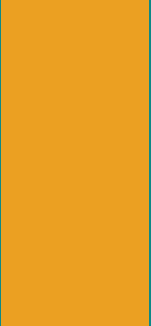




**Effective
Law Enforcement**
for ALL

**Because
Everyone Wants
to Get Home
Safely.**



Thank You

For helping make this meeting possible.



MN Community Organizations and Members of the Public

Office of Council Member Rainville

Ukrainian American Community Center, MN

Surdyk's Catering

City Attorney's Office Implementation Team

Minneapolis Police Department Implementation Unit

Office of Community Safety Communications

Agenda



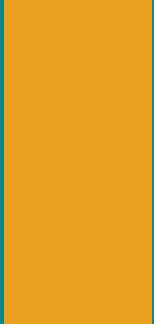
Welcome

Compliance Report

- How do we measure compliance?
- Policies
- Training

Looking Ahead

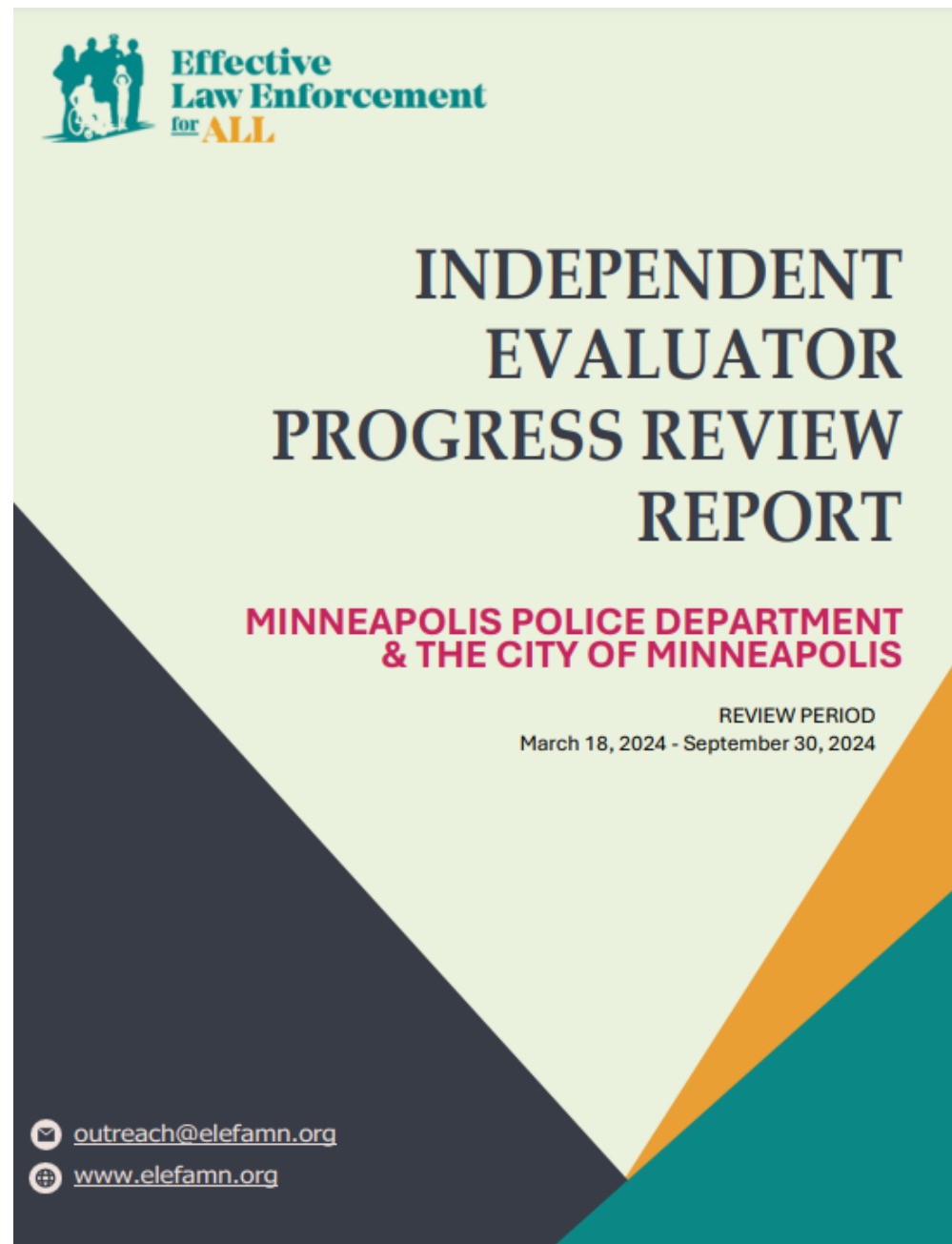
Q&A



Clip



First ELEFA MN Progress Report



Requirement for the Independent Evaluator established in the Settlement Agreement

Covers the Period of March 17, 2024 through September 30, 2024



COMPLIANCE DETERMINATION

- Determines compliance with Settlement Agreement

EVALUATION

- Audits and Inspections
- Community Input and Feedback
- IE Team Evaluations

FOUNDATION

- Revisions to Policy & Training
- Advance a Culture of Accountability
- Ensure Technology and Data Systems are Capable
- Improve Officer Wellness & Working Conditions
- Improve Officer Performance based on New Standards.

Status of Y1 Implementation Goals

Management Topics

Management Topic	Status
Substantially Reduce Use of Force Review Backlog	In Progress
Substantially Reduce Internal Affairs Case Backlog	In Progress
Substantially Reduce OPCR Case Backlog	In Progress
Updating BWC Review Standard Operating Procedures	July 2025
Facilities, Equip, & Tech Plan	Compliant
Data Systems Plan	Compliant
Launch IE Team Website	March 2024
IE Team Publishes Community Map	February 2025
IE Team Hosts Community Meetings	November 2024, March 2025
IE Team Publishes First Progress Report	February 2025

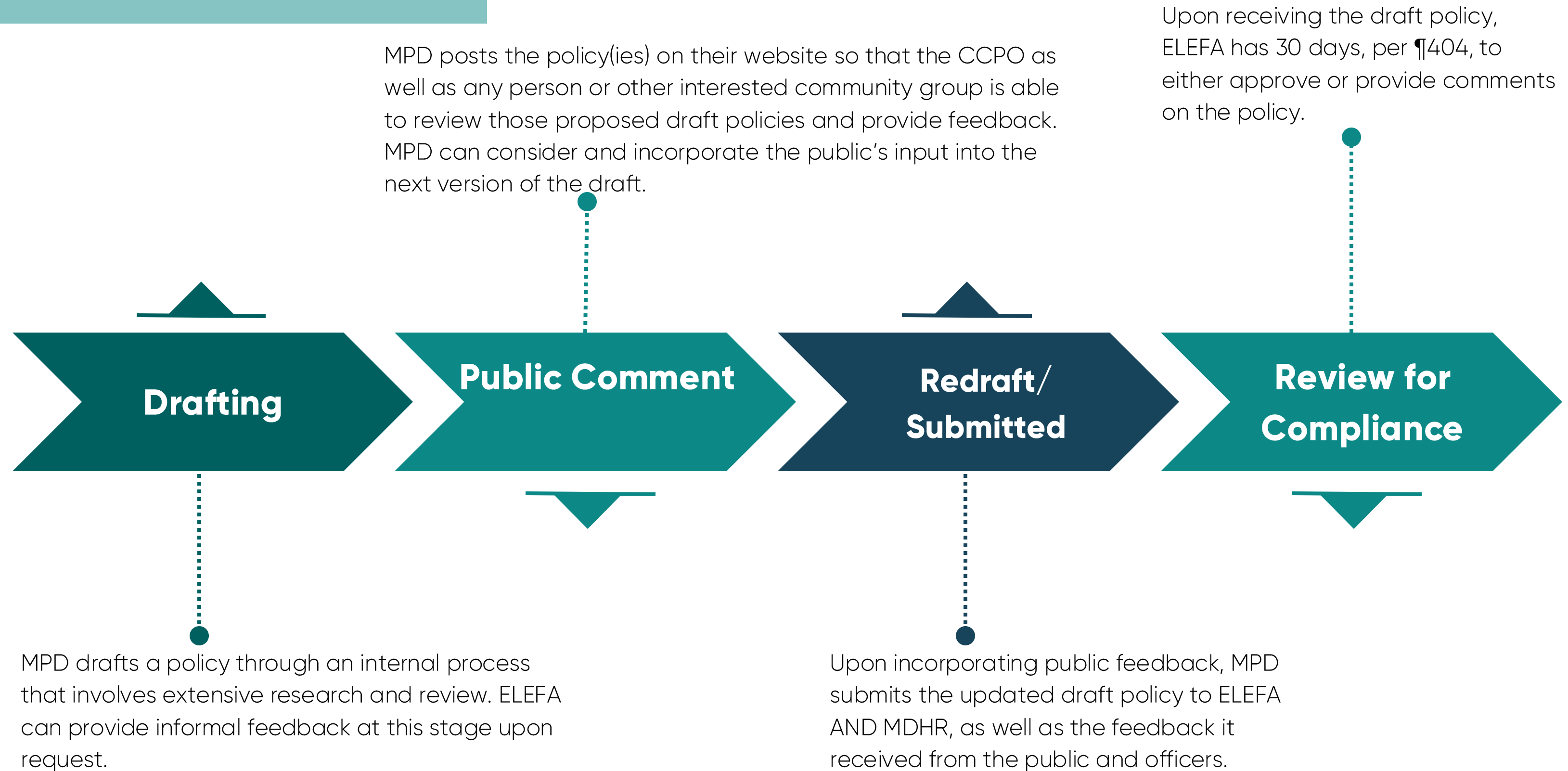
Projected dates based on information available to ELEFA as of March 12, 2025. Dates are subject to change.

The graphic consists of a teal rectangle with the text 'Compliance Report' in white. To the left of the teal rectangle is a vertical orange bar. Below the teal rectangle is a horizontal light blue bar. The entire graphic is set against a white background.

Compliance Report

Policy Review

Lisa Fink



Reviewing Policies for Compliance

What do we look for?

Compliance with Settlement Agreement

Review to ensure that the policy includes the specific settlement agreement requirements on the topic, and that the language is consistent with those requirements.

Clear and Executable

Language should be as clear as possible for consistent interpretation by officers. The policy provisions must also be implementable.

Meaningfully Incorporates Public Feedback

Review public feedback received to ensure MPD considered it and to understand how input was applied to the draft policy.

Reflects Best Practices

Review for consistency with best practices on the given topic. Best practices are gleaned from model policies, national guidance and research, and professional knowledge and experience. If the draft is compliance with the settlement agreement but presents opportunities to incorporate more best practices, ELEFA encourages MPD to consider their inclusion.

Aligns with Guiding Principles

Review to ensure that the policy aligns with the guiding principles outlined in the settlement agreement.



B. ~~Different Recollections~~ May Differ

In circumstances where multiple members report on a use of force, the review process recognizes that different members may have varying information and recollections. Accordingly, differences in reporting do not automatically indicate a lack of truthfulness.

C. Policy Violations

All policy violations from any review shall be reported in accordance with P&P 2-101 ~~Duty to Report~~.

This includes the immediate notification requirements for force that appears to be unreasonable or constitute possible misconduct and instances of discriminatory policing. In such cases, the ~~responding~~ supervisor shall make direct contact with the Internal Affairs Commander immediately by phone (no voicemail messages or text messages), in accordance with P&P 2-101.

D. Feedback for Growth and Improvement

1. If ~~the responding~~any supervisor ~~conducting a review~~ identifies opportunities for growth or improvement, they shall provide the feedback and ~~or make any necessary~~ referral to ~~training the Commander of the Training Division~~ within 72 hours of their review of the incident, absent documented exceptional ~~circumstances~~.
2. If ~~the responding~~any supervisor ~~conducting a review~~ is making a referral to ~~training Training and also~~ reported a violation to Internal Affairs, the supervisor shall inform ~~training the Commander of the Training Division~~ so they can coordinate with Internal Affairs.

III. Responding Supervisor Force Reviews

A. Responding Supervisor ~~Rank~~ Requirements

Comments

New

48 items

Swapped the order, per Lt. suggestion.
December 13, 2024 at 11:33 AM

✓ Resolved

U Lisa Fink

Consider: Different Recollections Not Necessarily Untruthfulness

1 more reply

✓ Resolved

LF L Fink

Since this is repeated a few times in this policy, I'm wondering if it's easier/cleaner to just have it be a section under II to cover ANY LEVEL OF REVIEW that
[See more](#)

1 more reply

✓ Resolved

BD Boody, Dan (he/him/his)

Added from the Chief.

✓ Resolved

Progression of Work

Through Settlement
Agreement Process

**Finalized
Policies**

Training

Implementation

Assessment

Policies Actively Edited with Parties since Nov 2024

- Use of Force (14 policies)
- De-escalation
- Critical Decision Making
- Crisis Intervention
- Mission, Vision, Values, Goals
- Internal Affairs and OPCR Standard Operating Procedures for Investigations
- Internal Affairs and Misconduct policies (9 policies)
- Non-Discriminatory Policing
- Procedural Justice
- Emergency Medical Response

- Stops, Searches, Citations and Arrest policies (21 policies)
- Body-worn camera policy
- Health and Wellness policies (3 policies)
- Early Intervention System
- Quarterly Review Panel
- Disciplinary Matrix
- Recruitment and Training policies (3 policies)
- Field Training Officer Program
- Standard Operating Procedures

Policies Final or Near Final by end of March 2025

- **Use of Force (14 policies)**
- **De-escalation**
- **Critical Decision Making**
- **Crisis Intervention**
- **Mission, Vision, Values, Goals**
- **Internal Affairs and OPCR**
- **Standard Operating Procedures for Investigations**
- **Internal Affairs and Misconduct policies (9 policies)**
- **Non-Discriminatory Policing**
- **Procedural Justice**
- **Emergency Medical Response**

- **Stops, Searches, Citations and Arrest policies (21 policies)**
- **Body-worn camera policy**
- **Health and Wellness policies (3 policies)**
- **Early Intervention System**
- **Quarterly Review Panel**
- **Disciplinary Matrix**
- **Recruitment and Training policies (3 policies)**
- **Field Training Officer Program**
- **Standard Operating Procedures**

Training Overview

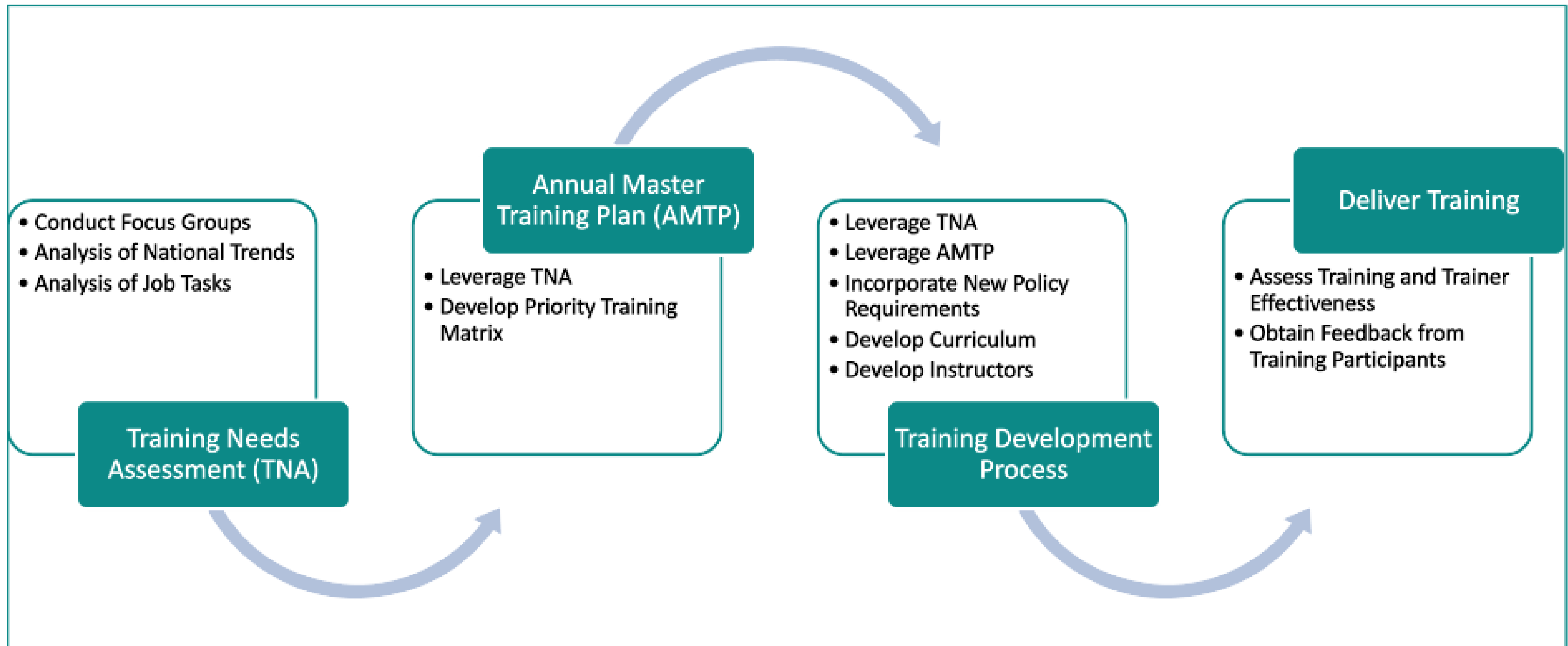
Bill Murphy

- P183: Conduct a Training Needs Assessment (TNA)
- P184: Develop an Annual Training Plan (ATP)
- P185: Identify Training Priorities

ELEFA Tasks:

- Identify Measures of Effectiveness (MOE)
- Create Action Items
- Determine Substantial Compliance

Training Process



Training Needs Assessment Methodology

Training Needs Assessment Continued



Settlement Agreement Requirements for Annual Training Plan

Paragraph 184. Within 30 calendar days of completing the annual Needs Assessment, the Training Division will develop a written Training Plan for MPD's Academy/pre-service training, field training, and in-service training so that MPD officers are trained to safely, effectively, and lawfully carry out their duties in accordance with the law, MPD policy, and this Agreement. MPD will implement the Training Plan in accordance with the timelines identified in the Plan.

The Annual Training Needs Assessment (TNA) identifies the training needs of the MPD so that curricula can be developed to meet the needs of the Department and help them accomplish their training objectives. Paragraph 183.

Paragraph 185, sub a,b,c,h,i,j,k,l. This outlines the necessity for lesson plans to be consistent with the Annual Training Plan. Training needs identified in the Training Needs Assessment translate and are one in the same as the "learning objectives" in a lesson plan. Lesson plans will describe the teaching strategies employed to convey these targeted learning objectives. All MPD's Training Plan will integrate adult learning techniques.

Methodology

Structured Methods For the 2025 TNA process, various approaches were employed to solicit input and gather data to identify training needs. These approaches included focus group discussions and interviews centered in different disciplines so that issues specific to their assigned tasks and individual goals were explored. This interview and feedback mechanism is key in seeking opinions from across the City enterprise. As well as from the community on how the instructional curriculum should be enhanced and how the Training Division can provide the optimum delivery of learning.

Minneapolis Police Training Division identified ten focus groups to provide feedback on MPD's 2025 training from the community and across the City's enterprise. The list below is comprised of representatives from different disciplines and their feedback was summarized in Section III of this report.

- A. MPD Quarterly Review Panel (QRP)
- B. Unity Community Mediation Team (UCMT) and Community Mentorship Program
- C. MPD Internal Affairs Unit and Force Review Unit
- D. Office of Police Conduct Review (OPCR) and Community Commission On Police Oversight (CCPO)
- E. Minneapolis City Attorney's Office (CAO) and Hennepin County Attorney's Office (HCAO)
- F. Reflections of local and national trends (PERF, NIJ)
- G. MPD Instructors and Training Division Staff
- H. MPD patrol officer(s), sergeant(s), lieutenant(s), inspector(s) in Precincts
- I. MPD Investigators from various units
- J. MPD Command Staff

Community Focus Group



Training Needs Assessment Continued

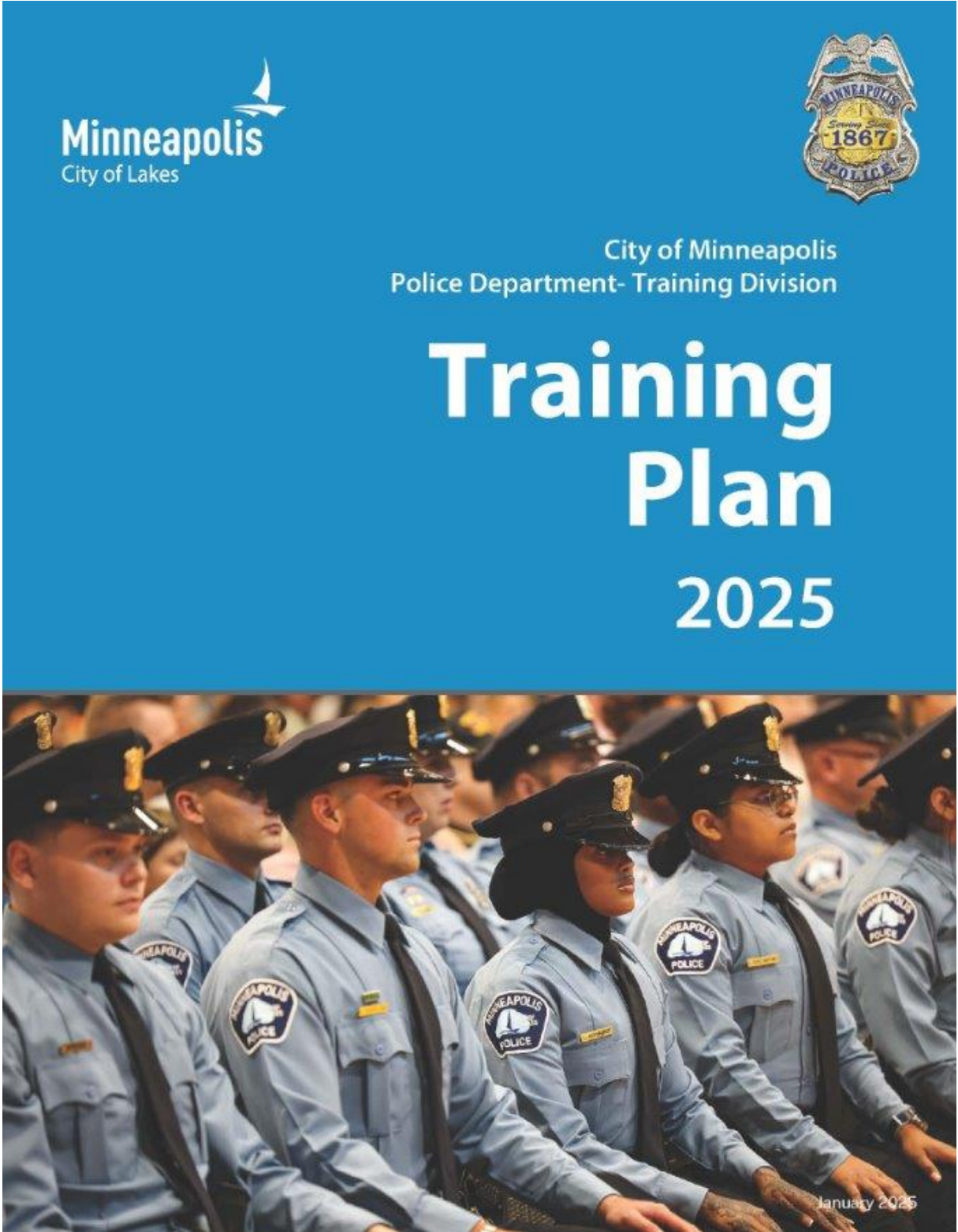
II. UCMT and Community Mentorship Focus Group Continued

Community Mentorship Event Notes:

May 23rd at 1800hrs. 2024

- Officers should treat community with respect and humanity.
- Officers should be provided with training to build trust with community, specifically with the youth.
- Create opportunities for officers to engage with the community, both for officers to understand the culture better and for the community to understand the police officers as well.
- Police training should emphasize customer service techniques.
- *Police misconduct should be investigated, and the community should have follow-up from supervisors or investigators on dispositions.
- *Police dispatch should gather more information so that officers are better informed when they arrive on the scenes.
- Police supervisors need to have a clear message to their officers and supervise officers more closely for misconduct.
- Police officers need more wellness training that focuses on mental health.
- Police training should include how to approach drug addiction and mental health calls with more sensitivity.
- *Police and community should have retreats and events together to increase joint awareness of their roles.
- Police should have leadership training that focuses on communication and supervisory skills.
- Officers should have training on active listening skills.

2025 Training Plan



Training Needs Assessment



MINNEAPOLIS POLICE DEPARTMENT
TRAINING DIVISION
2025 TRAINING NEEDS ASSESSMENT

August 2nd, 2024



TABLE OF CONTENTS

- Section:
- I. 2025 MPD Training Needs Assessment – Summary Report
 - II. 2025 MPD Training Needs Assessment – Priority Ranking Matrix
 - III. 2025 MPD Training Needs Assessment Attachments - Focus Group Summaries

What's Been Done

Administration



Effective mid-October 2024, Dr. Shawn Williams accepted the role of Director of Training and Education. Dr. Williams brings a wealth of experience in law enforcement, including a distinguished tenure with the MPD. Most recently, he served as Dean of Police Training and Education at Alexandria Technical and Community College in Alexandria, Minnesota.

As Director of Training and Education, Dr. Williams will oversee the curriculum development function within the MPD. His responsibilities will encompass instructor and curriculum development, planning, organization, direction, and coordination of all aspects of sworn police officer training, ensuring strict compliance with Police Operations Standards and Training, and the Settlement Agreement.



Training Development

Minneapolis PD 2025 SA Use of Force Course Policy Suite Introduction Lesson Plan

Content	Instructor Notes
I. A New View of Use of Force [1] A. Use of force encompasses more than arrest and control and intermediate weapons B. Shifting focus to the whole picture 1. Not just focused on technique and weapons 2. New policy terminology a. Empty hand technique b. Intermediate weapons c. Control options d. Members 3. New policy layout a. 5-301 Force Guiding Principles b. 5-302 Use of Force Reporting c. 5-303 Use of Force Review d. 5-304 Authorized and Prohibited Use of Force Control Options e. 5-305 through 5-314 Individual control option policies 4. Callback to previous instruction	[1] A New View of Use of Force The instructor will conduct a short lecture using five PowerPoint slides, for a maximum total time of nine minutes. Tell the students this is a brief overview only, as they will shortly get the opportunity to dive deep into the new policy. Ask them to hold their questions until after they read the policy for themselves. SHOW the <i>New View of Use of Force</i> PPT Slide – 1 Min Within the history of the Minneapolis Police Department, use of force training has been commonly viewed as time spent on the mats learning technique and training involving the use of intermediate weapons. Explain that we are entering a shift in some of the ways we view previously accepted language. Use of force is not just skills training, it also needs to incorporate classroom instruction. This classroom instruction goes well beyond the updates we have received from city attorneys. We must be able to demonstrate our firm understanding of state law, as well as our new department use of force policies. Explain to the students that during the three days of instruction throughout this course we will be regularly referring to the new MPD use of force policies. The next slide showcases some of the new language in our policies that we all need to understand. Explain that use of force is not just limited to reportable force, but also includes all intentional contact aimed at controlling or directing someone's movement. SHOW the <i>New Terminology</i> PPT Slide – 2 Mins

Training Delivery Calendar

MINNEAPOLIS
POLICE
DEPARTMENT

Training Calendar



2025

MDHR TRAINING	QUARTER 1			QUARTER 2			QUARTER 3			QUARTER 4		
	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
Instructor Development Course (IDC)	■											
Crisis Intervention	■	■										
Field Training Officer (FTO)		■	■									
Use of Force			■	■	■	■						
Supervisor Force Review				■	■							
Supervisor Early Intervention System (EIS)						■						
Early Intervention System (EIS)							■	■				
Police Misconduct							■	■				
Wellness							■	■				
Supervisor Leadership								■	■			
Stop, Search, Citation, Arrest									■	■	■	■
Non-Discriminatory Policing									■	■	■	■
Instructor Development Course (IDC) Refresher									■	■		
Supervisor Stop, Search, Citation, Arrest										■	■	
Supervisor Non-Discriminatory Policing										■	■	

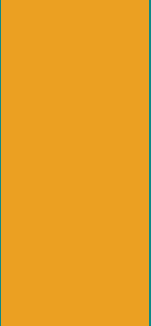
¶	Requirement	Applicable Policy	Course or Module Title	Manner of Satisfaction
PART 4	USE OF FORCE			
I.	Use of Force Objectives, Guiding Principles, and Policy Framework			
A.	Objectives			
56	Recognizing the humanity, dignity, and civil rights of individuals and the importance of nondiscriminatory policing, MPD's use of force policies, training, supervision, and accountability systems will be designed, implemented, and maintained so that MPD officers:			
56-a	Are required to engage in interactions with community members and resolve incidents without resorting to the use of force, including through de-escalation strategies, when feasible;	5-301 [II-B], 7-802	Force Guiding Principles	This module and its learning activity introduces members to all 14 of the force guiding principles, with a specific presentation for the principle Duty to De-escalate. Students will be provided the full text of the guiding principle from 5-301 within their Student Workbook and are excepted to engage in a facilitated discussion about the meaning of that text, which will be guided and overseen by an instructor.
56-a	Are required to engage in interactions with community members and resolve incidents without resorting to the use of force, including through de-escalation strategies, when feasible;	5-301 [II-B], 7-802	Use of Deadly Force Scenario	In this classroom scenario, members will debrief the facts of the scenario and frame them against the policy language from the Force Guiding Principles Sanctity of Life and Duty to De-Escalate.
56-a	Are required to engage in interactions with community members and resolve incidents without resorting to the use of force, including through de-escalation strategies, when feasible;	5-301 [II-B], 7-802	Expanding Incidents Scenarios (Day 1)	During each Expanding Incidents Scenario, members will work with a partner to self-assess their actions in reality-based training scenarios, reviewing specific policy provisions regarding the Sanctity of Life and Duty to De-escalate from 5-301 and 7-802. The scenarios highlight the importance of using the minimum amount of force necessary, including resolving incidents without the use of force whenever possible.
56-b	Use force only consistent with a critical thinking decision-making framework, when that specific type of force is objectively reasonable, necessary, and proportional to the threat then reasonably perceived	5-301 [II-C]	Force Guiding Principles	This module and its learning activity introduces members to all 14 of the force guiding principles, with a specific presentation for the principle Objectively Reasonable, Necessary, and Proportional Force. Students will be provided the full text of the guiding principle from 5-301 within their Student Workbook and are excepted to engage in a facilitated discussion about the meaning of that text, which will be guided and overseen by an instructor.
56-b	Use force only consistent with a critical thinking decision-making framework, when that specific type of force is objectively reasonable, necessary, and proportional to the threat then reasonably perceived	5-301 [II-C]	Use of Deadly Force Scenario	In this classroom scenario, members will debrief the facts of the scenario and frame them against the policy language from the Force Guiding Principle Objectively Reasonable, Necessary, and Proportional Force.
56-b	Use force only consistent with a critical thinking decision-making framework, when that specific type of force is objectively reasonable, necessary, and proportional to the threat then reasonably perceived	5-301 [II-C]	Expanding Incidents Scenarios (Day 1)	During each Expanding Incidents Scenario, members will work with a partner to self-assess their actions in reality-based training scenarios, determining how their actions aligned with the language from 5-301 related to the Force Guiding Principle Objectively Reasonable, Necessary, and Proportional Force.
56-c	Modulate or discontinue the use of force as the threat subsides and/or if an individual is restrained;	5-301 [II-B], [V-A-3-b]	Force Guiding Principles	This module and its learning activity introduces members to all 14 of the force guiding principles, with a specific presentation for the principle Objectively Reasonable, Necessary, and Proportional Force, to include the section on modulating or discontinuing force. Students will be provided the full text of the guiding principle from 5-301 within their Student Workbook and are excepted to engage in a facilitated discussion about the meaning of that text, which will be guided and overseen by an instructor.

What's Been Done

- Contracted with MN-CIT to develop 40-hour CIT Course and annual 8-hour refresher training
- Completed 2024 CIT 8-hour refresher training (partial compliance)
- Completed Engaging with Minors Training (partial compliance)
- ELEFA & MDHR Approved: 2025 TNA & ATP (substantial compliance)
- Hired: Director of Police Training and Education (PTE)
- Completed 40-hour Instructor Development Course (substantial compliance)
- Completed contract to hire professional actors for scenario training
- Contracted to hire UOF training vendors and consultants

What's Ahead

- Approve CIT 2025 40-hour course and 8-hour refresher
- Approve 2025 Use of Force Training (Three-Days, 24-hours)
- Approve Field Training Officer (FTO) 40-hour course
- Approve FTO policy and SOP
- Approve Non-Discriminatory, SSCA, Disorderly Conduct, and Obstruction of Legal Process training documents (Four Days-32-hours)
- Approve New-Supervisory Training Course (40-hours)
- Approve Supervisory Force Investigation Training
- Approve Supervisory Leadership Training
- Approve Internal Affairs & OCPR Misconduct Training



Looking Ahead



- Year 2
- 2nd Report
- Upcoming Public Meetings

The graphic consists of a large teal rectangle in the center. To its left is a smaller orange rectangle. Below the teal rectangle is a light blue rectangle that is wider than the teal one. The text 'Q&A' is centered in white on the teal rectangle.

Q&A

Join our Community Map

Build Bridges

Take our questionnaire to help us reach your community and to help others see organizations in this space.

ELEFA Community Organization Map Questionnaire

