerships within the community and foster collaborative problem solving and increase community confidence in the Department. **CD Paragraph 226** requires structured training in community policing and problem-oriented policing for all officers, supervisors, managers and executives. Listed with each of the below requirements are the initial training courses provided to recruits. An 8 hour in-service course that encompasses select components of the listing is presented to all other members of the Department annually.



Community policing training shall include: (Respective course titles follow each requirement)

- *“methods and strategies to improve public safety and crime prevention through community engagement.”*  
(Community Policing – Embracing the Philosophy; Procedural Justice; Crime Prevention)
- *“scenario-based training that promotes the development of new partnerships between the police and the community, targeting problem solving and prevention.”*  
(Community Policing – Embracing the Philosophy; Procedural Justice; Crime Prevention).
- *“leadership, ethics and interpersonal skills.”*  
(Standards of Conduct; Police Role in the Community; EPIC; Attaining Respect)
- *“community engagement, including how to establish formal partnerships and actively engage community organizations, including youth, immigrant, and LGBT communities.”*  
(Community Policing – Embracing the Philosophy; Procedural Justice; Crime Prevention; LGBT Awareness; Survival Spanish; Diversity in the Community; Domestic Violence).
- *“problem-oriented policing tactics, including a review of the principles behind the problem solving framework developed under the “SARS Model” (scanning, analysis, response, assessment), which promotes a collaborative, systematic process to address issues of the community, including safety and quality of life.”*  
(Community Policing – Embracing the Philosophy; Procedural Justice).
- *“conflict resolution and verbal de-escalation of conflict.”*  
(Verbal Judo; De-escalation; Human Performance; Crisis Intervention; Conflict Resolution; Domestic Violence).
- *“cultural awareness and sensitivity training.”*  
(Fair and Impartial Policing; Handling the Elderly; Victim Assistance; Standards of Conduct; Police Role in the Community; EPIC).

### **Intersperse Skills Training (CD Paragraph 270)**

**CD Paragraph 270** requires the academy to *“intersperse skills training in areas such as driving, firearms, and defensive tactics throughout the course of the recruit training academy, to allow recruits to develop and reinforce these skill over time.”* The academy recognizes the importance of practicing defensive tactics and reinforcing core skills in driving and firearms to gain proficiency. As these are law enforcement life safety skills, it is critical that graduating recruits can effectively perform their job duties upon leaving the academy.

The curriculum design intends to reinforce key learning objectives in multiple course offerings. As an example, the physical tactics skills for handcuffing will not only require scheduled refresher practice sessions, the methods will be applied in role play exercises in other courses. Scenarios that use handcuffs may appear in classes for street survival, vehicle stops, crisis intervention, use of force, and simulation training.

In 2017, the academy will utilize a squad rotational concept that will prove more efficient in the scheduling of a large recruit class for firearms and driving. Rather than the entire class waiting at the firearms course for their turn, the class will be broken up into three squads. The coordinated schedule will alternate the groups between driving, firearms and physical tactics thus allowing more individualized instruction while interspersing the training over several weeks. An additional advantage of this rotation, is that it allows time for recruits to practice skills on their own time to heighten qualification scores.

### **Continuity of Training (CD Paragraphs 271, 272, 273)**

**CD Paragraphs 271 -273** addresses concerns that the academy maintains continuity of training and minimize interruptions to the recruit academy schedule. As stipulated, no new recruits are allowed to join an Academy class after the first week of training (**CD Paragraph 271**). **CD Paragraph 271** adds that the *“NOPD agrees to minimize interruptions to recruit academy training for the purpose of staffing special events and other functions. This does not preclude the use of recruits for Mardi Gras-related service functions or in case of emergencies.”* The department issues a Special Order that outlines the staffing levels and position assignment for the various events across the city. The recruit classes are typically utilized only for those major events where street closures (French Quarter) and traffic control can be managed by recruits. These events include the Essence Festival, the Bayou Classic, Sugar Bowl/New Years, and Mardi Gras.

Preserving comprehensive and uninterrupted training to recruit classes similarly requires the fulltime presence of academy instructors. **CD Paragraph 279** protects this intent by directing that *“the deployment of recruit academy staff to cover patrol shifts or other duties does not disrupt training activities.”* Typically, the instructors are not removed from their teaching duties for Departmental detailed assignments unless specified in the Special Order for accompaniment of the recruit class.

**CD Paragraph 279** also stipulates that *“recruit classes shall not exceed 30 candidates per class.”* For 2017 classes, the Department is seeking judicial approval to exceed this number in order to meet hiring needs. The academy must demonstrate how the classes will be effective with a higher teacher/student ratio. To prepare for larger recruit class sizes, the adult model of instruction allows course content to be adapted to include small discussion groups to ensure application of case law, policies and procedures.

The Unified Training Calendar will also identify the size of the class and its comparison to the instructional design and number of instructors required. For the hands-on defensive tactical courses, the ratio of one instructor per 10 students (10:1) will be deployed. Courses that feature break-out participative groups in the adult learning methodology will require two instructors serving as co-facilitators using a Performance Assessment Rubric.

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## **XII. CD Paragraph 275 “Field Training Program”**

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### **Key Training Areas and Proficiency (CD Paragraph 277)**

**CD Paragraph 275** establishes the guidance for the Field Training Program. Upon successful completion of the Basic Recruit Academy Program, all recruits are assigned to a District and are required to complete a 16 week Field Training Program. The Field training program consists of four phases during which recruits are trained and mentored by an experienced field training officer (FTO). The Field Training Program is under the direction of the Academy Commander. The program is coordinated by the Education & Training Division Field Training coordinator who acts a liaison with a Field Training Sergeants assigned to each of the eight Districts. Field Training Sergeants supervise the FTO’s and recruits that are assigned to their district. The FTO program coordinator is a sergeant, assigned to the police academy and responsible for all Field Officer and FTO Sergeant training and recruit performance assessment documentation.

### **Field Training Officer Recruitment, Selection and Retention**

**CD Paragraph 276** identifies the need for a *“formal eligibility criteria for FTOs and Field Training Sergeants based on their performance evaluations, previous superior performance as police officers, and complaint and disciplinary histories. District Commanders will also have discretion, upon consultation with the Training Academy staff, to remove a field-training officer from the FTO program.”* As the FTO program is critical to the continuing education and preparation of a police recruit, the Academy remains adamant in their hiring and retention of only quality and committed candidates. Persons desiring to become an FTO undergo an intensive screening process that reviews their performance and disciplinary records. Field Training Officer candidates must not have had a sustained PIB investigation within 24 months of applying for an FTO position or a pending open investigation at the time of the application. A review panel also aggressively queries their ability and commitment to become a professional mentor to new officers.

The continued assignment of FTO’s remains under the purview and scrutiny of their respective District Commander and the Academy Commander. High performance ratings and complimentary recruit evaluations are essential to this review. **CD Paragraph 279** dictates that the Academy shall *“review and evaluate the performance of FTO’s and Field Training Sergeants,*

*with re-certification dependent on satisfactory prior performance and feedback from the Training Division staff.*” FTO’s are evaluated by their Sergeants on a weekly basis and counselled in areas for performance improvement. FTO’s are rated for proficiency in managing recruits and subordinates; practicing community-oriented policing; teaching community oriented policing; and solving problems effectively. The FTO program coordinator monitors and trends all performance reports to ensure consistency and quality from the program participants. Unsatisfactory performance ratings will result in the removal of the officer from the FTO program.

**CD Paragraph 281** specifies that the Academy *“review and revise its FTO participation policy to establish and implement a program that effectively attracts the best FTO candidates.”* Going into 2017, there is a shortage of FTO’s which will require an active recruiting effort. It is also important to avoid burn-out of FTO’s by allowing them some downtime in between assignments through the availability of qualified pool of FTO’s. District Commanders are most influential in identifying and encouraging potential candidates for FTO training. A recruiting advantage is to portray the FTO position as a career ladder to achieve a future supervisory position. The supervision and management skills they demonstrate will be highly valued if they desire a ranking position. The Academy program coordinator also routinely visits the Districts and dispatches recruiting memos explaining the virtues of becoming an FTO, actively soliciting their commitment.

### **FTO Program Training**

**CD Paragraph 277** describes the training to be provided to current and new FTO’s and Field Training Sergeants. The 40 hours of initial supervisory and annual in-service training is a component of this Annual Master Training Plan and includes: *“management and supervision; community-oriented policing; effective problem-solving techniques; and field communication.”* The Training Needs Assessment is directed towards identifying those training courses within these categories which can improve the quality of the FTO program and recruit academy performance.

### **Feedback Mechanism (CD Paragraph 280)**

**CD Paragraph 280** directs the FTO program *“to create a mechanism for recruits to provide confidential feedback regarding the quality of their field training, including the extent to which their field training was consistent with what they learned at the Academy, and suggestions for changes to the Academy training based upon their experience in the FTO Program. NOPD agrees to consider feedback and to document its response, including the rationale behind any*

*responsive action taken or decision to take no action.*” The FTO program coordinator has created an anonymous rating form for recruits to provide feedback through an on-line survey tool. The software allows the trending of key issues of concern to the recruits and submittal of improvement suggestions towards training and FTO assistance. These reports are formulated in a graphic presentation which readily identifies the areas of training that are most needed and how they can be enhanced in the recruit academy. These reports are forwarded to the Curriculum Director and included in consideration of the Training Needs Assessment process.

### **LEFTA Performance Reporting System**

In 2016 the “LEFTA” Law Enforcement Field Training Application software was installed and is operational for records management of the FTO program. The system provides report specific solutions for improving the documentation of recruits during their FTO training period. The LEFTA software is modeled after the San Jose Police Department FTO program. This system now automates the voluminous documentation previously tracked on daily handwritten forms.

LEFTA provides a data entry portal to enter all recruits who are a part of the FTO program. As a fully automated system, recruits and FTO’s log into the software to file the “Daily Observation Reports” (DOR). The system monitors the DOR Tracking Report from inception to electronic signature approval. The Call Tracking Log tracks the types of calls that a recruit handles during his training and allows the FTO to discover areas of training that have been missed. The “End of Phase” report is filled out prior to a recruit’s advancement to the next phase. LEFTA FTO software is customizable, allowing the NOPD in 2017 to incorporate any additional reports, surveys or forms that will be beneficial to program productivity.

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### XIII. CD Paragraph 283 *"In-Service Training"*

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#### **Core Training Requirements (CD Paragraph 283,284)**

**CD Paragraph 283** requires *"In-Service training will be comprised of a 40-hour core curriculum and 24 hours of additional elective training. Specialized training for officers in certain units or assignments (such as the initial 40-hour training for specialized CIT officers) shall be considered additional elective training."* The Training Needs Assessment process identified multiple topics that would be of value towards the Core In-Service training program, however the predominant number of hours are reserved for Consent Decree mandated topics.

- **Consent Decree Core In-Service Requirements**

There are pre-defined Consent Decree requirements for annual in-service training that reserve **41 dedicated hours** of the 64 hour core requirement as follows:

"Community Policing"	<u>8 hours</u>	<b>CD Paragraph 226</b>
"Sexual Assault"	4 hours	<b>CD Paragraph 205</b>
"Domestic Violence"	<u>4 hours</u>	<b>CD Paragraph 220</b>
"Crisis Intervention"	4 hours	<b>CD Paragraph 118</b>
"Bias Free Policing"	<u>4 hours</u>	<b>CD Paragraph 177</b>
"Stop, Search and Arrest"	4 hours	<b>CD Paragraph 162</b>
"Controlled Electronic Weapon"	<u>4 hours</u>	<b>CD Paragraph 64</b>
"Firearms/ Use of Force Model"	<u>8 hours</u>	<b>CD Paragraph 110</b>
"Officer Support Services"	<u>1 hour</u>	<b>CD Paragraph 292</b>
<b>Subtotal:</b>	<b>41 hours</b>	

- **NOPD Core In-Service Requirements**

Additional NOPD specific annual refresher certification requirements not covered by the CD are as follows:

"Monadnock" Defensive Tactics System (MDTS) - Baton/PR-24	<u>8 hours</u>
(Required every 2 yrs. - alternates annually with defensive/control tactics)	
"National Academy for Professional Driving"	4 hours
"Firearms Simulator/Use of Force scenarios"	<u>4 hours</u>

(Combined due to logistics of driving track)

**Subtotal: 56 hours**

- **Consent Decree Core In-Service Requirement for Use of Force Training**

An additional Consent Decree driven requirement is for:

“Use of Force” 24 hours \* **CD Paragraph 109**

(\*) only 8 hours will be independently scheduled: (explained below)

“Use of Force – Tactical Considerations” 8 hours

**CORE IN-SERVICE TOTAL: 64 hours**

**CD Paragraph 109** requires “24 hours of use of force training on at least an annual basis thereafter, including, and as necessary, developments in applicable law and NOPD policy. NOPD shall coordinate and review all use of force training to ensure quality, consistency, and compliance with the Constitution, Louisiana Law, this Agreement and NOPD Policy. NOPD’s use of force training shall include the following topics:”

- NOPD’s use of force model, as described in this Agreement
- Proper use of force decision-making
- Use of force reporting requirements
- The Fourth Amendment and related law
- Role-playing scenarios and interactive exercises that illustrate proper use of force decision-making, including training on the importance and impact of ethical decision making and peer intervention
- The proper deployment and use of all intermediate weapons or technologies, including batons, canines, and ECW’s
- De-escalation techniques that encourage officers to make arrests without using force, and instruction in disengagement, area containment, surveillance, waiting out a subject, summoning reinforcements, calling in specialized units, or delaying arrest may be the appropriate response to a situation, even when the use of force would be legally justified
- Threat assessment
- Basic crisis intervention and interacting with people with mental illnesses, including instruction by mental health practitioners and an emphasis on de-escalation strategies (the Crisis Intervention Training provided to all and new current officers pursuant to this agreement may be combined \* with this training)



- j. *Factors to consider in initiating or continuing a pursuit*
- k. *Appropriate training on conflict management*
- l. *For supervisor of all ranks, as part of their initial and annual in-service supervisory training, additional training in conducting use of force investigations; strategies for effectively directing officers to minimize the uses of force and to intervene effectively to prevent or stop unreasonable force; and supporting officers who report unreasonable or unreported force, or who are retaliated against for using only reasonable force or attempting to prevent unreasonable force.*

In preparation of the Annual Master Training Plan, incorporation of every item a. through l. from **CD Paragraph 109** does not necessitate that each be individually presented as a separate course. Most of these topics are embodied within other courses, crediting towards the 24 hours. For the 2017 Annual Master Training Plan, the Consent Decree required topics are adequately addressed within the following courses:

- a. *NOPD's use of force model - "Firearms/Use of Force Model"*
- b. *Proper use of force decision-making - "Firearms Simulator/CEW"/"Use of Force – Tactical Considerations"*
- c. *Use of force reporting requirements - "Firearms/Use of Force Model"*
- d. *The Fourth Amendment and related law - "Firearms/Use of Force Model"*
- e. *Role-playing scenarios and interactive exercises - "Firearms Simulator/CEW"/"Use of Force – Tactical Considerations"*
- f. *The proper deployment and use of all intermediate weapons or technologies, including batons, canines, and ECW's - "Firearms Simulator/CEW/MDTS"/"Use of Force – Tactical Considerations"*
- g. *De-escalation techniques - "Firearms/Use of Force Model"/ "Firearms Simulator/CEW"/"MDTS"/"Crisis Intervention"/"Use of Force – Tactical Considerations"*
- h. *Threat assessment - "Firearms/Use of Force Model"/ "Firearms Simulator/CEW"/"MDTS"/"Crisis Intervention"/"Use of Force – Tactical Considerations"*
- i. *Basic crisis intervention - "Crisis Intervention"*
- j. *Factors to consider in a pursuit - "National Academy for Professional Driving"*
- k. *Appropriate training on conflict management - "Crisis Intervention"*
- l. *For supervisors – conducting investigations and minimize the uses of force – will be handled in the "Supervisor In-Service Training Program"*

- **Scheduling Impact of Reserved Core In-Service Requirements**

64 hours (8 training days) are reserved by the Consent Decree and NOPD existing certification requirements. By pre-assigning these base topics to be covered annually, there is limited opportunity to then present any new topics revealed during the Training Needs Assessment process without adding additional training days.

- **Core Training for Specific Positions**

**CD Paragraph 284** mandates *“core training requirements for the following positions: officers; command staff; lieutenants and sergeants; detectives; narcotics investigators; and specialized units.”* The Training Needs Assessment considered these positions, including the specialized core initial and annual refresher training requirements. The next Section (XIV) “Listing of CD Required Programs for the Annual Master Training Plan,” identifies the detailed requirements for each program.

### **Roll Call Training Program (CD Paragraph 285)**

**CD Paragraph 285** requires the Department *“to plan, develop, and implement a comprehensive roll-call training program. Roll-call training shall be provided at the beginning of each shift. Roll call training shall include special topics selected by the Training Division Commander or District Commanders that address officer safety, readiness, community concerns, or departmental procedural matters.”* On a weekly basis the Academy will forward individual training topics with supporting reference materials that would be of value towards a 5-10 minute roll call presentation. The District Commanders can then select which topic(s) they will use for their platoon training, or they can elect to employ a different subject that may be more relevant to their needs. With the rotation of personnel due to off days, the same subject may be presented on more than one occasion, including the recycling of special interest topics from previous weeks if desired. Department procedure will require each platoon ranking officer that delivers the training topic to document on the daily attendance roster the title and summary content of the subject that was presented.

The Compliance Bureau – Office of Policy and Planning utilizes the automated “Daily Training Bulletin” system for disseminating select Departmental procedures that require confirmation of acceptance. A testing component examines the officer’s understanding of the key elements of these guidance chapters. Completion of the Daily Training Bulletin reading and quiz does not satisfy the every shift “roll call” training requirements, however topics covered in the DBT could be selected for discussion at the platoon roll call briefings.

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## **XIV. Listing of CD Required Programs for the Annual Master Training Plan**

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### **“IN-SERVICE ANNUAL TRAINING PROGRAMS”**

**CORE IN-SERVICE PROGRAM** – Annual training, all officers and supervisors

**C.D. Paragraph 283** (40) hour core curriculum and (24) hours of additional electives

**P.O.S.T.** – (20) hours \*C.D. course requirements fulfill and exceed P.O.S.T. mandates (8) hrs. Firearms; (4) hrs. Defensive Tactics; (2) hrs. Legal Updates; (6) hrs. Electives

**SUPERVISOR IN-SERVICE PROGRAM** – all Sergeants and Lieutenants

**C.D. Paragraph 314** (40) hours

**COMMAND STAFF IN-SERVICE PROGRAM** – all Commanders and Bureau Chiefs

**C.D. Paragraph 314** (40) hours law enforcement executive curriculum combined with specified CD required core-in-service courses

**DETECTIVE IN-SERVICE PROGRAM** – all Detectives and Detective Supervisors

**C.D. Paragraph 170** (Hours not specified – 16 suggested)

**DOMESTIC VIOLENCE DETECTIVE IN-SERVICE PROGRAM** – all DV Detectives and DV Detective Supervisors

**C.D. Paragraph 220** (Hours not specified – 8 suggested)

**SEX CRIMES DETECTIVE IN-SERVICE PROGRAM** – all Special Victims Detectives and SV Detective Supervisors

**C.D. Paragraph 205** (Hours not specified – 8 suggested)

**CHILD ABUSE DETECTIVE IN-SERVICE PROGRAM** – all Special Victims Detectives and SV Detective Supervisors

**C.D. Paragraph 205** (Hours not specified – 8 suggested)

**CRISIS INTERVENTION TEAM OFFICERS IN-SERVICE PROGRAM** - all CIT members

**C.D. Paragraph 116** (Hours not specified – 8 suggested)

**CRISIS INTERVENTION TEAM DISPATCHER IN-SERVICE PROGRAM** - all Dispatchers and 911 Call-Takers

**C.D. Paragraph 119** (Hours not specified – 8 suggested)

**FORCE INVESTIGATION TEAM IN-SERVICE PROGRAM** – all FIT members

**C.D. Paragraph 97** (Hours not specified – 8 suggested)

**FIELD TRAINING OFFICER IN-SERVICE PROGRAM** – all FTO's and FTO Supervisors

**C.D. Paragraph 277** (Hours not specified – 24 suggested)

**NARCOTICS INVESTIGATOR IN-SERVICE PROGRAM** – all major case narcotics detectives

**C.D. Paragraph 284** (hours not specified – 8 suggested)

**ACADEMY INSTRUCTOR IN-SERVICE PROGRAM** – all Academy Staff and NOPD Adjunct Instructors

**C.D. Paragraph 260** (hours not specified – 8 suggested)

**“SPECIALIZED UNIT INITIAL TRAINING PROGRAMS”**

**INITIAL DOMESTIC VIOLENCE DETECTIVE PROGRAM** – all DV Detectives and DV Detective Supervisors

**C.D. Paragraph 221** (32) hours

**INITIAL SEX CRIMES DETECTIVE PROGRAM** – all SV Detectives and SV Detective Supervisors

**C.D. Paragraph 204** (32) hours

**INITIAL CHILD ABUSE DETECTIVE PROGRAM** – all SV Detectives and SV Detective Supervisors

**C.D. Paragraph 204** (32) hours

**INITIAL CRISIS INTERVENTION TEAM PROGRAM** – all CIT members

**C.D. Paragraph 116** (40) hours

**INITIAL CRISIS INTERVENTION TEAM DISPATCHER PROGRAM** - all Dispatchers and 911 Call-Takers

**C.D. Paragraph 119** (40) hours

**INITIAL FORCE INVESTIGATION TEAM PROGRAM** – all FIT members

**C.D. Paragraph 97** (40) hours

## **“PROFESSIONAL DEVELOPMENT PROGRAMS”**

**NEW SUPERVISOR PROGRAM** – all new Sergeants

**C.D. Paragraph 314** (80) hours

- \* New Supervisors will receive (40) hours of training in basic supervision skills and (40) Hours of PIB Misconduct Investigations; select courses from the 2017 Supervisor In-Service program may also be assigned

**NEW DETECTIVE PROGRAM** – all Detectives

**C.D. Paragraph 170** (40) hours

- \* New Detectives assigned in 2017 will also be required to attend the 2017 Detective In-Service (16) hours of training

**NEW FIELD TRAINING OFFICER PROGRAM** – all new FTO’s and FTO Supervisors

**C.D. Paragraph 277** (40) hours

- \* New FTO’s/FTO Supervisors assigned in 2017 will also be required to attend the 2017 FTO In-Service (24) hours of training

## **“RECRUIT ACADEMY”**

**RECRUIT TRAINING PROGRAM** – all new hire recruits

**C.D. Paragraph 265** (880) hours

**P.O.S.T. Basic Peace Officer** (360) hours

**N.O.P.D. Recruit Academy** (910) hours

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## **XV. CD Paragraph 286 “Training Records”**

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### **Power DMS Records Management System (CD Paragraph 286)**

**CD Paragraph 286** specifies that the Academy shall *“develop and implement a system that will allow the Training Division to electronically track, maintain, and report complete and accurate records of current curricula, lesson plans, training delivered, and other training materials in a centralized file system. The system shall at minimum:”*

- a) maintain training records for each recruit and each sworn member of the Department*
- b) record the course description, duration, curriculum, date and location of training, name of instructor, and the personnel who completed the training*
- c) document officers who did not complete required training and all corrective actions taken*

In 2016 the Academy installed the Power DMS Records Management system which fulfills all of the above stated requirements. Courses are tracked electronically by catalogue numbers and session, with all officers required to sign an individual attendance roster for each course offered. The information from the attendance roster as well as the exit test scores are recorded into the Power DMS training register for each respective session. In 2017, the Power DMS Coordinator will explore the inclusion of the “iClicker” student critiques into the course record folders as well.

An officer must complete all aspects of the course to be awarded a certificate which designates the completion of their assigned instruction. Power DMS records and maintains the database for all Academy training, including outside training courses. Individuals attending remote or specialized training are required to submit their certificates so the data may be uploaded and attached to their personal training records management file.

Power DMS also features a tracking system announcing when officers have failed to achieve their training within the specified time period. The officer will receive an Email “alert” message advising that a certificate has expired or that they have outstanding training issues that must be attended to. The same process is utilized to track the distribution and completion of the Daily Training Bulletins issued by the Compliance Bureau - Policy and Planning.

All officers and Training Coordinators have access to Power DMS to review their training records and scheduled training. The Academy Training Liaison works diligently with the

Department's assigned Training Coordinators to ensure that all members complete their assigned training. With the initial implementation of Power DMS in 2016, the Training Coordinators were responsible to sign up their officers and supervisors whenever they were to be sent to attend training programs. In 2017, this will be front-loaded. The Academy Power DMS coordinator will assign all individual courses required by job class and assignment, so that Department members can access the system and readily view their personal training agenda for the year, and sign up for needed courses. This process should improve accountability with the onus of registering for courses placed upon the individual officer. The unit's Training Coordinator would then be responsible for the coordination of unit scheduling and monitoring attendance.

### **Training Accountability Measures (CD Paragraph 287)**

**CD Paragraph 287** directs that the Academy will *"develop and implement accountability measures, including disciplinary and non-disciplinary corrective action, to ensure that all officers successfully complete all required training programs in a timely manner."* The Academy Training Liaison will prepare a report on a quarterly basis indicating the progress of training achievement for each district and division. The responsibility for conducting an inquiry and taking disciplinary action on any individual not completing assigned training, will rest upon the unit commander.

### **Annual Training Summary Report (CD Paragraph 288)**

**CD Paragraph 288** outlines a report that is to be prepared on an annual basis summarizing performance compliance with the Annual Master Training Plan. *"This report shall include: "*

- a) description of each course, including a summary of the subject matter; the duration, date and location, the name of the instructor, and the number of persons who completed the training*
- b) listing of all officers who completed in-service, recruit, specialized, or elective training*
- c) listing of officers who did not complete required training and the corrective action taken for each officer*

At the conclusion of the training year, the Academy Training Liaison shall assess the achievement of the courses scheduled within the AMTP. This review will identify the Department's completion rate of all required and elective training. The ATS shall serve as a measurement tool, comparing planned versus actual training performance. The ATS identifies variances and serves both as an Academy performance metric and as a corrective measurement tool

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## **XVI. Program Curricula**

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### **“IN-SERVICE PROGRAMS”**



**2017 CORE IN-SERVICE PROGRAM (Officers and Supervisors)****64 Hours**

<b>Relationship Based Policing</b>	<b>(CD Paragraph 226)</b>	<b>8 Hours</b>
This course is a program that refocuses building trust and public confidence while sustaining crime fighting partnerships with the community. In this version of community policing revisited, officers will participate in scenario-based training to apply methods to develop partnerships and engage in community problem solving and collaboration. Components will include the outreach to limited English proficient citizens and an introduction to violence reduction strategies. <i><b>"New Course" (TNA 49 – 52)</b></i>		
<b>Sexual Assault</b>	<b>(CD Paragraph 205)</b>	<b>4 Hours</b>
This course will be presented by the New Orleans Family Justice Center and focus on the first responder's role in the initial investigation and preserving evidence of a sexual assault. The training will discuss the impact of victim trauma and the recognition of sexual assault in child abuse and domestic violence offenses. <i><b>"New Course" (TNA 64 - 73)</b></i>		
<b>Child Abuse</b>	<b>(CD Paragraph 205)</b>	<b>3 Hours</b>
This course will be presented by the New Orleans Children's Advocacy Center. The overall goal is to train officers in evidence-based, trauma-informed approaches for responding to children as victims and witnesses of crime. <i><b>"New Course" (TNA 74 - 77)</b></i>		
<b>Officer Assistance and Support</b>	<b>(CD Paragraph 292)</b>	<b>1 Hour</b>
This course will discuss the available officer support services and how to access these assets. <i><b>"New Course"</b></i>		
<b>Domestic Violence</b>	<b>(CD Paragraph 220)</b>	<b>4 Hours</b>
This course will be presented by the Family Justice Center and reinforce the previous NOPD training in the recognition of the predominant aggressor. The Domestic Violence Checklist will be utilized to demonstrate its purpose as an investigative guide to interpret behaviors. Officers will also be made aware of how to identify and recognize injuries and the symptoms of strangulation. <i><b>"New Course" (TNA 53 - 63)</b></i>		
<b>Crisis Intervention</b>	<b>(CD Paragraph 118)</b>	<b>4 Hours</b>
This course will incorporate role play in the recognition of crisis intervention symptoms and the practice of verbal de-escalation. The training will also consider the decision to transition to the appropriate level of physical force and how to deploy successful tactics for handling a non-compliant consumer. <i><b>"New Course" (TNA 42 – 48)</b></i>		
<b>Bias Free Policing</b>	<b>(CD Paragraph 177)</b>	<b>4 Hours</b>
This course will expand upon the previous year's training in Fair and Impartial Policing by identifying the impact of bias in the decision to use force. The training will emphasize de-escalation and the importance of interpersonal communications skills, including employing the techniques of words as a force option. The course will also introduce how to prevent unconstitutional policing, and recognizing the legal		

aspects of using race, ethnicity, gender, national origin, religion, sexual orientation or gender identity.

***“New Course” (TNA 36 - 41)***

**Stop, Search and Arrest**

**(CD Paragraph 162)**

**4 Hours**

This course will review Department policy and provide legal updates towards 4<sup>th</sup> Amendment guidance. Training will emphasize and utilize role play for an officer to effectively articulate the elements that establish a valid Terry Stop. A goal is to ensure valid decision making in the application of reasonable suspicion and probable cause, including the detailed documentation of these factors in police reports and field interview cards. The course will also review the elements of an arrest and the deployment of handcuffs and applicable levels of force.

***“New Course” (TNA 24 – 35)***

**Controlled Electronic Weapon**

**(CD Paragraph 64)**

**4 Hours**

This course will review operational proficiency and tactics for the annual recertification of officers in the Taser issued equipment. The training will also review the NOPD policy, recent court decisions and best practices in the decision to utilize this less than lethal weapon.

***“Revised” (TNA 1 – 5)***

**MDTS Baton/PR-24**

**(CD Paragraph 109)**

**4 Hours**

This course will review operational proficiency and Monadnock Defensive Tactics System (MDTS) skills for the bi-annual recertification of officers in this equipment. The training will also review the NOPD policy, recent court decisions and best practices in the decision to utilize these defensive weapons. This course will also present a refresher on Graham versus Connor in the decision to use intermediate force and why the 21 foot rule is no longer valid.

***“New Course” (TNA 17 – 19)***

**Firearms Training Simulator**

**(CD Paragraph 109)**

**4 Hours**

This course will utilize the FATS interactive video training to challenge officers in scenarios for the application of deadly force. Vignettes will evaluate officers in the use of de-escalation and choice of less than lethal options with the controlled electrical weapon. This course will be presented in tandem with the NAPD driving, with the class split into two squads enabling half participating on the driving track and the other half on the simulator.

***“Revised” (TNA 22)***

**National Academy for Professional Driving (CD Paragraph 109)**

**4 Hours**

This course will review Department policy and operational proficiency in the annual NAPD recertification. This law enforcement specific driving training features a low speed/high stress methodology for reducing collisions and lowering liability risk. The training will also include a risk management review of the most common NOPD accident causal factors, and discuss the pursuit policy.

***“Revised” (TNA 20 – 21, 23)***

**Firearms/ Use of Force Model**

**(CD Paragraph 109/110)**

**8 Hours**

This course will review operational proficiency and tactics for the annual P.O.S.T. recertification of officers in firearms. The Department’s use of force model will be examined including a review of the

NOPD policy, recent court decisions and best practices in de-escalation options. This course will discuss the Department's commitment to the sanctity of human life in the decision making process towards the use of force. The Department policy towards the withdrawing of firearms and use of force reporting requirements will also be addressed. Common errors and omissions on the use of force reports will be reviewed.

The training will conclude with a stress fire course designed to simulate tension and rigor, with firing positions aligned to the most common officer involved shooting incidents. A night fire course will also simulate low light firing conditions.

***"Revised" (TNA 6 - 10, 15 - 16)***

**Use of Force – Tactical Considerations (CD Paragraph 109) 8 Hours**

This course will feature scenario-based training in three areas: De-Escalation Techniques; Weapons Transition Training; and Building Entry and Clearing Tactics for Active Shooter/Crimes in Progress. The enrollment for each session will be limited to 30 participants, with an initial classroom presentation to review key officer survival principles, de-escalation and technique. The afternoon session will have the participants separated into three squads of five two man teams, rotating through each of the three stations. De-escalation scenarios will challenge the use of force decision. The Weapons Transition training will utilize agility drills to practice the effective interchange between the sidearm, Taser and baton. The Building Entry/Clearing scenarios will provide skills in the appropriate response tactics to enter and search a building. The training will also identify the difference between active shooter incidents and crimes in progress.

***"New Course" (TNA 11 – 14)***

**2017 SUPERVISOR IN-SERVICE PROGRAM (Sergeants and Lieutenants) 40 Hours**

<b>PIB Misconduct Investigation Refresher</b>	<b>(CD Paragraph 382)</b>	<b>8 Hours</b>
This course will review key concepts and expand upon the application of the credibility assessment. The training will also provide an update on criminal and civil liabilities, as well as identifying the common trends, faults, and deficiencies in misconduct investigative findings. <i><b>"New Course" (TNA 108 - 113)</b></i>		
<b>Critical Incident Management</b>	<b>(CD Paragraph 314)</b>	<b>8 Hours</b>
This course will define the role of the supervisor in managing critical incidents, such as major crime scenes, SWAT rolls, and officer involved shootings. The training will also refresh the methodology of the National Incident Management System (NIMS) in the coordination of multi-jurisdictional events. <i><b>"New Course" (TNA 114 – 117)</b></i>		
<b>Preventing Unconstitutional Policing</b>	<b>(CD Paragraph 314)</b>	<b>4 Hours</b>
This course will explain the supervisor's responsibilities in preventing violations of constitutional policing, including a working knowledge of key policies and procedures. The training will identify leadership inexperience and a failure to act in ethical decisions, or when there is a violation of tactics and training. The legal aspects of negligent supervision and executive liability will also be discussed. <i><b>"New Course" (TNA 118 – 122)</b></i>		
<b>Supervisor's Role in Special Victim Cases</b>	<b>(CD Paragraph 314/220/205)</b>	<b>2 Hours</b>
This course will present the supervisor requirements in the handling of sexual assault, domestic violence, child abuse and crisis intervention calls for service. The training will also review common trends and errors in the supervisory review of these reports. <i><b>"New Course" (TNA 123 – 124)</b></i>		
<b>Gist Statement Screening</b>	<b>(CD Paragraph 314/162)</b>	<b>2 Hours</b>
This course will detail the supervisory requirements in the review and approval of quality gist statements for probable cause summaries, field interview cards, and use of force reports. Supervisors will receive exercises to assess reports and identify weaknesses and methods for instructing subordinates in how to improve their performance. <i><b>"New Course" (TNA 125)</b></i>		
<b>Tactical Execution Search Warrants Part 2</b>	<b>(CD Paragraph 314/162)</b>	<b>8 Hours</b>
This course is part 2 in a series which is a continuation of the Part 1 - Tactical Planning for the Execution of Search Warrants. In this presentation supervisors and detectives will receive guidance on the legal requirements/limitations and the physical methods for forced entry and breaching. <i><b>"New Course" (TNA 126)</b></i>		
<b>Fundamental Management Skills</b>	<b>(CD Paragraph 314)</b>	<b>4 Hours</b>
This course will offer proven management skills for the delegation of tasks, prioritization of duties, and the timeliness of work products. <i><b>"New Course" (TNA 127)</b></i>		

<b>Applying the INSIGHT System</b>	<b>(CD Paragraph 325)</b>	<b>2 Hours</b>
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This course will include an overview of the INSIGHT system and how this tool can be of assistance to supervisors. The training will consist of activities that demonstrate the required supervisory input and the application value of the summary reports produced.

***"New Course" (TNA 128)***

<b>Consent Decree Supervisory Requirements</b>	<b>(CD Paragraph 306)</b>	<b>2 Hours</b>
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This course will outline the key supervisory requirements that are established within the Consent Decree, the relevancy of these duties and the level of performance expected.

***"New Course" (TNA 129)***

**2017 COMMAND STAFF IN-SERVICE PROGRAM**

**40 Hours**

<b>Firearms/ Use of Force Model</b>	<b>(CD Paragraph 109/110)</b>	<b>8 Hours</b>
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This course will review operational proficiency and tactics for the annual P.O.S.T. recertification of

officers in firearms. The Department's use of force model will be examined including a review of the NOPD policy, recent court decisions and best practices in de-escalation options. This course will discuss the Department's commitment to the sanctity of human life in the decision making process towards the use of force. The Department policy towards the withdrawing of firearms and use of force reporting requirements will also be addressed. Common errors and omissions on the use of force reports will also be reviewed.

The training will conclude with a stress fire course designed to simulate tension and rigor, with firing positions aligned to the most common officer involved shooting incidents. A night fire course will also simulate low light firing conditions.

***"Revised Course" (TNA 161 – 162)***

**Controlled Electronic Weapon (CD Paragraph 64) 4 Hours**

This course will review operational proficiency and tactics for the annual recertification of officers in the Taser issued equipment. The training will also review the NOPD policy, recent court decisions and best practices in the decision to utilize this less than lethal weapon.

***"Revised Course" (TNA 159 – 160)***

**MDTS Baton/PR-24 (CD Paragraph 109) 4 Hours**

This course will review operational proficiency and Monadnock Defensive Tactics System (MDTS) skills for the bi-annual recertification of officers in this equipment. The training will also review the NOPD policy, recent court decisions and best practices in the decision to utilize these intermediate weapons. This course will also present a refresher on Graham versus Connor in the decision to use force and why the 21 foot rule is no longer valid.

***"Revise Course" (TNA 165)***

**National Academy for Professional Driving (CD Paragraph 109) 4 Hours**

This course will review Department policy and operational proficiency in the annual NAPD recertification. This law enforcement specific driving training features a low speed/high stress methodology for reducing collisions and lowering liability risk. The training will also include a risk management review of the most common NOPD accident causal factors, and discuss the pursuit policy.

***"Revised Course" (TNA 163 – 164)***

**Relationship Based Policing (CD Paragraph 226) 8 Hours**

This course is a program that refocuses building trust and public confidence while sustaining crime fighting partnerships with the community. In this version of community policing revisited, officers will participate in scenario-based training to apply methods to develop partnerships and engage in community problem solving and collaboration. Components will include the outreach to limited English proficient citizens and an introduction to violence reduction strategies.

***"New Course" (TNA 176)***

**Bias Free Policing (CD Paragraph 177) 4 Hours**

This course will expand upon the previous year's training in Fair and Impartial Policing by identifying the impact of bias in the decision to use force. The training will emphasize de-escalation and the importance of interpersonal communications skills, including employing the techniques of words as a force option. The course will also introduce how to prevent unconstitutional policing, and recognizing the legal

implications of using race, ethnicity, gender, national origin, religion, sexual orientation or gender identity.

***“New Course” (TNA 36 – 41)***

**Preventing Unconstitutional Policing (CD Paragraph 314) 4 Hours**

This course will explain the supervisor’s responsibilities in preventing violations of constitutional policing, including a working knowledge of key policies and procedures. The training will identify leadership inexperience and a failure to act in ethical decisions, or when there is a violation of tactics and training. The legal aspects of negligent supervision and executive liability will also be discussed.

***“New Course” (TNA 166)***

**Police Administration Legal Updates (CD Paragraph 314) 2 Hours**

This course is to provide commanders with pertinent legal guidance and court rulings outside of criminal law and derived from current Civil Service cases, civil court litigation against police agencies, and Federal legislation relating to the administration of the Department. Examples of issues that will be presented include the impact of sexual harassment and discrimination in the workplace; officer involved domestic violence; vicarious liability for negligent hiring, training, supervision and retention; and qualified immunity and notice.

***“New Course” (TNA 162 – 167)***

**Managing Use of Force (CD Paragraph 314) 2 Hours**

This course will relate the command staff role in managing the use of force. The training will include a tutorial on how to maximize the mining of Department databases, including an analysis of the laPro, INSIGHT and MAX trends and findings. PIB will present a breakdown of the primary causal factors for use of force incidents and stimulate discussions for strategies that can effectively reduce occurrence and impact.

***“New Course” (TNA 173 – 175)***

**2017 DETECTIVE IN-SERVICE PROGRAM**

**16 Hours**

**Interrogations and Confessions Update (CD Paragraph 170) 4 Hours**

This course will expose the updates and changes to the law and recommended best practices regarding interrogations and confessions. A review of Department policy will be presented to ensure the

protection of constitutional guidelines. The training will also direct Detectives in how to initiate the interview and produce a detailed confession that will be of value to the prosecution and productive in solving additional cases. The use of structured questions will be practiced in interactive role play scenarios.

***“New Course” (TNA 131 – 132)***

**Law Enforcement Investigative Databases (CD Paragraph 170) 4 Hours**

This course will advise Detectives on the availability of quality investigative information from various law enforcement databases and search engine tools. The training will include a review of the Criminal Intelligence Center and related law enforcement subscriber and open market sources.

***“New Course” (TNA 133)***

**Tactical Execution Search Warrants Part 2 (CD Paragraph 314/162) 8 Hours**

This course is part 2 in a series which is a continuation of the Part 1 - Tactical Planning for the Execution of Search Warrants. In this presentation supervisors and detectives will receive guidance on the legal requirements/limitations and the physical methods for forced entry and breaching.

***“New Course” (TNA 134)***

**2017 DOMESTIC VIOLENCE DETECTIVE IN-SERVICE**

**8 Hours**

**Advanced Skills - Strangulation Symptoms (CD Paragraph 221) 2 Hours**

This course shall contain information on the latest investigative methods associated strangulation as this occurs in 60% of the DV cases. This training would include the identification and recognition of injuries, as allegations of abuse may be overlooked if there is no visible bruising at the time of the investigation.

***“New Course” (TNA 139)***

**High Risk Factors and Patterns of Abuse (CD Paragraph 221) 2 Hours**

This course will explore the role of the Detective assigned to follow-up on repetitive misdemeanor cases so they may recognize those patterns that could progress to more damaging felonious abuse.

***“New Course” (TNA 140)***

**Interview and Risk Assessment Process (CD Paragraph 221) 4 Hours**

This course will highlight the core requirement for the identification of the predominant aggressor. Refresher training will provide a broader understanding of the nature of abuse, specifically identifying actions which may not be readily apparent upon inception of the investigation.

***“New Course” (TNA 141)***

**2017 SEX CRIMES DETECTIVE IN-SERVICE**

**8 Hours**

**Trauma Involved Response and Interviews (CD Paragraph 205) 4 Hours**

This course will identify the neurobiology of trauma and victim interviewing. The training will include the dynamics of sexual assault, delayed reporting, shame/blame, and the impact on the victim.



***"New Course" (TNA 142)***

**Non-Stranger Sexual Assaults (CD Paragraph 205) 2 Hours**

This course will identify the dynamics of intimate partner violence and sexual assault. The training will discuss the unique investigative considerations and safety planning.

***"New Course" (TNA 143)***

**Overcoming Perception of False Reporting (CD Paragraph 205) 1 Hours**

This course will provide background on the impact of trauma on cognition and memory. The training will also identify trauma-informed interview skills.

***"New Course" (TNA 144)***

**Self-Care and Vicarious Trauma (CD Paragraph 205) 1 Hours**

This course will provide background in the neurobiology of trauma and the collecting and analyzing of psycho-physiological evidence.

***"New Course" (TNA 145)***

**2017 CHILD ABUSE DETECTIVE IN-SERVICE PROGRAM**

**8 Hours**

**Trauma Involved Response and Interviews (CD Paragraph 205) 4 Hours**

This course will identify the neurobiology of trauma and victim interviewing. The training will describe how adverse childhood experiences and the effect of trauma impact the developing child's brain. The course will also demonstrate appropriate trauma-informed responses to child disclosures.

***"New Course" (TNA 146)***

**Sex Trafficking (CD Paragraph 205) 4 Hours**

This course will define the crime of human trafficking and inform detectives in how to respond with a comprehensive investigative strategy. The training will also identify risk factors and red flags for sexually exploited youth and the interaction with child runaways.

***"New Course" (TNA 147)***

**2017 CRISIS INTERVENTION TEAM IN-SERVICE PROGRAM**

**8 Hours**

**Mental Health Crisis Event Updates (CD Paragraph 114) 4 Hours**

This course will identify the options that are available for the handling of children and adolescents. Participants will also review body camera footage comparing best handling methods against poor

techniques. A review of verbal de-escalation skills will also be featured.

***“New Course” (TNA 149 - 150)***

**Handling Non-Compliant Consumers**

**(CD Paragraph 114)**

**4 Hours**

This course will review tactics for controlling non-compliant consumers, including a review of verbal CIT de-escalation skills.

***“New Course” (TNA 148)***

**2017 CRISIS INTERVENTION TEAM DISPATCHER IN-SERVICE PROGRAM**

**8 Hours**

**Mental Health Crisis Event Updates**

**(CD Paragraph 114)**

**4 Hours**

This course will provide dispatchers and call-takers with the latest information on the identification of crisis events and treatment alternatives. The training will also review the 911 operator role in identifying critical information that is vital to responding CIT units.

***“New Course” (TNA 151)***

**Handling Non-Compliant Consumers**

**(CD Paragraph 114)**

**4 Hours**

This course will assist call-takers in the recognition of incidents where there is a potential for active resistance by the mental health crisis individual. The training will also focus on the radio protocol for these serious events and the requirements for what support units should be dispatched.

***“New Course” (TNA 148)***

**2017 FORCE INVESTIGATION TEAM IN-SERVICE PROGRAM**

**8 Hours**

**IPM Matrix and Critical Incidents**

**(CD Paragraph 97)**

**8 Hours**

This course will expose FIT members to the matrix that is utilized by the Office of the Independent Police Monitor in their investigative role for use of force incidents. This training will identify the IPM

requirements which must be comprehensively addressed.

***“New Course” (TNA 152)***

## **2017 FIELD TRAINING OFFICER IN-SERVICE PROGRAM**

**24 Hours**

### **Child Abuse Investigations – Recruit Module (CD Paragraph 277/205)**

**4 Hours**

This course will expand upon the 2017 Core In-Service 4 hour course to align with the 8 hours of child abuse training provided to the recruit classes. The training will include interactive role play scenarios and ensure that FTO’s have an equivalent level of classroom experience as do their recruits.

***“Revised” (TNA 153)***

### **Legal Updates to FTO Responsibilities**

**(CD Paragraph 277)**

**4 Hours**

This course will inform FTO’s of the most recent legal updates with a focus on court rulings that impact their unique role as trainers. The training will review the impact of sexual harassment and discrimination in the workplace; vicarious liability for negligent training, supervision and retention; and qualified immunity and notice.

***“New Course” (TNA 156)***

### **Latent Fingerprint Evidence Processing**

**(CD Paragraph 277)**

**8 Hours**

This course will provide basic preparation in the identification, collection and preservation of latent fingerprint evidence. The training will ensure that FTO’s have an equivalent level of classroom experience as do the recruits that they mentor.

***“Revised” (TNA 154)***

### **Domestic Violence – Recruit Module**

**(CD Paragraph 277/221)**

**8 Hours**

This course will expand upon the 2017 Core In-Service 4 hour course to align with the 21 hours of domestic training provided to the recruit classes. The training will include interactive role play scenarios and ensure that FTO’s have an equivalent level of classroom experience as do their recruits.

***“Revised” (TNA 155)***

## **2017 NARCOTICS INVESTIGATOR IN-SERVICE PROGRAM**

**8 Hours**

### **Surveillance Techniques**

**(CD Paragraph 284)**

**4 Hours**

This course will identify advanced surveillance techniques for narcotics investigations. The training will review the legal parameters, including the incorporation of technology in tracking and observation.

***"New Course" (TNA 181)***

**Controlled Buys**

**(CD Paragraph 284)**

**2 Hours**

This course will provide the best practices and core requirements for conducting safe and effective controlled buys from narcotics dealers. The training will review the legal parameters, including the utilization of confidential informants and accounting of funds and evidence.

***"New Course" (TNA 182)***

**Identifying Hidden Compartments**

**(CD Paragraph 284)**

**2 Hours**

This course will provide the latest information on hidden compartments in vehicles and shipping that are utilized by narcotics dealers in conveying contraband.

***"New Course" (TNA 183)***

**2017 ACADEMY INSTRUCTOR IN-SERVICE PROGRAM 8 Hours**

**Problem-Based Learning**

**(CD Paragraph 260)**

**4 Hours**

This course will outline the methodology to install problem based learning strategies within lesson plans. The training will discuss the advantages and resources required for implementation.

***"New Course"***

**Testing and Validation Methods**

**(CD Paragraph 260)**

**4 Hours**

This course will prepare instructors in the requirements for test construction and validity. The training will focus on the application of the learning objectives into measurable achievements and performance objectives.

***"New Course"***

## **“SPECIALIZED UNIT - INITIAL TRAINING PROGRAMS”**

### **2017 SEX CRIMES DETECTIVE INITIAL TRAINING PROGRAM 32 Hours**

<b>Trauma-Informed Approach</b>	<b>(CD Paragraph 204)</b>	<b>4 Hours</b>
This course will identify the neurobiology of trauma and victim interviewing. The training will include the dynamics of sexual assault, delayed reporting, shame/blame, and the impact on the victim.		

***“New Course” (TNA 187)***

**Neurobiology of Sexual Assault (CD Paragraph 204) 4 Hours**

This course will recognize the impact of trauma on cognition and memory, victim presentation, addressing personal bias, and perpetrator behavior. The training will also present an understanding of tonic immobility and counter-intuitive responses.

***“New Course” (TNA 188)***

**Trauma-Informed Victim Interviews (CD Paragraph 204) 4 Hours**

This course will inform detectives in the techniques for conducting an effective interview of a sexual assault victim. The training will include role playing scenarios with mock interviews

***“New Course” (TNA 189)***

**Investigative Strategies (CD Paragraph 204) 4 Hours**

This course will provide the realistic dynamics of sexual assault, including issues related to response to trauma and delayed reporting. The training will include overcoming the perception of false/unfounded allegations to successfully investigate non-stranger sexual assault. The strategies will include preparing cases, investigative techniques and procedures, and working with advocates and prosecutors.

***“New Course” (TNA 190, 192)***

**Evidence Collection and Processing (CD Paragraph 204) 4 Hours**

This course will discuss the requirements for the collection, preservation and submission of evidence, including selecting the evidence to be submitted for testing.

***“New Course” (TNA 191)***

**Perpetrator Dynamics (CD Paragraph 204) 2 Hours**

This course will discuss perpetrator method of operation for exposing the unique indicators that could be useful in identifying patterns.

***“New Course” (TNA 193)***

**New Orleans Sexual Assault Response (CD Paragraph 204) 2 Hours**

This course will address the NOPD Sex Crimes unit policies and procedures. The training will also define the working relationship with the Sexual Assault Response Team (SART), and working with advocates, the Family Justice Center and survivor resources.

***“New Course” (TNA 194)***

**Drug and Alcohol Facilitated Sexual Assault (CD Paragraph 204) 2 Hours**

This course will describe the impact of drug and alcohol in the commission of a sexual assault and the investigative methods required.

***“New Course” (TNA 196)***

<b>Intimate Partner Sexual Assault</b>	<b>(CD Paragraph 204)</b>	<b>2 Hours</b>
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This course will discuss the dynamics of intimate partner violence and perpetrator patterns. The training will also define the safety planning and investigative considerations for these offenses.

***"New Course" (TNA 195)***

<b>Vicarious Trauma and Self-Care</b>	<b>(CD Paragraph 204)</b>	<b>4 Hours</b>
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This course will address victim behaviors and victim-perpetrator dynamics. The training will also include information towards establishing trust and non-judgmental empathy.

***"New Course" (TNA 196 – 199)***

## **2017 DOMESTIC VIOLENCE DETECTIVE INITIAL TRAINING PROGRAM 32 Hours**

<b>Advanced Skills Based Evidence Collection</b>	<b>(CD Paragraph 221)</b>	<b>8 Hours</b>
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This course will provide domestic violence detectives with the unique skillsets required to conduct specialized investigations into repeat offender and felony offenses. The training will also direct detectives in recognizing patterns in misdemeanor cases that could progress to more damaging abuse.

***"New Course" (TNA 184)***

<b>Domestic Violence Victim Assistance</b>	<b>(CD Paragraph 221)</b>	<b>8 Hours</b>
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This course will recognize the dynamics of domestic violence and the role of the detective in the referral of victim support resources. The training will also cover the civil protective order system and how they can best counsel a victim in need of assistance.

***"New Course" (TNA 185)***

<b>Domestic Violence Interview Techniques</b>	<b>(CD Paragraph 221)</b>	<b>16 Hours</b>
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This course will advise detectives in the proper techniques for conducting trauma-involved victim interviews. The training will consist of role play interactive scenarios, coupled with advanced skills-based instruction in evidence collection.

***"New Course" (TNA 186)***

## **2017 CHILD ABUSE DETECTIVE INITIAL TRAINING PROGRAM 32 Hours**

<b>Intro to Child Adversity</b>	<b>(CD Paragraph 204)</b>	<b>4 Hours</b>
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This course will provide an investigative overview of child physical abuse, child sexual abuse, neglect, child pornography and child sex trafficking.

***"New Course" (TNA 200)***

**Neurobiology of Child Sexual Assault (CD Paragraph 204) 4 Hours**

This course will explain adverse childhood experiences and the effect of trauma on the developing child's brain. The training will include the impacts of delayed disclosure, recantation, and fantastical disclosures.

***"New Course" (TNA 201)***

**Trauma-Informed Victim Interviews (CD Paragraph 204) 8 Hours**

This course will demonstrate appropriate trauma-informed responses to child disclosures and the significance of a forensic interview in a controlled environment.

***"New Course" (TNA 202)***

**Investigative Strategies (CD Paragraph 204) 8 Hours**

This course will address the NOPD policies and procedures related to child abuse. The training will outline how to work with advocates and other victim assistance. The detectives will be made aware of the Child Advocacy Center and Multi-Disciplinary Team protocols, including mandatory reporting procedures to the Department of Child and Family Services.

***"New Course" (TNA 203)***

**Child Abuse and Injury Reconstruction (CD Paragraph 204) 8 Hours**

This course will explain the difference between acute and chronic necessities for medical evaluation. The training will also discuss the dynamics of intra-familial sexual abuse; the role of non-offending caregivers; an age appropriate response to trauma; and the harmful effects of physical discipline and witnessing domestic violence has on a child.

***"New Course" (TNA 204)***

**2017 FORCE INVESTIGATION TEAM INITIAL TRAINING PROGRAM 40 Hours**

**FIT Operating Manual and Procedures (CD Paragraph 97) 8 Hours**

This course will discuss the Department's policy and procedural requirements for the role of the FIT in use of force incidents.



***“New Course” (TNA 205, 211)***

**FIT Report Writing Requirements (CD Paragraph 97) 8 Hours**

This course is designed for FIT investigators to prepare comprehensive criminal, administrative, use of force and disciplinary reports. The training will include report writing scenarios for most commonly handled incidents.

***“New Course” (TNA 206)***

**Evidence Collection and Processing (CD Paragraph 97) 8 Hours**

This course will advise FIT investigators of the unique aspects of identifying, collecting and processing evidence in critical incident investigations.

***“New Course” (TNA 207)***

**FIT Case Management Procedures (CD Paragraph 97) 4 Hours**

This course will prepare FIT investigators in the PIB compliance requirements for the documentation, tracking and administration of reports and related correspondence.

***“New Course” (TNA 208)***

**Separation of Criminal/Administrative (CD Paragraph 97) 4 Hours**

This course will define implications for the processing of criminal versus compulsory administrative statements. The training will provide legal guidance for an understanding of the Police Officer’s Bill of Rights and Department procedure.

***“New Course” (TNA 209)***

**Use of Force Review Board (CD Paragraph 97) 4 Hours**

This course will define the FIT requirements in support of the Use of Force Review Board including the preparation of case files, research, analysis of evidence and statements.

***“New Course” (TNA 210)***

**Canine, Baton, and CEW Use of Force (CD Paragraph 97) 4 Hours**

This course will assist FIT investigators in assessment of use of force incidents that involve intermediate weapons or canines. This specialized training will assist in determining the parameters of the deployment decision.

***“New Course” (TNA 212)***

**2017 CRISIS INTERVENTION TEAM INITIAL TRAINING PROGRAM**

**40 Hours**

<b>Signs and Symptoms of Mental Illness</b>	<b>(CD Paragraph 116)</b>	<b>3 Hours</b>
This course will enable CIT officers to recognize and identify signs and symptoms of mental illness; identify medications and possible conditions being treated; determine any history of treatments; and recognize and identify substance abuse.		
<b>Personality Disorders</b>	<b>(CD Paragraph 116)</b>	<b>1 Hour</b>
This course will define the various types of personality disorders that may be encountered and recommended methods for effective CIT communications.		
<b>Developmental Disabilities</b>	<b>(CD Paragraph 116)</b>	<b>2 Hours</b>
This course will define the various types of developmental disabilities that may be encountered and recommended methods for effective CIT communications.		
<b>Children and Adolescents</b>	<b>(CD Paragraph 116)</b>	<b>1 Hour</b>
This course will discuss the unique differences in the mental maturation and development of children and adolescents, and how they will respond in a mental health crisis event.		
<b>Field Trip to Mental Health Treatment Facility</b>	<b>(CD Paragraph 116)</b>	<b>8 Hours</b>
This course will bring CIT members to tour a treatment facility to meet with doctors and patients. The training will provide officers with an understanding of what benefits patients will gain while under care.		
<b>Substance Abuse</b>	<b>(CD Paragraph 116)</b>	<b>1 Hour</b>
This course will discuss the co-occurring disorder of mental health issues and substance abuse. The training will include the biological factors that contribute to substance abuse, and the behaviors exhibited by people who are using drugs and/or alcohol.		
<b>Medical Concerns and Psychopharmacology</b>	<b>(CD Paragraph 116)</b>	<b>1 Hour</b>
This course will present the most common medical treatment options for mental health patients and review the types of medication prescribed.		
<b>Legal Issues</b>	<b>(CD Paragraph 116)</b>	<b>2 Hours</b>
This course will inform officers of the legal issues on the commitment process for people with mental health needs. <i>"Revised"</i>		
<b>Foundations in Crisis Intervention</b>	<b>(CD Paragraph 116)</b>	<b>3 Hours</b>
This course will present the foundations of crisis intervention to prepare officers for in-depth training on CIT techniques.		
<b>Body Worn Camera Review</b>	<b>(CD Paragraph 116)</b>	<b>2 Hours</b>
This course emphasizes the benefits of CIT members applying their body worn cameras in a call for service. The training will also review video footage of officers handling mental health crisis events.		

<b>Homeless Assistance</b>	<b>(CD Paragraph 116)</b>	<b>1 Hour</b>
This course will inform officers as to the clinical presentations of homelessness, the root causes, solutions, and resources to address it.		
<b>PTSD and Veteran Mental Health</b>	<b>(CD Paragraph 116)</b>	<b>1 Hour</b>
This course will relate the symptoms of post-traumatic stress syndrome and the resources available to veterans afflicted by this illness. The training will offer recommended approaches and effective communication methods with these individuals.		
<b>Community Resources</b>	<b>(CD Paragraph 116)</b>	<b>2 Hours</b>
This course will identify the resources that are available within the community to assist with mental health, substance abuse and homelessness. The training will include how to contact and access services for clients.		
<b>In Our Own Voice – NAMI</b>	<b>(CD Paragraph 116)</b>	<b>2 Hours</b>
This course utilizes video vignettes from the National Alliance of Mental Illness and incorporates live discussions with individuals that have symptoms of mental illness.		
<b>Role Play Scenarios</b>	<b>(CD Paragraph 116)</b>	<b>10 Hours</b>
This course applies the techniques of de-escalation and crisis resolution for mental health crisis events into role play interactive scenarios.		

## 2017 CRISIS INTERVENTION TEAM DISPATCHER INITIAL TRAINING PROGRAM

### 40 Hours

<b>Identifying CIT Calls for Service</b>	<b>(CD Paragraph 119)</b>	<b>8 Hours</b>
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This course will provide dispatchers and 911 call takers with the questions and information that should be gained from reporting persons who request police assistance in the handling of a person experiencing a mental health crisis event. The training will include interactive role play scenarios with callers and dispatched officers.

***“New Course” (TNA 213)***

**Purpose and Methods of the CIT (CD Paragraph 119) 4 Hours**

This course will outline the roles and responsibilities of CIT trained officers who will be responding to mental health crisis events.

***“New Course” (TNA 214)***

**CIT Protocol (CD Paragraph 119) 4 Hours**

This course will describe the operational methods and requirements of the CIT program. The training will also define the 911 Center operating procedures for CIT events.

***“New Course” (TNA 215)***

**Recognition of a Mental Health Crisis Event (CD Paragraph 119) 8 Hours**

This course will provide the skill set for call takers to readily assess that the incident that is being assigned has indicators that it is a mental health event. This training will ensure that the call-takers solicit specific and detailed information that is vital to the first responders.

***“New Course” (TNA 216, 219)***

**CIT De-escalation Strategies (CD Paragraph 119) 8 Hours**

This course will discuss the concept and techniques useful in de-escalating a crisis event. The training shall provide call-takers with specific strategies that can be deployed over the phone so that the caller may employ them prior to the arrival of the police.

***“New Course” (TNA 217)***

**Crisis Resolution Skills (CD Paragraph 119) 4 Hours**

This course will discuss the concept and techniques useful in crisis resolution.

***“New Course” (TNA 218 - 219)***

**Access to Community-Based Services (CD Paragraph 119) 4 Hours**

This course will provide a listing of the community health resources that are available to persons seeking assistance in the handling a person in a crisis event. The training shall enable a call-taker to make referrals to complainants who may not need actual police response, and seek information to contact appropriate support agencies.

***“New Course” (TNA 220)***

**“PROFESSIONAL DEVELOPMENT PROGRAMS”**

**2017 NEW SUPERVISOR PROGRAM 40 Hours**

<b>Use of Force</b>	<b>(CD Paragraph 109)</b>	<b>4 Hours</b>
This course is designed to provide new supervisors with the knowledge and direction regarding the		

appropriate level of force subordinates may use when met with resistance, and managing the incident.

**Use of Force Investigations (CD Paragraph 109) 4 Hours**

This course will provide direction for thoroughly documenting and investigating a reportable use of force incident.

**Tactical De-Escalation (CD Paragraph 109) 4 Hours**

This course will review the principles of de-escalation in the handling of crisis events and critical incidents involving use of force. The training will include a review of the Departmental guidance and feature role play scenarios that evaluate an officer's decision making towards force options.

**Human Performance (CD Paragraph 109) 4 Hours**

This course will analyze the human performance elements and causal factors that influence the decision to use force.

**INSIGHT Early Intervention System (CD Paragraph 325) 1 Hour**

This course is designed for officers and supervisors to be able to state what the Insight system is, what it means to them in their role and responsibility and be able to recognize Insight main screens and functional components.

**Vehicle Pursuits 2 Hours**

This course will address the requirements of the Department's Vehicle Pursuit Policy, Chapter 41.5. The training presents the high risk danger of vehicle pursuits as it relates to the safety of the public, the police officer, and the violator.

**Performance Evaluation System 1 Hour**

This course will provide an overall orientation to the revised evaluation system and process developed by the NOPD to meet the requirements of the Consent Decree. By understanding the system and process, the evaluating supervisor will be better able to document the performance of the employee and provide feedback to both parties on their relative performance expectations.

**Positive Career Development – JPIP 3 Hours**

This course will provide new supervisors with tools that will enable them to be effective performance managers, facilitate positive career development, identify and work with subordinates to improve performance deficiencies, and help their subordinates achieve personal, unit, and organizational goals and objectives.

**Officer Support Services (CD Paragraph 292) 2 Hours**

This course will inform officers on the sources of stress for law enforcement officers and the services that are available from the NOPD Officer Assistance Program. This training will discuss the Supervisor's role in monitoring the behavior of subordinates to identify stressor factors and areas of concern. Instruction on the support assistance protocol for referrals and available resources will also be provided.

**Report Writing Evaluation/Quality Control****3 Hours**

This course is designed to provide NOPD Supervisors with the basic knowledge and instruction on the evaluation of police reports; along with identifying both boilerplate and conclusory language. This training will present the elements of quality control towards professional standards and performance expectations in the Supervisory review of police reports and approval of Department documentation.

**Canine Deployment Authorization (CD Paragraph 38)****1 Hour**

This course will provide NOPD Supervisors with the guidelines and protocol on authorizing the deployment of police canines.

**Payroll/ADP****1 Hour**

This course will inform supervisors on their requirements for administration of the payroll system and approval of employee time sheets.

**Supervisor Report of Accident****1 Hour**

This course will demonstrate the supervisory requirements for the investigation of an officer involved traffic accident.

**First Report of Injury****1 Hour**

This course will demonstrate the supervisory requirements for the investigation of an officer involved injury.

**Conducting Roll Call****2 Hours**

This course will outline the duties and responsibilities for a supervisor to conduct a daily roll call session.

**Intro to the FTO Manual (CD Paragraph 275)****2 Hours**

This course will provide an overview of the program requirements and the platoon supervisor's role in management of FTO's and recruits under the FTO Manual.

**Tactical Planning – Search/Arrest Warrants (CD Paragraph 127)****4 Hours**

This course will detail the methodical planning approach necessary to ensure officer safety in the everyday service of arrest and search warrants. Supervisors will be trained on the use of the Raid Planning Form and the scoring mechanism for defining high risk warrants. Exercises will examine the key planning stage requirements and incumbent quality of supervisory briefings and close-out actions.

**2017 NEW SUPERVISOR - PIB MISCONDUCT INVESTIGATIONS PROGRAM****40 Hours****Interview and Interrogation Techniques (CD Paragraph 382)****8 Hours**

This course will present select modules from the FBI Interview and Interrogation instruction to assist

in the soliciting of critical information from witnesses, complainants and officers.

**Complaint Intake and Investigation (CD Paragraph 382) 4 Hours**

This course will provide an overview with instruction on classifying and documenting misconduct complaints and completing administrative investigations. The training will include changes in policy that reflect mandates designed to bring the Public Integrity Bureau into compliance with the Consent Decree.

**Disciplinary Investigations/Report Writing(CD Paragraph 382) 4 Hours**

This course will outline the core components of a misconduct investigation summary report. The training will include scenario exercises for completion of practice reports.

**Weighing Credibility of Civilian Witnesses (CD Paragraph 382) 1 Hour**

This course will inform investigators how to identify alleged misconduct that is not clearly stated in the complaint or that becomes apparent during the investigation. The training will also direct how to properly weigh the credibility of civilian witnesses against officers; using objective evidence to resolve inconsistent statements; and the proper application of the preponderance of the evidence standard.

**Identifying Alleged Misconduct (CD Paragraph 382) 3 Hours**

This course will define the requirements for properly framed allegations in a fair, timely and thorough misconduct investigation. The training will prepare the investigator to be able to interview any complainant and identify and assess critical misconduct allegations as well as identify allegations of policy, supervision, tactical or equipment violations that arise out of a misconduct investigation.

**Data and Case Management (CD Paragraph 382) 4 Hours**

This course will define the primary goal of case management and to effectively manage all aspects of the investigation, in order to achieve a solution in a timely manner. The training will also consider the process of prioritizing, managing and documenting a case, or series of cases, based on available resources.

**Mediation and Active Listening (CD Paragraph 382) 4 Hours**

This course will describe the Community-Police Mediation Program, its policy and procedures, the intake process, qualifications for case referrals, the mediation session process, and overall goals of the program. The training will also provide active listening skills and role play practice.

**Rules, Policies and the Consent Decree (CD Paragraph 382) 4 Hours**

This course will present an in-depth review of the Department rules that govern employee performance.

**Relevant Law (CD Paragraph 382) 1 Hour**

This course will outline the Federal Law statutes to which Departments members are subject to by virtue of their status as police officers and public officials. The training will also relate how to govern their behavior within the ambit of Federal Law.

**Challenges of Misconduct Investigations (CD Paragraph 382) 1 Hour**



This course will discuss the challenges that will be encountered in completing a misconduct investigation in a timely manner, and recommended solutions for case management.

**Preponderance of Evidence Standard (CD Paragraph 382) 2 Hours**

This course will define the legal aspects of the preponderance of evidence standard of proof. The training will provide an overview of the ten standards of proof and distinguishing the elements required for preponderance of the evidence.

**Civil Rights and The Color of Law (CD Paragraph 382) 4 Hours**

This course will provide Supervisors with the knowledge of what constitutes a Color of Law violation, applicable federal statutes, how the FBI investigates Color of Law matters, and the current landscape of Color of Law incidents in a post-Ferguson environment.

**2017 NEW DETECTIVE PROGRAM 40 Hours**

**Interviews and Interrogations (CD Paragraph 170) 22 Hours**

This course will present the FBI modules for interview and interrogation. The training will consist of active listening; cognitive interview; detection of deception; elements of interrogation, and the structure of the interview.

**NOPD Guidance Interviews/Interrogations (CD Paragraph 170) 2 Hours**

This course will relate the legal standards, ethics, and mechanics of conducting effective and constitutional investigations. The training will identify the causes for investigative failures and false confession, based upon court decisions, accepted practices, and NOPD policy.

**Major Crime Scene Investigation 2 Hours**

This course will provide new detectives with the basic knowledge and instruction on how to recognize and preserve physical evidence. The training will also outline how to document statements that will yield reliable information to aid in an investigation.

**Report Writing for Investigators 1 Hours**

This course is designed to offer new detectives the basic knowledge and instruction on the writing of police supplemental reports and the significance of detail in investigative summaries.

**Conducting Line-ups (CD Paragraph 171) 2 Hours**

This course will provide the basic knowledge and instruction on the authorized methods of eyewitness identification of criminal suspects. The training will also discuss the application of NOPD policy guidance and requirements.

**Role in Guaranteeing Accurate Convictions (CD Paragraph 170, 171) 3 Hours**

This course is presented by the Innocence Project and will advise detectives on the most common causes of wrongful convictions and how to avoid these pitfalls. The training will discuss eyewitness identifications, false accusations, confessions, and faulty forensics.

**Search and Arrest Warrants, Informants (CD Paragraph 127) 2 Hours**

This course will prepare detectives in how to gather information in preparing a search or arrest warrant. The training will advise of court decisions, accepted practices, procedures and NOPD policy. The training will also direct how to handle and interact with informants.

**Digital Forensics Evidence 1 Hour**

This course will expose detectives to digital forensics and digital evidence obtained from surveillance, cell phones and computers. The training will indicate the required documentation, identify physical and virtual evidence locations, and describe proper evidence handling procedures.

**Cellular Forensics 1 Hour**

This course will advise detectives on the process for contacting the cellular provider security division and an overview of the capabilities for device location identification – triangulation, available resources and technological capabilities and limitations by provider. The training will also identify how to obtain call history information or other available data that could prove useful to an investigation.

**Tactical Planning – Search/Arrest Warrants (CD Paragraph 127) 4 Hours**

This course will identify the Constitutional and Department policy guidance for the planning elements in search and arrest warrant service. The training will define a high risk warrant and the planning stages of intelligence gathering, identifying building footprints, establishing timing, team member assignments,

warrant limitations, logistics and the safety briefing. This is Part 1 of a continuing series.

**2017 NEW FIELD TRAINING OFFICER/SUPERVISOR PROGRAM    40 Hours**

<b>Consent Decree and FTO Policy</b>	<b>(CD Paragraph 277)</b>	<b>2 Hours</b>
This course will review NOPD Policy 436 and the Consent Decree as it relates to the FTO Program processes and procedural requirements.		

**Introduction to the FTO Program/Manual (CD Paragraph 277) 2 Hours**  
This course will provide an understanding of the FTO program, and the ability to correctly complete the FTO manual.

**FTO Supervisory Checklists (CD Paragraph 277) 4 Hours**  
This course will identify all of the supervisor and FTO duties as required by policy and procedure, including examples of forms completion and reporting requirements.

**Daily Observation/End of Phase Reports (CD Paragraph 277) 4 Hours**  
This course will instruct FTO's in how to prepare the Daily Observation Report and other recruit/ FTO paperwork.

**FTO Mentorship in Report Writing (CD Paragraph 277) 6 Hours**  
This course will provide FTO's with a background on current recruit training in report writing, and provide a foundational knowledge of effective mentorship. The training will include the grading of inferior report exercises.

**Communicating FTO's and Behavior Review(CD Paragraph 277) 4 Hours**  
This course will instruct FTO's in how the program functions, all necessary program documents, and how to identify recruits who need remediation, and how to formulate a remedial action plan.

**Remedial Action Plans/Adult Learning (CD Paragraph 277) 4 Hours**  
This course will inform FTO's and FTO Supervisors in how to effectively teach adult learners and how to set up a remedial action plan to correct deficiencies.

**Every Officer a Leader (CD Paragraph 277) 3 Hours**  
This course is designed to increase the leadership ability and awareness of all commissioned members of the Department. The training will identify who is a leader and review the core values.

**Proactive Phase Tactics (CD Paragraph 277) 1 Hour**  
This course will reinforce the FTO's requirement to expose their recruits to proactive patrol activities. The training shall refresh the guidelines for constitutional policing while enabling a recruit to experience crime fighting initiatives.

**Setting the Professional Example (CD Paragraph 277) 2 Hours**  
This course will define the expectations of an FTO in their appearance, demeanor, investigative actions, and citizen interaction, and the impact this presence has on the community and the recruit.

**LEFTA Field Training Database (CD Paragraph 277) 4 Hours**  
This course will prepare FTO's in the use of the LEFTA system for the automated tracking and records management of FTO reports and evaluations.

**Civil Rights and The Color of Law (CD Paragraph 277) 4 Hours**  
This course will provide FTO's with the knowledge of what constitutes a Color of Law violation,

applicable federal statutes, how the FBI investigates Color of Law matters, and the current landscape of Color of Law incidents in a post-Ferguson environment.

**“RECRUIT ACADEMY”**

**910 Total Hours – 35 hours per week**

**Week # 1**

<b>Roll Call/Inspection</b>	<b>1 Hour</b>
<b>Introduction, Orientation, Administrative On-Boarding</b>	<b>14 Hours</b>
<b>Formation and Drills</b>	<b>2 Hours</b>

<b>Physical Fitness and Wellness</b>	<b>POST</b>	<b>2 Hours</b>
This course will introduce recruits to the skills, techniques, and responsibilities of wellness and activities that can lead to a healthier lifestyle. The training will also demonstrate warm-up activities and exercise techniques the Academy will expect under Cooper Institute Fitness Standards. Physical fitness training hours are dedicated throughout the term and the Academy performance standards will be outlined during this presentation. <i><b>“Revised Course” (TNA 315)</b></i>		
<b>Department Rules, Policies and Procedures</b>		<b>3 Hours</b>
This course will discuss the primary rules and policies that Department members must adhere to. Discussion will also include the officer’s commitment to the Oath of Office and review of the Department’s mission statement. <i><b>“Revised Course” (TNA 329)</b></i>		
<b>Writing Assessment</b>		<b>1 Hour</b>
This course will apply a basic college level writing assessment to identify writing and grammar capabilities.		
<b>Consent Decree Discussion</b>		<b>1 Hour</b>
This course will provide police recruits with a written copy of the Consent Decree and an introductory discussion on its origin, purpose and impact towards the performance expectations of NOPD officers.		
<b>History of Law Enforcement</b>	<b>POST</b>	<b>2 Hours</b>
This course will review the history and development of law enforcement with a general background on the role of policing.		
<b>History of the NOPD</b>		<b>2 Hours</b>
This course will review the history of the New Orleans Police Department from its early origins to the present day background and implementation of the Consent Decree.		
<b>Signal Codes/Spelling</b>	<b>POST</b>	<b>1 Hour</b>
This course will deliver the radio signal codes, 10 codes and dispositions that recruits will be tested on throughout the term. The training will also include distribution of a list with the most common spelling words used in policing, and required for the POST examination. Testing on these topics will be periodically scheduled throughout the term. <i><b>“Revised Course” (TNA 298)</b></i>		
<b>Standards of Conduct</b>	<b>(CD paragraph 226)</b>	<b>POST</b>
		<b>2 Hours</b>
This course will define the standards of conduct expected of a professional police officer. The training will explain ethics, areas of service, and the elements of integrity. Discussions on off-duty professionalism, social media, life-style choices, and common neglect of duty violations will also be emphasized. <i><b>“Revised Course” (TNA 330 – 331)</b></i>		

<b>Police Role in the Community</b>	<b>(CD paragraph 226)</b>	<b>POST</b>	<b>2 Hours</b>
This course will assist each recruit in understanding their obligation to society, their role in the community, and their place in the criminal justice system. The training will also identify ways in which officers can influence and affect the community's attitude toward the police, and emotional temptations that lead to unethical behavior.			
<b>Officer Assistance Program</b>	<b>(CD paragraph 292)</b>		<b>2 Hours</b>
This course will advise recruits as to the protocols and the availability of officer support services for mental and physical health and wellness.			

<b><u>Week #2</u></b>			
<b>Roll Call/Inspection</b>			<b>1 Hour</b>
<b>Diversity in the Community/Conflict Resolution</b>	<b>POST</b>		<b>4 Hours</b>
This course will aid the recruit in understanding and identifying unique factors when communicating with minority citizens.			



***“New Course”***

**The Cultural Gumbo of New Orleans**

**1 Hour**

This course will identify the distinct cultural differences in the New Orleans neighborhoods and community make-up of the city. The training will also expose recruits to some of the most common street language.

***“New Course” (TNA 338)***

**LGBT Awareness Training**

**(CD paragraph 226)**

**3 Hours**

This course will discuss terms used in the LGBT community and identify positive police interactions. The training will propose methods of cooperation and community impact and how the Department and the LGBT community can make the City a safer, more accepting place to live.

**Attaining Respect for the Peace Officer (CD paragraph 226)**

**POST**

**3 Hours**

This course will share each recruit’s collective role in gaining respect for the peace officer, and ensure they are aware that their actions often influence the public’s attitude toward the law enforcement community. The training will also identify the standards by which citizens evaluate a police department and what the community expects from their officers.

**Crime Prevention**

**(CD paragraph 226)**

**POST**

**4 Hours**

This course will identify crime prevention concepts and examine a set of theories regarding the police-citizen cooperation roles in the prevention of crime. The training will also discuss the operational aspects of crime prevention programs and the basic steps necessary in assessing a crime problem.

**Orientation to the Criminal Justice System**

**POST**

**2 Hours**

This course will provide an overview of the Louisiana Criminal Justice System and an introduction to the function of its agencies. The training will identify the three major components of the Louisiana Criminal Justice System.

**Overview of the Criminal Justice Process**

**POST**

**2 Hours**

This course will offer an overview of the criminal justice process before, during and after trial. The training will identify the structure of court procedures during and define related trial related terms.

**Legal Aspects Definitions**

**(CD Paragraph 109,162)**

**POST**

**3 Hours**

This course will define key legal terms and their role in an officer’s everyday vocabulary. The training will enable each recruit to communicate effectively with other criminal justice personnel as well as comprehend the law.

**Introduction to the Court System/Sources of Rights (CD Para. 162)**

**POST**

**3 Hours**

This course will recognize that court decisions are the foundation of many police policies and the daily work of a peace officer. This training will also review the structure of the state and federal systems including the appeals process, venue, jurisdiction, and case citation.

<b>Legal Liabilities and Consequences of Police Misconduct</b>	<b>POST</b>	<b>2 Hours</b>
This course will identify how lawsuits against police officers have become a major concern in criminal justice. The training will explain that an officer's legal liability may come from many sources. The nature of legal liability is explored, as well as the sources of the law and possible defenses to the actions.		
<b>Civil Rights – Color of Law</b>	<b>(CD Paragraph 109,382)</b>	<b>3 Hours</b>
This course will provide recruits with the knowledge of what constitutes a Color of Law violation, applicable federal statutes, how the FBI investigates Color of Law matters, and the current landscape of Color of Law incidents in a post-Ferguson environment.		
<b>INSIGHT</b>	<b>(CD Paragraph 325)</b>	<b>1 Hour</b>
This course is designed for recruits to understand the concept of an early intervention tracking system and what it means to them in their roles and responsibilities. The training shall also present displays of the Insight main screens and functional components.		
<b>Physical Fitness Training</b>	<b>POST</b>	<b>3 Hours</b>

<b><u>Week #3</u></b>		
<b>Roll Call/Inspection</b>		<b>1 Hour</b>
<b>Weekly Test</b>		<b>2 Hours</b>
<b>Community Policing - Foundations</b>	<b>(CD paragraph 226)</b>	<b>7 Hours</b>
This course will familiarize participants with the development of community policing both as an overall philosophy and as a problem solving method. The training will enable participants to distinguish		

differences between traditional law enforcement and community policing.

**Community Policing - Procedural Justice (CD paragraph 226)**

**7 Hours**

This course will identify the core concepts and principles of procedural justice and how each relates to the Department and the community. The training will present the four pillars of procedural justice, define how to increase legitimacy with the community, and discuss how procedural justice relates to the use of force.

**Community Policing – Relationship Based Policing (CD para. 226)**

**7 Hours**

This course is a program that refocuses building trust and public confidence while sustaining crime fighting partnerships with the community. In this version of community policing revisited, officers will participate in scenario-based training to apply methods to develop partnerships and engage in community problem solving and collaboration. Components will include the outreach to limited English proficient citizens and an introduction to violence reduction strategies.

***“New Course” (TNA 335-337)***

**Preventing Unconstitutional Policing (CD Paragraph 162)**

**2 Hours**

This course will explain the recruit’s responsibilities in preventing violations of constitutional policing, including a working knowledge of key policies and procedures. The training will identify the consequences of a failure to act in ethical decisions, or when there is a violation of tactics and training.

***“New Course”- (TNA 234,236-238)***

**Elements of Criminal Conduct**

**POST**

**7 Hours**

This course will review the Louisiana Criminal Code, highlighting certain crimes. The training will identify the required elements to arrest a person on particular charges, including a discussion on criminal intent and criminal negligence.

***“Revised Course”***

**Physical Fitness Training**

**POST**

**2 Hours**

**Week #4**

**Roll Call/Inspection**

**1 Hour**

**Weekly Test**

**2 Hours**

**Probable Cause and Reasonable Suspicion (CD paragraph 162) POST**

**3 Hours**

This course will identify the essential legal components needed to establish a basis for reasonable suspicion that leads to responsive police actions. The training will distinguish what constitutes probable cause that may lead to an arrest. The training will also explore the Reasonable Man theory

and its application to the review of police actions and decisions.

**Stop and Frisk (CD paragraph 162) POST 4 Hours**

This course will overview the procedures for “stop” and “frisk” and, the applicable rights afforded to citizens during such situations. The training will be based upon what constitutes a “stop” and/or “frisk” within the context of Terry v. Ohio, and the 4th Amendment.

**Situational Decision Making – Stop and Frisk (CD paragraph 162) 7 Hours**

This course will require the recruit to apply the legal guidance for when a suspicious person stop transitions to probable cause for an arrest. The training will address the justification and timeliness for performing a protective pat-down or frisk versus a search. Recruits will be challenged in the decision to perform hands-on actions or to handcuff under constitutional guidelines and policy.

***“New Course” (TNA 221-225,227)***

**Officer Survival Tactics – Suspicious Person Stops (CD paragraph 162) 3 Hours**

This course will demonstrate tactics to be utilized in an encounter with a suspicious person in a pedestrian stop that are essential to their safety and preventing any escalation of the incident. This training will include the interview and observational methods to be utilized.

**Fair and Impartial Policing (Bias-Free) (CD Paragraph 177,162, 226) 7 Hours**

This course introduces the concept of implicit bias and demonstrates how implicit biases can impact the perception and behavior of officers. The training will feature a series of interactive exercises that allows officers to experience how implicit bias works and how it can impact their own actions.

**Preparing Field Interview Cards (CD paragraph 162) 3 Hours**

This course will explain the requirements in how the field interview is to be documented. The training will include the preparation of the gist section in which the officer must adequately articulate the reasons and justification for conducting a suspicious person stop and inquiry.

***“New Course” (TNA 243)***

**Report Writing Grammatical/Spelling Exercises 2 Hours**

This course will present the initial foundations for police report writing, providing examples of the required third person and past tense requirements, narrative writing, and spelling drills.

***“New Course”***

**Physical Fitness Training POST 2 Hours**  
**Class Counselling Sessions 1 Hour**

**Week #5**

**Roll Call/Inspection 1 Hour**  
**Weekly Test 2 Hours**

**Arrests (CD paragraph 162) POST 4 Hours**

This course will define the requirements and validity of an arrest, including the types of arrest. The training will also advise what actions may be performed concurrent with and after an arrest, and

explain the use of force when making an arrest.

**MDTS Arrest, Search and Handcuff Techniques (CD para. 162) POST 14 Hours**

This course will utilize the Monadnock Defensive Tactics System to prepare officers in the tactics to be utilized in the control, search and handcuffing of an arrested suspect. The training is a component of a larger defensive tactics system that will be presented in subsequent courses.

***“Revised Course” (TNA 312-314)***

**Officer Survival Tactics – Search and Handcuffing (CD paragraph 162) 3 Hours**

This course will expand upon the MDTS control training and provide scenario based training on street survival tactics and considerations that would enhance the safety of the officer. The training will include control tactics for resisting suspects using the red man protective suit.

***“Revised Course” (TNA 316)***

**Louisiana Criminal Code 2 Hours**

This course will expand upon the Elements of Criminal Conduct and prepare recruits to interpret appropriate charges for incidents with violation of multiple statutes. Recruits must consider accurate prosecutable classification, including the evaluation of lesser and included offenses. The training will also discuss the most commonly applied state criminal code statutes, terms and definitions.

***“Revised Course” (TNA 231-232)***

**Recognizing the Criminal Offense Elements 3 Hours**

This course will review charging decisions for a felony versus a misdemeanor, and an arrest versus a summons. The training will include exercises requiring the identification of the essential elements that qualify violation of major statutes, to ensure the recruit can correctly classify the criminal offense.

***“New Course” (TNA 228-230)***

**Preparing the Probable Cause Gist Statement (CD paragraph 162) 3 Hours**

This course will focus on the recruit’s ability to prepare the probable cause summary sheet which is essential to the booking process and determination of bond in Magistrate court. The training will require the recruit to summarize all pertinent elements of the criminal code statute that was violated, the criminal act, and the probable cause that led to the arrest.

***“Revised Course” (TNA 240)***

**Physical Fitness Training POST 3 Hours**

**Week #6**

**Roll Call/Inspection 1 Hour**

**Weekly Test 2 Hours**

**Search and Seizure (CD paragraph 162) POST 2 Hours**

This course will discuss search and seizure constitutional guidelines and court created exceptions. The

training will define the elements of a search and seizure without a warrant.

***“Revised Course” (TNA 226)***

**The Exclusionary Rule (CD paragraph 162) POST 2 Hours**

This course will relate the reasoning, application and effect of the Exclusionary Rule, including its impact on law enforcement policies and procedures. The training will also consider court decisions that shape the introduction of valid evidence or statements in criminal proceedings.

**Plain View, Open Fields, Abandonment (CD paragraph 162) POST 3 Hours**

This course will explain how the topics of Plain View, Open Fields, Abandonment and E-Surveillance differ in concept, legal rules and practice to warrant individual treatment. The training will consider applicable court decisions that influence the introduction of valid evidence in proceedings.

**Line-ups and Other Pre-Trial ID Procedures (CD para. 171) POST 2 Hours**

This course will discuss how the 5th, 6th and 14th amendment rights apply to pretrial identification procedures as well as how court cases have modified procedures used by the police. The training will also cover the Department policy and procedures for the conduct of photo and physical line-ups.

**Report Writing Introduction POST 12 Hours**

This course will relate the importance and mechanics of police report writing, including the characteristics of a well-written report in organization, grammar and spelling. The training shall identify the various detailed requirements of the NOPD incident report form and narrative.

**Preparing Arrest and Search Warrants (CD paragraph 162) 4 Hours**

This course will identify the fundamental principles and format for the purpose of search and arrest warrants. The training will consider the legal guidance and the applicable Department procedures. Exercises will evaluate the required elements for preparing a valid arrest warrant application.

***“Revised Course” (TNA 245, 254)***

**District Attorney Investigative Report Requirements 2 Hours**

This course will introduce a checklist guide for the essential steps and requirements to produce a successful criminal investigative case for prosecution. The training shall identify the court decision guidance and areas which must be specifically detailed within the report narrative.

***“New Course” (TNA 239,246-247, 262-263)***

**Handcuffing and Control - Practice Drills 2 Hours**

**Physical Fitness Training POST 3 Hours**

**Week #7**

**Roll Call/Inspection 1 Hour**

**Weekly Test 2 Hours**

**Police Radio Operational Instruction 2 Hours**

This course will issue the police radios and explain operating requirements and functionality.

<b>Radio Protocol</b>		<b>2 Hours</b>
This course will apply the signal codes into practical demonstrations of professional police radio communications. The training will explain the purpose and benefits of concise transmissions for requesting information, responding to calls for service, and emergency operations.		
<i><b>"New Course" (TNA 297)</b></i>		
<b>Mobile Data Terminal/ Electronic Police Report</b>		<b>4 Hours</b>
This course will identify the purpose and applications available on the MDT. The training will also simulate the preparation and submittal of a police report via the automated system.		
<i><b>"Revised Course" (TNA 241, 309)</b></i>		
<b>Vehicle Stops, Searches and Inventories (CD paragraph 162) POST</b>		<b>2 Hours</b>
This course will identify the types of vehicle stops and the actions an officer may reasonably undertake after a vehicle is stopped. The training will reference the court decisions that define the areas subject to warrantless vehicle searches and explain the guiding limitations.		
<b>Vehicle Stop Tactics</b>	<b>POST</b>	<b>7 Hours</b>
This course will relate the officer survival skills and tactics necessary to conduct a safe and effective vehicle stop. The training will reference the Departmental policies and include discussion on implicit bias and adherence to constitutional guidance.		
<b>Officer Survival/Vehicle Stops - Practical Exercises</b>		<b>6 Hours</b>
This course will present strategies for the approach and tactics utilized in a vehicle stop. The training shall provide safety factors for both routine traffic violations and high risk felony stops.		
<b>Vehicle Pursuits</b>		<b>4 Hours</b>
This course will review the Department policy and supervisory approval of vehicle pursuits. The training shall also address the high risk danger of vehicle pursuits as it relates to the safety to the public, the police officer and to the violator.		
<b>Issuing Traffic Citations</b>	<b>POST</b>	<b>2 Hours</b>
This course will demonstrate enforcement of traffic laws, set forth by the State Of Louisiana and New Orleans Municipal Code. The training shall also describe how to write traffic citations, and sustain positive citizen interaction during this process.		
<b>Physical Fitness Training</b>	<b>POST</b>	<b>3 Hours</b>
<b><u>Week #8</u></b>		
<b>Roll Call/Inspection</b>		<b>1 Hour</b>
<b>Weekly Test</b>		<b>2 Hours</b>
<b>Confessions and Admissions: Miranda (CD Paragraph 170) POST</b>		<b>2 Hours</b>
This course will discuss the guidelines developed in court cases for when confessions and admissions		

are admissible in criminal cases. The training will identify when Miranda warnings must be given and how these rights can be waived. Recruits will also identify the concepts of custody and interrogation as they apply to Miranda rights, and when Miranda warnings are not required.

***“Revised Course” (TNA 235)***

**Rights of Arrestee Form (CD paragraph 170) 1 Hour**  
This course will direct how to execute the Department’s form securing a waiver of the Miranda rights.

**Witnesses, Hearsay Rules/ Privileged Communications (CD para. 170) POST 2 Hours**  
This course will discuss the rules of evidence during trials as they apply to testimony. The training will also focus on the importance of gathering facts that the prosecutor can use to support the case. Discussions will identify what is hearsay testimony, privileged communications and sequestration.

**Interview and Interrogation of Suspects (CD Paragraph 170) POST 4 Hours**  
This course will provide methods for the interviewing and interrogation of individuals who are considered as suspects or under arrest for a criminal offense. The training will review the Department policy and requirements for recording suspect statements. Recruits will be provided with the basic concepts for conducting a structured interview to achieve voluntary cooperation, while ensuring the suspect’s constitutional rights.

***“New Course”***

**Crisis Intervention – Mental Disorders (CD Paragraph 109,118, 226,294) POST 14 Hours**  
This course will prepare recruits to recognize and identify a crisis situation. The training will establish the duties of contact and control, and the completion of a rapid assessment. Team members practice effective methods of communication and establish good rapport. The decision to transition to physical force and handling excited delirium incidents will also be addressed.

***“Revised Course” (TNA 300 – 305)***

**Victim/Witness Interview Methods (CD Paragraph 170) POST 4 Hours**  
This course will demonstrate the components of an effective interview, substantiating the elements of the crime and providing vital information towards a quality investigative report. The training will also emphasize the importance of interview techniques and detailed note taking.

***“New Course” (251-253)***

**Report Writing Exercise – Victim/Witness Interview 1 Hour**

**Physical Fitness Training POST 3 Hours**  
**Class Counselling Sessions 1 Hour**

**Week #9**

**Roll Call/Inspection 1 Hour**  
**Weekly Test 2 Hours**

**Integrated Use of Force (CD Paragraph 109) POST 14 Hours**  
This course will outline the decision-making criteria and considerations to be applied in a use of force



situation. The training will review Department policy and State laws for compliance. Recruits will identify to what degree or level the force is considered reasonable and when should force be considered justifiable and acceptable. Scenario driven role play will evaluate if the levels of force and resistance are appropriately articulated under constitutional guidelines. Discussion will include the Graham factors and the deployment of de-escalation techniques.

**Use of Force Reports/Gist Statements (CD Paragraph 109) 2 Hours**

This course shall establish the prerequisites for thoroughly documenting and investigating a reportable use of force incident. The training will identify the four levels of reportable use of force incidents, and the recruits will prepare reports which include a gist which must support their actions.

***“Revised Course” (TNA 342)***

**Verbal Communication as a Force Option - Part I (CD Paragraph 109, 226) 4 Hours**

This course shall develop tactical communication strategies for officer safety and enhanced professionalism. The training will deploy the principles of verbal judo which incorporates words as a force option and a valuable tool in de-escalation strategies. The overall goal of tactical communication and verbal judo is to generate voluntary compliance from a compliant or non-compliant violator(s).

***“Revised Course” (TNA 311)***

**Tactical De-Escalation (CD Paragraph 109, 226) 4 Hours**

This course will review the principles of de-escalation in the handling of crisis events and critical incidents involving use of force. The training will include a review of the Departmental guidance and feature role play scenarios that evaluate an officer’s decision making towards force options.

**Human Performance and Use of Force (CD Paragraph 109, 226) 4 Hours**

This course will analyze the human performance elements and causal factors that influence the decision to use force.

**Preparing for Deadly Force (CD Paragraph 109) POST 2 Hours**

This course shall identify the causes of death and possible countermeasures to be taken during firearms confrontations and other dangerous situations. The training will identify when to use force, how to decide the amount of force needed, and what steps to take after a use of force incident. Interactive role play scenarios will evaluate when to use tactical de-escalation techniques.

**Physical Fitness Training POST 2 Hours**

**Week #10**

**Roll Call/Inspection 1 Hour**  
**Weekly Test 2 Hours**

**Verbal Communication as a Force Option - Part II (CD Paragraph 109, 226) 4 Hours**

This course shall develop tactical communication strategies for officer safety and enhanced professionalism. The training will deploy the principles of verbal judo which incorporates words as a

force option and a valuable tool in de-escalation strategies. The overall goal of tactical communication and verbal judo is to generate voluntary compliance from a compliant or non-compliant violator(s).

### **Officer Survival – General Tactical Considerations**

**5 Hours**

This course shall present the final block of officer survival strategies to ensure that an officer accesses safety advantages whenever possible in an encounter. This training shall describe the techniques needed to successfully assess the level of threat while engaged in Police Duties. Discussions will include the art of de-escalation, identifying how different confrontations occur, survival readiness, tactical thinking, flashlight and cover positioning, verbal challenge and the advantage of surprise.

***“Revised Course”***

### **Police Survival – Legal and Mental Aspects (CD Paragraph 109) POST**

**2 Hours**

This course will bring awareness of the legal and mental aspects of a critical incident, including an officer’s rights and responsibilities in making a full accounting of the incident. The training will identify a critical incident and its commonalities, with the administrative procedures that should be followed afterwards. Discussions will relate the protection afforded to an officer under Garrity regarding the difference between the taking of administrative and criminal statements.

### **MDTS Expandable Baton Handling/Defensive Tactics (CD Paragraph 109) POST**

**7 Hours**

This course features the Monadnock Defensive Tactics System certification in defensive tactics and deployment of the expandable baton as an intermediate weapon. The training will also review the Department guidance towards the use of this weapon.

### **MDTS PR-24 Baton Handling/Defensive Tactics**

**(CD Paragraph 109) POST**

**7 Hours**

This course features the Monadnock Defensive Tactics System certification in defensive tactics and deployment of the PR-24 baton as an intermediate weapon. The training will also review the Department guidance towards the use of this weapon.

### **Drugs and Drug Law**

**POST**

**4 Hours**

This course will prepare the recruit to locate and identify drugs in the criminal law statutes. The training shall advise of the effects of drugs on abusers and the most common drugs that they will encounter in patrol activities. Discussion on the challenges of opiate abuse will be included.

***“Revised Course” (TNA 260, 306)***

**Report Writing Exercise – Narcotics Arrest**

**Homework Assignment**

### **Physical Fitness Training**

**POST**

**3 Hours**

## **Week #11**

**Roll Call/Inspection**

**1 Hour**

**Weekly Test**

**2 Hours**

**Active Shooter Response**

**(CD Paragraph 109)**

**21 Hours**

This course addresses the technical aspects of planning and implementing a rapid law enforcement deployment to an active shooter incident. The training will provide participants with the knowledge,

skills, and abilities to rapidly deploy and neutralize violent offenders during active shooter incidents in order to prevent the loss of innocent lives.

**Building Searches**

**5 Hours**

This course will demonstrate the tactical entry into a building in response to a crime in progress or other crisis event where an active suspect may be concealed. The training shall focus on the safety and survival skills that will enable an officer to methodically search through methodical room clearing, or in the case of an active shooter, make a rapid entry using proper technique.

**Orientation to Chemical Agents**

**POST**

**1 Hour**

This course will provide the basic knowledge and instructions on the use of chemical agents. The training will examine the chemical agents used by law enforcement, describe the psychological and physiological effects, and identify the decontamination procedures.

**MDTS Baton/PR-24 Defensive Tactics – Practice Drills**

**(CD Paragraph 109)**

**2 Hours**

**Physical Fitness Training**

**POST**

**3 Hours**

**Weeks #12, 13 and 14**

**Roll Call/Inspection**

**1 Hour**

**Squad Rotational Scheduling – “See Attachment (f)”**

**Fundamentals of Shooting**

**POST**

**3 Hours**

This course will instruct officers on the fundamentals of marksmanship. The training will address combat shooting techniques, as well as range conduct, safety and discipline.

**Introduction to Glock Firearm (CD Paragraph 110) 11 Hours**

This course will instruct recruits in the characteristics and function of the Glock handgun for the safe operation of the weapon. The training will develop the recruit's ability to proficiently handle and fire the weapon under various conditions.

**Firearms Proficiency Practice (CD Paragraph 110) POST 21 Hours**

This course will provide multiple iterations of practice in firing the Glock handgun towards obtaining a final scored grade required by P.O.S.T. for police officer certification.

**Firearms Simulator (CD Paragraph 109, 110) 3 Hours**

This course will utilize the FATS interactive video training to challenge officers in scenarios for the application of deadly force. Vignettes will evaluate officers in the use of de-escalation and choice of less than lethal options with the controlled electrical weapon.

**Orientation to Shotguns POST 3 Hours**

This course will instruct recruits in the operation and handling of the pump shotgun. The training will include a familiarization course firing of the weapon, and exposure to the other types of shotgun actions.

**Stress Fire/Night Fire (CD Paragraph 110) 4 Hours**

This course will simulate tension and rigor, with firing positions aligned to the most common officer involved shooting incidents. The training will also feature a night fire course designed to simulate low light firing conditions.

***"Revised Course" (TNA 310)***

**Weapons Retention 4 Hours**

This course will feature the MDTs techniques for securing the duty weapon and preventing a suspect from disarming the officer.

**Weapons Transition Drills (CD Paragraph 109, 110) 3 Hours**

This course will demonstrate and utilize agility drills to practice the effective interchange between the sidearm, Taser and baton.

***"New Course" (TNA 317)***

**NAPD Driver's Training POST 28 Hours**

This course will review Department policy and operational proficiency in the NAPD certification. This law enforcement specific driving training features a low speed/high stress methodology for reducing collisions and lowering liability risk. The training will also include a risk management review of the most common NOPD accident causal factors.

**Electronic Control Weapon - Taser (CD Paragraph 64) 11 Hours**

This course will present the basic operational theory and practical training to reasonably, safely, and

effectively operate the TASER X26P Conducted Electrical Weapon (CEW). The training will also review the NOPD policy and related court decisions.

***“Revised Course” (TNA 324 – 327)***

**American Red Cross First Aid/CPR**

**POST**

**7 Hours**

This course will certify recruits in the American Red Cross basic level First Aid and CPR. The training will provide the knowledge and skills needed to perform initial life-sustaining treatment for victims of medical emergencies.

**(Week 14 – final day)**

**Firearms – Legal and Moral Responsibilities (CD Para. 110) POST**

**3 Hours**

This course will bring awareness of the legal restraints regarding the use of force. The training will also consider the moral responsibility associated with an officer’s use of deadly force.

**Sanctity of Human Life**

**(CD Paragraph 109)**

**3 Hours**

This course will discuss the Department’s commitment to the sanctity of human life in the decision making process towards the use of force. The training will also review why the 21 foot rule is no longer valid, and the Graham versus Connor contrast with use of force continuums. The Department policy towards the withdrawing of firearms and use of force reporting requirements will also be addressed.

***“New Course”(TNA 340-341, 343-345)***

**Use of Force Model**

**(CD Paragraph 109, 110)**

**1 Hour**

This course will examine the Department’s use of force model including a review of the NOPD policy, recent court decisions and best practices in de-escalation options.

**Week #15**

**Roll Call/Inspection**

**1 Hour**

**Mid-Term Simulation Exercises**

**27 Hours**

These exercises will utilize the Simunitions dye-marking cartridge weapons to simulate real life situations and crisis events the recruits will encounter during police activities. This training is strategically placed upon completion of the use of force and physical tactics blocks of instruction, and will expose potential areas which can be corrected through remedial training.

**Courtroom Testimony/Mock Trial****POST****7 Hours**

This course will present best practices for an officer to employ when testifying in court. The training will utilize one of the scenarios and recruit prepared police report from the simulation exercises as the basis of a mock trial. The mock trial will simulate a courtroom including guest attorneys performing in the roles of Judge, District Attorney and Defense Attorney.

***“Revised Course” (TNA 339)***

**Week #16****Roll Call/Inspection****1 Hour****Preliminary Investigation****POST****3 Hours**

This course will direct the proper procedures that a responding officer must follow when enroute to and after arrival on a crime scene. The training will also identify the initial investigative actions.

**Major Crime Scene Investigation and Preservation****2 Hours**

This course will define the parameters of a crime scene and the methods necessary to preserve

evidentiary value. The training will review the Department policy and on scene responsibilities.

***“Revised Course”- (TNA 255, 261)***

**Evidence POST 3 Hours**

This course will inform recruits in how to protect crime scenes, preserve and collect physical evidence, and package evidence for scientific examination. The training will also recognize the role of the NOPD Crime Scene unit’s roles and responsibilities.

**Central Evidence and Property 1 Hour**

This course will describe the packaging and administrative processing requirements for the logging of evidence and property into Central Evidence and Property.

**Latent Fingerprint Evidence Processing POST 14 Hours**

This class will present the various methods for searching, developing, and collecting fingerprints from crime scenes. The training will include the distribution of fingerprint retrieval equipment and dusting supplies so that each recruit can perform these tasks upon field assignment.

***“Revised Course” (TNA 257-259)***

**Violent Crimes POST 2 Hours**

This course will introduce recruits in recognizing the hazards and the executing the proper response to the scene of violent crimes. The training will review the tactical considerations of responding to violent crimes, with the emphasis on burglary, robbery and prowler calls.

**Crimes Against Persons Investigation 3 Hours**

This course will introduce the skills, techniques, and responsibilities of the first officer on the scene for crimes against persons. The training will also study the criminal statutes and recognize the elements that identify the differences in these crimes.

**Report Writing Exercise – Aggravated Battery Homework Assignment**

**Homicide Investigation POST 2 Hours**

This course will present the methods and techniques for conducting a homicide investigation. The training will include a review of the criminal statutes that relate to homicide and the role of the first responder on a suspected homicide scene.

**Physical Fitness Training POST 3 Hours**

**Class Counselling Sessions 1 Hour**

**Week #17**

**Roll Call/Inspection 1 Hour**

**Weekly Test 2 Hours**

**Sexual Assault Investigation (CD paragraph 205) POST 4 Hours**

This course will relate the proper and most effective response to a rape or sexual assault incident. The training will identify the role of the platoon officer in assessing a victim and the crime scene, recognizing the impact of the initial response and effect of rape on victims, and the dynamics of

sexual assault.

***“Revised Course” (TNA 264 – 273)***

**Child Abuse Investigations (CD paragraph 205) 7 Hours**

This course will be presented by the New Orleans Children’s Advocacy Center. The overall goal is to train officers in evidence-based, trauma-informed approaches to responding to children as victims and witnesses of crime. The training will include role playing scenarios and interactive studies to identify the role of the platoon officer in identifying the symptoms and possible occurrence of abuse.

***“New Course” (274 – 284)***

**Domestic Violence Policy and Protective Orders (CD para. 220) POST 7 Hours**

This course will review the Department’s Domestic Violence Policy, as outlined by the New Orleans *Blueprint for Safety*. The training will identify physical and psychological tactics used by the predominant aggressor to maintain power and control, and the value of the domestic violence checklist as an investigative guide to interpret behaviors. The resources that are available to the victims of domestic violence are discussed, including the parameters of Protective Orders.

**Domestic Violence Intervention (CD paragraph 220,226) 14 Hours**

This course will be presented by the Family Justice Center and emphasize the identification of the predominant aggressor and recognition of injuries in a domestic violence offense. The training will review the classification as misdemeanors or felonies and how the patterns of abuse can escalate into more serious offenses. Multiple interactive role play scenarios will be utilized to expose recruits to the comprehensive handling of these crimes.

***“Revised Course” (TNA 285 – 294)***

**Report Writing Exercise – Domestic Violence (CD para. 220) Homework Assignment**

***“New Course” (TNA 244)***

**Week #18**

**Roll Call/Inspection 1 Hour**  
**Weekly Test 2 Hours**

**Domestic Disturbance –Street Survival (CD paragraph 220) 4 Hours**

This course will identify the inherent dangers in responding to a domestic disturbance call for service. The training will feature officer survival techniques that will mitigate the risks, and propose interview



and investigative tactics to ensure safety of officers and the victim.

**Hate Crimes Investigation** **2 Hours**

This course will recognize the elements and motives behind a hate crime to ensure that the offense may be properly investigated and classified. The training will also identify the investigative resources that should be employed and the available support services that are available to victims.

**Robbery Investigation** **POST** **4 Hours**

This course will review the criminal statutes relating to the different types of robbery offenses and the elements in classifying same. The training will also cover investigative reporting requirements.

**Report Writing Exercise – Armed Robbery** **Homework Assignment**

**Identity Theft Investigation** **POST** **3 Hours**

This course will review the criminal statutes relating to the different types of identity theft and the investigation of these offenses. The training will recognize the current trends utilized by offenders.

**Theft/Burglary Investigation** **POST** **2 Hours**

This course will review the criminal statutes relating to the different types of burglary and theft offenses and the elements that must be established to classify same. The training will also present the crime scene and investigative reporting requirements.

**Report Writing Exercise – Residence Burglary** **3 Hours**

**Auto Theft Investigation** **POST** **2 Hours**

This course will review the criminal statutes relating to auto theft offenses and the elements that must be established to classify same. The training will also present the tactical considerations in recognizing and identifying stolen vehicles, and investigative reporting requirements.

**EPIC** **(CD paragraph 226, 294)** **7 Hours**

This course will introduce the Department's EPIC Peer Intervention program which provides officers with the tools to intervene successfully when confronted with the mistakes of their peers. The training will identify the components of the program – addressing inhibitors, critical loyalty and active bystanders.

**Handcuffing and Control - Practice Drills** **2 Hours**

**Physical Fitness Training** **POST** **3 Hours**

**Week #19**

**Roll Call/Inspection** **1 Hour**

**Weekly Test** **2 Hours**

**Report Writing Exercise – Car Jacking/Shooting** **3 Hours**

**Understanding the Detective Role** **2 Hours**

This course will identify the role of a detective and the actions that will be taken to solve criminal offenses and the dependent relationship with the patrol officer's original investigative efforts. The training will include exercises where the recruit will identify the steps required to solve inadequate preliminary investigations.

***"New Course" (TNA 248-249)***

**Observation and Perception Skills**

**POST**

**2 Hours**

This course will distinguish the skills that should be developed to improve an officer's perception and observation. The training will also indicate what factors influence observation and perception, and how these may differ from civilians.

**Methods of Patrol**

**POST**

**2 Hours**

This course will provide an understanding of the functions of patrol. The training will relate how patrol time, organization and delivery, the methods of patrol, and the aspects and style affect an officers' daily duties.

**Officer Response to Calls**

**POST**

**2 Hours**

This course will review the Department policy for the driving strategies and speed authorized in the response to calls for service. The training is directed to ensure that officers will arrive to the scenes safely, abide by traffic laws for emergency vehicles and reduce the occurrence of police vehicle accidents.

**Crimes in Progress**

**POST**

**4 Hours**

This course will identify the proper manner to respond to emergencies and crimes in progress. The training will emphasize officer survival tactics so that the safety of the officer, victim, civilians and the suspect is foremost at all times. The session will also review the immediate responsibilities of the first officer on scene.

**Unusual Occurrences**

**POST**

**1 Hour**

This course will assess the responsibilities of the responding officer for the occurrence of unusual instances and major crisis events. This training will include an introduction to the National Incident Management System (NIMS) with a focus on the initial implementation of the Incident Command System.

**Daily Activity Sheets**

**2 Hours**

This course will direct officers in the Department procedures and requirements for the Daily Activity Sheet. The training will include exercises in the proper utilization and completion of this trip sheet.

**Body Worn Cameras**

**2 Hours**

This course will outline the operational and functional requirements of the AXON Body camera, the n opd.evidence.com database, and the relevant departmental policies governing both. The training will also demonstrate how to activate and deactivate the recording function on the AXON Body camera, and the proper manner of labelling and categorizing videos being maintained in the

nopd.evidence.com database.

***"Revised Course" (TNA 307)***

**Hostage Negotiations and Crisis Management** **POST** **2 Hours**

This course will present the basic tactics and techniques which must be employed in order to safely and successfully resolve a barricaded suspect or hostage situation.

**SWAT Tactics** **2 Hours**

This course will describe how to establish a containment perimeter around a house or building. The training will designate the specific terminology used by Tactical and SWAT officers, and define the use of cover and concealment.

**Tactical Problems and Crowd Control** **POST** **2 Hours**

This course will propose the tactical and response methods for dealing with snipers, active shooters, explosive devices and crowd control. The training will analyze factors to be considered in protests and demonstrations, and review Departmental policy for controlling hostile crowds.

**Handcuffing and Control - Practice Drills** **2 Hours**

**Physical Fitness Training** **POST** **3 Hours**

**Class Counselling Sessions** **1 Hour**

**Week #20**

**Roll Call/Inspection** **1 Hour**

**Weekly Test** **2 Hours**

**Strategic Self Defense and Grappling Techniques** **32 Hours**

This course will prepare recruits in the Vanguard SSGT system for self-defense against an actively aggressive or aggravated aggressive suspect. The training will qualify a recruit in all seven (7) categories of the Level One SSGT system: Common Grab Defense; Headlock Defense; Bear-hug Defense; Tackle Defense; Striking and Knife Defense; Escaping from the bottom (on the ground); and Controlling A Grounded Subject From the Top

**Week #21**

**Roll Call/Inspection** **1 Hour**

**Crash Investigations** **POST** **8 Hours**

This course will instruct the proper techniques to effectively investigate a traffic crash, including the collection of information for the State of Louisiana Uniform Motor Vehicle Traffic Crash Report. The training will demonstrate include how to identify and apply evidence.

***“Revised Course” (TNA 296)*****Hit & Run Investigation****POST****2 Hours**

This course will identify the procedures for a conducting a hit & run traffic accident investigation. The training will define the major investigative information and the resources available to assist in identifying the suspect vehicle and processing the offender.

**Crash Report****POST****7 Hours**

This course will outline the reporting requirements for completion of the Louisiana Crash form. This training will include interactive accident reconstruction and simulated driver interviews to complete practice investigative summary reports.

**Motor Vehicle Laws****POST****4 Hours**

This course will educate recruits on LA Title 32 and New Orleans Municipal Traffic Laws. The training will identify the key elements for the most common statutes, and distinguish the proper selection and application of State and Municipal Traffic Laws

**Grade Crossing Collision****POST****2 Hours**

This course will prescribe the difficulties associated with the investigation of highway rail grade crossing collisions. The training will also outline the unique information needed to complete a thorough investigation.

**Traffic Incident Management****POST****4 Hours**

This course will familiarize recruits with the concepts of Traffic Incident Management in how to identify a traffic incident event, and actions to take to ensure safety, traffic flow, and reduction of secondary events. The training will also discuss the dangers and recommended actions for quickly clearing accident scenes on Interstate Highways.

***“Revised Course” (TNA 295)*****Directing Traffic****POST****2 Hours**

This course will familiarize recruits in how to direct traffic in a safe and correct manner. The training will explain the liability and physical damage to which the officer may be exposed while directing traffic. The police recruit will be instructed on the proper use of hand signals to effectively keep traffic moving at a safe speed, therefore, creating less inconvenience for the motorist.

**Handcuffing and Control - Practice Drills****2 Hours****Physical Fitness Training****POST****3 Hours****Week #22****Roll Call/Inspection****1 Hour****Weekly Test****2 Hours****Report Writing Exercises - Traffic Accident/Hit & Run****5 Hours**

<b>Operating While Intoxicated Enforcement</b>	<b>POST</b>	<b>4 Hours</b>
This course will identify the criminal statutes that relate to the enforcement of driving while under the influence or while intoxicated. The training will review the effects of alcohol on a driver and the methods to detect and process the OWI offender.		
<b>Municipal Criminal Codes</b>		<b>3 Hours</b>
This course will delineate the responsibilities of the City of New Orleans Municipal and Traffic Courts versus the State Criminal Court. The training will review the most commonly enforced municipal criminal offenses by the police and the elements necessary to secure a successful prosecution.		
<b>Affidavits and Summons</b>		<b>3 Hours</b>
This course will introduce the purpose of a Municipal Affidavit for an arrest versus a Summons. The training will practice completion of affidavit forms for Municipal court proceedings.		
<i><b>"Revised Course" (TNA 242)</b></i>		
<b>Dog Bite Prevention</b>		<b>2 Hours</b>
This course will utilize the ASPCA interactive officer safety course for recognizing aggressive dogs and the tactics that can be used to prevent officers from being bitten by dogs or using deadly force.		
<i><b>"New Course" (TNA 323)</b></i>		
<b>Introduction to Terrorism</b>		<b>4 Hours</b>
This course is designed by the Office of Homeland Security and identifies the potential indicators of terrorist activity that could be encountered by an officer. The training reviews the national terrorist alert system and expected response actions. The topic of sovereign citizens is also addressed.		
<i><b>"Revised Course" (TNA 321 - 322)</b></i>		
<b>Disaster Management and Planning</b>		<b>2 Hours</b>
This course is designed by the Office of Homeland Security and reveals the incident management recommendations for the handling of environmental catastrophes and crisis events.		
<b>Hazardous Materials</b>	<b>POST</b>	<b>2 Hours</b>
This course will introduce HAZMAT response and common hazardous materials that could be encountered. The training will describe the effects and safeguards that should be undertaken.		
<b>Touring Visits to the Coroner's Office, Prison and the Courts</b>	<b>(TNA 333)</b>	<b>7 Hours</b>
<b><u>Week #23</u></b>		
<b>Roll Call/Inspection</b>		<b>1 Hour</b>
<b>Weekly Test</b>		<b>2 Hours</b>
<b>Handling Juveniles</b>	<b>POST</b>	<b>2 Hours</b>
This course shall detail the legal requirements and Department guidelines for handling situations		

involving juveniles. The training shall also review the Children's Code.

**Death Notification POST 2 Hours**

This course will expose recruits to the impacting factors and techniques for death notifications. The training will relate the psychology of victim suffering that should be considered in the visit.

**Victim Assistance and Notification (CD para. 226) POST 3 Hours**

This course will provide an overview of victim assistance, including the law that governs basic rights for crime victims & witnesses. The training will describe the advantages of the victim assistance program and define the purpose of the Louisiana Victim Notice & Registration forms.

**Law Enforcement and the Elderly (CD paragraph 226) POST 4 Hours**

This course will provide a description of the crimes associated with elder abuse. The training will review the Louisiana Law that governs abuse of elderly/disabled adult victims and propose investigative and notification requirements.

**Police Canine Operations (CD paragraph 109) 2 Hours**

This course will inform recruits of the Departmental guidelines and protocol for the deployment of police canines. The training will consider the review and supervisory approval process and the limitations for when a canine can be activated for investigative support.

**Bomb Threats/Hazardous Devices 2 Hours**

This course will discuss the Departmental procedures for reported bomb threats and suspected explosive devices. The training will provide the first responder questions and actions in the vetting process for potential building or area evacuations.

**La. Law Enforcement Telecommunications System (LLETS) 3 Hours**

This course defines the individual police officer requirements to function within the State's telecommunications network and concludes with a user certification test.

**Secondary Employment O.P.S.C. 1 Hour**

This course reviews the Department policy and the administrative processing requirements for officers to work outside employment or paid details.

**Guest Speakers 7 Hours**

**Physical Fitness Training POST 3 Hours**

**Week #24**

**Roll Call/Inspection 1 Hour**

**Police and the Media 2 Hours**

This course outlines the responsibilities of the Public Information Office and Department guidelines for officers dealing with the media in the performance of their duties.

<b>Encountering the Hearing Impaired</b>		<b>1 Hour</b>
This course will describe the actions that can be undertaken for an officer to communicate with a person who is hearing impaired. The training will identify the support resources that are available to assist and what materials may be utilized until the arrival of an interpreter.		
<b>Survival Spanish</b>	<b>(CD paragraph 191, 226)</b>	<b>21 Hours</b>
This course employs a variety of self-instructional techniques that provide a law enforcement officer with immediate access to practical Spanish that can be deployed in policing activities. An officer typically uses only a small number of phrases, questions and commands in order to do his job. These very limited survival language items form the basis of this program.		
<i><b>“Revised Course” (TNA 334)</b></i>		
<b>P.O.S.T. Block Testing</b>	<b>POST</b>	<b>7 Hours</b>
<b>Physical Fitness Final Assessment</b>	<b>POST</b>	<b>3 Hours</b>
<b>Class Counselling Sessions</b>		<b>1 Hour</b>

### **Week #25**

<b>Roll Call/Inspection</b>	<b>1 Hour</b>
<b>Simulation Final Exercises</b>	<b>34 Hours</b>
These exercises will utilize the Simunitions dye-marking cartridge weapons to simulate real life situations and crisis events the recruits will encounter during police activities.	

### **Week #26**

<b>Roll Call/Inspection</b>	<b>1 Hour</b>
<b>Introduction to the Field Training Officer Manual</b>	<b>2 Hours</b>
This course will provide an understanding of the FTO program, and the ability to correctly complete the	

FTO manual.

**FTO End of Phase Reports**

**2 Hours**

This course is designed to give Recruits/ FTO's an understanding of the Daily Observation Report and the daily recruit/ FTO paperwork. The training will review completed Daily Observation Reports and the purpose of these towards the Performance Chart that tracks recruit progress.

**MOTION System Operational Readiness**

**1 Hour**

This course will familiarize the recruits with the on-screen applications for initiating and interpreting results for name and license inquiries on the MOTION/NCIC system.

***"New Course" (TNA 299)***

**P.O.S.T. Final Exam**

**POST**

**2 Hours**

**HQ – ID Photos**

**2 Hours**

**Graduation Rehearsal**

**2 Hours**

**Superintendent's Address**

**1 Hour**

**Academy Exit Interviews**

**4 Hours**

**Weapons/Equipment Issue**

**3 Hours**

**GRADUATION CEREMONY**

**7 Hours**

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**XVII. REFERENCES and BIBLIOGRAPHY**

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## **XVIII. ATTACHMENTS**

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- a. **2017 Training Needs Assessment – Section I**
- b. **2017 Training Needs Assessment – Section II “Priority Ranking Matrix”-  
Assigned Courses**
- c. **2017 Training Needs Assessment – Section III “Attachments”**
- d. **Organizational Chart**
- e. **“Core C.D. Requirements Met by the 2016 AMTP/Supplemental Training Plan”**
- f. **Firearms Range/Driving Training Schedule**