Field Training Program

PHASE BOOK 1

The San Leandro Police Department is committed to recruiting Exemplary individuals who meet our professional standards. Teamwork, Integrity, Professionalism, Service
SECTION I

Program Overview
FIELD TRAINING OVERVIEW

Field training is intended to facilitate a peace officer’s transition from the academic setting (or custody assignment) to the performance of general law enforcement uniformed patrol duties of the employing department. Although an officer graduating from the POST Regular Basic Course (Academy) has received a thorough introduction to basic law enforcement subjects, that officer cannot be expected to immediately assume the full responsibilities of an experienced officer. Newly assigned officers must receive additional training in the field, on actual calls for service, where they can learn from officers who already have practical patrol experience. Field training introduces a newly assigned officer to the personnel, procedures, policies, and purposes of the individual law enforcement department and provides the initial formal and informal training specific to the department and the day-to-day duties of its officers.

Program Objectives of the San Leandro Police Department Field Training Program:

- To train and evaluate all recruit officers in preparation for solo patrol duty.
- To train newly appointed field training officers and sergeants in preparation for their new duties.

In order to make the new officers’ field training as effective as possible, they are assigned to a Field Training Officer (FTO). The FTO is an experienced officer selected and trained to conduct this type of training. It is the responsibility of the FTO to thoroughly review the field training program guide materials with the newly assigned officer (henceforth referred to as the trainee) and to demonstrate proper patrol procedures. Trainees will be required to perform various law enforcement duties under the guidance and supervision of their assigned FTO and a Field Training Program Supervisor/Administrator/Coordinator (FTP SAC). The trainee’s performance will be evaluated by the FTO and monitored by the FTP SAC through daily and/or weekly reviews. This one-on-one style of training, in actual law enforcement situations, sets it apart from any prior academic endeavor.

Field training has a significant impact on the individual trainee in terms of imprinting attitudes, style, values, and ethics in carrying out the duties of policing that will remain with the officer throughout a career. Because of this, it is probably the most effective influence on the future direction of a department. The law enforcement department head and his/her field training staff must be certain that their field training program not only develops the necessary technical skills but also reflects the policing philosophy of the department and the community that it serves.

The field training staff has the responsibility of building the future of the department through the people they train. The field training program must have a training philosophy that ensures that
each trainee is given the maximum opportunity to show that he/she can do the job. To accomplish this, the program must create a positive environment in which learning is maximized and in which trainees are able to perform to the best of their ability. The approach must be fair, firm, friendly, and, above all, professional. The example set must be beyond reproach. Evaluation must be sincere and given in a straightforward manner emphasizing the positive as well as the negative aspects of performance. At no time should trainees be demeaned or ridiculed. Trainees should never be treated in a way that deprives them of their dignity. Every effort must be made to ensure that the stress felt by the trainee is caused by the job and not from the words or actions of the field trainers.

Department leaders and field training program staff have a responsibility to the community they serve. This responsibility requires that the department train and retain only the most competent officers. Not everyone has the capability to perform the complex, demanding tasks of the patrol officer position. If, after sufficient training, the trainee does not meet the acceptable standards, he/she must be removed from patrol duties. To do otherwise would be an injustice to the department, the community it serves, and to the trainee.

To accomplish the field training task requires the utmost dedication and patience throughout the department. All levels must support the training mission and accommodate training needs. The future of the department rests in the implementation of a well organized and administered field training program. Support of the program and the program staff will result in successful trainees who can perform the duties of a patrol officer in a safe, effective, and competent manner.

**POST’s Role/Expectations of Field Training Programs**

The POST Field Training Program and the collaborative field training regulations are intended to support a competency-based training system. Trainees need to develop competencies relevant to their position as new patrol officers. The program helps trainees achieve specific objectives in order to be successful in their new organizational role and to develop skills, knowledge, abilities, and attitudes at a personal and professional level. In this program, competency includes behaviors that demonstrate effective (acceptable) or superior performance. These behaviors may not always include specific knowledge (i.e., exact penal code references) but do include learned or practical experience, or the behavioral application of knowledge that produces a successful result. Competencies are not necessarily specific skills but, rather, the application of skills that produces a successful result.
FIELD TRAINING
PROGRAM ELEMENTS

The Field Training Program Guide has been designed based upon research and input from numerous law enforcement departments throughout California and the nation. POST’s regulatory standards and requirements for program approval are incorporated into these elements.

Scope of the Program

The Field Training Program is designed to be completed by peace officers who have successfully completed the POST Regular Basic Course (Academy) and have been assigned to perform general law enforcement uniformed patrol duties. POST regulations exempt lateral officers who have a POST Basic Certificate and one year prior solo patrol experience; however, a structured training program is highly recommended to introduce new officers to the department’s philosophies, procedures, and community services.

This program also meets the 400-hour field training requirement for Level 1 Reserves. Another POST exemption allows department heads to hire their own Level 1 Reserves if the officer: 1) is appointed to a full-time peace officer position within the same department and previously completed the department’s entire POST-approved Field Training Program within 12 months of the new appointment, or 2) has the signed concurrence of the department head attesting to the individuals competence, based upon experience and/or other field training, as a solo general law enforcement uniformed patrol officer.

These requirements and/or exemptions can be reported by the department head when applying for POST approval of their field training program on POST form 2-229.

Length of the Program

The Field Training Program is divided into four separate phases that are scheduled to be completed within a sixteen week time frame. The Field Training Program Guide is presented in such a way as to provide maximum flexibility in the time required to present its objectives. It is incumbent upon the field training staff to work, within acceptable limits, to individualize a training approach for each trainee. Trainees need time to learn. Completion can occur sooner than the scheduled sixteen week program (i.e. outstanding performance by a lateral transfer). However, the Field Training Program Guide and phase four must be completed prior to releasing RTOs from the program.
Orientation

The field training program shall begin with an orientation period of at least one week. The actual length of this orientation will be based upon the trainee’s previous assignment and type of academy training (department vs. regional academy). This orientation allows for a smooth transition from the academy or prior department to the field training program. The trainee’s first few days in the field training program may prove to be the most critical in terms of “setting the stage” for trainee learning and development.

The purpose of this assignment is to address performance objectives or agency specific needs more appropriate for a classroom setting. This orientation must include firearms and impact weapons qualification as well as trainee demonstrated proficiency in arrest and control techniques. The introduction to the field training program should also include a discussion of the goals of the program, the procedures by which those goals are met, and what is expected of the trainee in order to attain those goals.

Orientation should provide a familiarization with the city and the department’s personnel and equipment. This orientation period is not evaluated. The goal of this orientation is to give trainees a solid foundation from which they can actively enter into the program.

Standardized/Phase Training

In order to maintain uniformity, a concentrated effort must be made to standardize certain aspects of field training that fall within each topic/area of performance skills. FTOs must have confidence in the training that has preceded their segment of training. Without standardized training, the second FTO (or third, or fourth, etc.) is evaluating the trainee not only on the trainee’s shortcomings but on the training deficiencies of the other FTO(s) as well. Training must take place before evaluation and must be uniform if the evaluation is to be valid.

Following the Field Training Program Guide will minimize problems that arise from inconsistent training and will ensure maximum uniformity in the training process. A fundamental element of the field training program is phase training. Phase training is designed to provide the following:

1. A systematic approach to field training;
2. Consistent and standardized training;
3. The means of assuring the trainee’s capability to perform competently as a solo patrol officer; and
4. The opportunity to train with various FTOs and to be exposed to their methods and techniques while operating within standardized guidelines.

During each phase, the trainee will complete a portion of the program including specific performance objectives designed to ensure that the trainee has learned specific skills. The Field Training Program is divided into four phases.

Phase I is the introductory phase. It consists of the orientation period (of at least one week) followed by several weeks of instruction and training. During this time, the trainee will be taught
certain basic skills. These include officer safety and other areas of potential liability to the organization and the trainee. FTOs assigned to Phase I responsibility are identified as the “Primary FTO” (Primary FTOs are sometimes assigned because they may be the best prepared to deal with what is believed to be the trainee’s biggest challenge based on the information available). The important elements of this phase are the molding of the trainee’s attitude toward the experienced officers and making it clear that the program is not “just something else they have to get through.” The FTO’s function as a role model is particularly important here. The trainee’s ultimate success may hinge on his/her attitude toward the training program and on the image projected by the FTO.

**Phase II** is somewhat more complex than the first phase and is the phase where trainees become more adept with their new role. During this phase, it is expected trainees will begin handling calls for service with less input required from their FTO. They should begin to master the skills at hand. The FTO must acknowledge the trainee’s growing assertiveness and remain constantly aware of and monitor the workload, guarding against under or over loading, to ensure a proper learning environment.

**Phase III** is the last phase of formal training. Trainees will be expected to handle all patrol details, except those they have not yet been exposed to, without assistance. They should be initiating all patrol activities on their own. During Phase III, training continues to a lesser extent in an environment where critical evaluation takes on ever increasing importance. This is also an opportunity for the FTO to review those tasks previously accomplished and to be sure the trainee is prepared for the final phase.

**Phase IV** is the test phase. It is predominantly an evaluation only phase. It generally consists of one week of observed patrol activity. The training guide (and all performance objectives) should have been completed prior to the trainee’s entry into this phase. An important aspect of this phase is the trainee’s return to his or her Primary FTO for evaluation. This is done so that the FTO who originally observed the trainee will be able to evaluate the final product and compare performance levels. To ensure the trainee acts as the lead officer during this phase, the primary FTO should observe the actions of the trainee from a “ride-along” position while wearing plain clothes. The FTO will not take any action except in instances where his/her intervention is necessary. This FTO intervention should occur under the following circumstances:

1. **Officer Safety** – If the actions of the trainee constitute a hazard or potentially dangerous situation to officers or citizens, the FTO must take whatever action is necessary to reduce the hazard and ensure proper safety practices are followed.

2. **Illegal and Unethical Activity** – The FTO must ensure that the trainee’s actions are legal and ethical at all times. Neither of these conditions shall be sacrificed for training purposes.

3. **Embarrassment to a Citizen, the Department, or the FTO** – The FTO must not allow an incident to get to the point where the trainee embarrasses or brings discredit to a citizen, the Department, the FTO, or himself/herself at any time.

If it is determined the trainee has demonstrated a pattern of difficulty or an inability to perform to the established standards of achievement in any phase, he/she should either receive an extension
of training, be given a remedial training assignment or “contract”, or be terminated from the program. A phase training overview is provided in Figure 1.

Standardization and consistency of phase training are essential to the success of any field training program. Standardized training provides for uniform application of policy, procedure, and law throughout the department. Consistency in training ensures fair and impartial treatment of all trainees.

Figure 1 -

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<tr>
<th>Phase I</th>
<th>Phase II</th>
<th>Phase III</th>
<th>Phase IV</th>
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<tr>
<td>FTO “A” PRIMARY FTO</td>
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<td>FTO “C” PRIMARY FTO</td>
<td>FTO “A” PRIMARY FTO</td>
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<td>Orientation (no evaluation)</td>
<td>Daily Evaluations</td>
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<td>Daily Evaluations</td>
<td>Weekly Progress Reports</td>
<td>Weekly Progress Reports</td>
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<td>End of Phase Report</td>
<td>End of Phase Report</td>
<td>End of Phase Report</td>
<td>Completion Record/ Competency Attestation</td>
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Rotating Trainers/Trainees

Whenever possible, the department’s field training program should be separated into a set of phases or evaluation periods encompassing a certain number of weeks and certain topics/areas of instruction. When a phase has been completed, the FTP SAC should assign the trainee to another FTO and, if possible, to another shift. The assignment of a different FTO will expose the trainee to a variation of training styles and personal approach to the job. Trainees who are having difficulty in the program will sometimes improve their performance significantly after such a change. The FTP SAC should attempt to match training difficulties of the trainee with specific expertise of an FTO (e.g., a trainee having report writing difficulties should be assigned to an FTO who is an exemplary report writer, or a trainee who needs exposure to enforcement activity, should be assigned to the area or shift with the highest number of calls for service).

Evaluation Frequency

Each trainee’s progress, as he/she proceeds through the field training program, is recorded by means of written evaluations. The evaluation process is as important as the training process. One without the other would make the learning process unachievable. Evaluations have many purposes. The obvious is to document a trainee’s progress, but there are other purposes as well. Evaluations are excellent tools for informing trainees of their performance level. They are also used for identifying training needs and documenting training efforts. Further, they chronicle the skills and efforts of the trainers. In essence, evaluation represents feedback on many aspects of the program.
Evaluation should be immediate, constant, and fair. POST field training regulations require that evaluation come in several ways from several levels of involvement in the field training program. FTOs are expected to complete Daily Observation Reports (DORs) with Daily Training Notes and End of Phase Reports on each trainee while FTP SACs are expected to review each DOR and complete their own Supervisor’s Semi Monthly Report (SMR). Collectively, over the duration of the program, these written evaluations relate a chronological story of performance. These evaluations describe the trainee’s successes, failures, improvements, digressions, and attempts to manage each of these occurrences. Honest and objective evaluations of trainees must be a prime consideration of all members of the field training staff. Section II of this guide contains more information on evaluation.

Organizational Structure/Chain of Command

The Field Training Program is administered/supervised by selected individuals within the Patrol Division (here-in-after referred to as the Field Training Staff). The Patrol Division functions under the Bureau of Field Operations and thus the program is overseen by the Bureau Commander. The eligibility and selection process for Field Training Staff members will be addressed later, but the final selection for all members rests solely with the Chief of Police. The Chief of Police may waive the eligibility criteria when, in his judgment, it is in the best interest of the Department

The Field Training Staff consists of the following individuals: Field Training Officers (FTOs, Patrol/Traffic Officers), Field Training Supervisor/Administrator/Coordinator (FTP SAC, Patrol Sergeant), and Field Training Commander (FTC, Patrol Watch Commander). Although not a part of the Field Training Staff, Administrative Services (Training Division Staff) provides resources and assistance when needed.

The chain of command for the Field Training Program is as follows: Chief of Police, Captain of Field Operations, Field Training Commander, Field Training Supervisor, Field Training Officer, and the Recruit Training Officer.

This chain of command is to be adhered to by Recruit Training Officers (RTOs) and Staff members as long as the business being conducted relates to the field training program and its goals. There may be times when the program administrator or a field training sergeant is not available. In this case, a departure from this procedure is allowable if a matter of urgency exists and action must be taken immediately. In most cases, however, time is not a factor and the chain of command should be followed.

As information flows up and down the chain of command, decisions get made and the program runs smoothly. Decisions made at an inappropriate level may interfere with program staff and department goals and create feelings of anxiety among the staff as well as with the trainees. The field training program staff operates as a team and, consequently, decisions made affect every member of that team. Decisions made at the proper level, with sufficient input, benefit all.
Program Staff/Personnel Training

Glenn Kaminsky, one of the founding fathers of the field training concept, states in The Field Training Concept in Criminal Justice Agencies, 2002, that “everyone must understand all the aspects of the field training program. Everyone must be on the same page. Only one path leads to success in the implementation of field training, and that path is training…for all.”

POST, with input from field training participants and experts throughout the state, has established minimum training requirements for field training program staff that have the most influence over and the most direct responsibility for trainees--the FTP SAC and the FTOs.

The FTP SAC training requirement states that every peace officer promoted, appointed, or transferred to a supervisory or management position overseeing a field training program shall successfully complete a POST certified Field Training Supervisor/Administrator/Coordinator (SAC) Course prior to or within 12 months of the initial promotion, appointment, or transfer to such a position. Departments in the POST program are only required to appoint one SAC; however, it is recommended that any and all officers with direct day-to-day responsibility over FTOs and trainees attend the SAC Course.

FIELD TRAINING OFFICER - SELECTION AND TRAINING:

The Field Training Officer (FTO) is an experienced officer trained in the art of supervising, training and evaluating entry level and lateral police officers in the application of their previously acquired knowledge and skills.

FTOs will be selected based on the following criteria:

FTOs will be selected based on the following requirements:

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<tr>
<td>a. Desire to be an FTO;</td>
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<td>b. Minimum of 3 years of service as a San Leandro Police Officer;</td>
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<td>c. Demonstrated ability as a positive role model;</td>
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<td>d. Participate and pass an internal oral interview selection process;</td>
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<td>e. Evaluation by supervisors;</td>
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<td>f. Possess a POST Basic certificate.</td>
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a. An officer selected as a Field Training Officer shall successfully complete a POST (40-Hour) Field Training Officer Course prior to being assigned as an FTO.

b. All FTOs must complete a 24-hour Field Training Officer update course every three years while assigned to the position FTO).

c. All FTOs must meet any training mandate regarding crisis intervention behavioral health training pursuant to Penal Code § 13515.28.
d. All FTO’s will be evaluated annually by the FTO SAC to ensure they possess the skills and performance necessary to continue in the assignment.

**PROGRAM OVERVIEW**

All Trainees will go through a minimum one week orientation program and are also given the opportunity to spend a day in dispatch, records, and property during that period. The Field Training Program is delivered over a minimum of 10 weeks for lateral police officers and 16 weeks, in four (4) phases of training. The four (4) phases will be broken down as follows:

- **Phase One**: 4 Weeks assigned to FTO #1
- **Phase Two**: 4 Weeks assigned to FTO #2
- **Phase Three**: 1 Week if Traffic, 3 Weeks assigned to FTO #3
- **Phase Four**: 4 Weeks assigned to FTO #1

Academy graduates must perform in each of the four phases for a minimum of 16 weeks (adjust this number based upon the number of weeks needed or desired to each officer to facilitate solo patrol standards). Accelerated Lateral Officers must be evaluated by at least two (2) FTOs if they are to be considered for expedited release from the program.

**EVALUATION PROCESS**

Trainees will be evaluated on a daily basis, by their assigned FTO, using the POST (numeric) Daily Observation Report 2-237 (DOR), and the Standard Evaluation Guidelines (SEGs). The Standardized Evaluation Guidelines (SEGs) define the competency levels for all required performance categories and any San Leandro Police Department-specific requirements. Additionally, a Trainee’s progress will be reviewed on a bi-weekly basis by the FTO SAC; and the progress will be documented using the Supervisor’s Weekly Report (SWR), and at the end of each phase by using the End of phase Report (EPR).

At the completion of the FTO Program, the Trainee will complete a Field Training Officer Critique for each Field Training Officer, and a Field Training Program Critique (FTP) of the training program.

The Field Training Officer’s attestation of each trainee’s competence and successful completion of the Field Training Program must be completed at the end of the program, and a statement that releases the trainee from the program, along with the signed concurrence of the department.

**Special Assignments**

As a rule, trainees should be under the direct and immediate supervision (physical presence) of a qualified field training officer throughout the program. However, field training can be significantly enhanced by an experience that is not included in the training guide. Assignments can be made for brief periods to allow the trainee to work with another senior officer (non-FTO) or civilian (non-law enforcement duties) on special investigations or in specialized training areas (i.e., field evidence technician, criminal investigation, narcotics, etc.). A few hours spent in the
communications center or at the patrol information counter can also be productive. Special occurrences, such as a mutual aid request for a demonstration or anticipated civil disobedience, or a request for added manpower at a department involved event, should be met by assigning the trainee(s) as a group and with as much supervision as practical. These assignments must have the prior approval of the FTP SAC whenever possible.

**At no time should another officer (or civilian) who has not attended a POST-certified Field Training Officer Course evaluate a trainee.** However, documentation of the special assignment as well as significant training or action that occurred is recommended. This documentation should be provided on the DOR narrative continuation page. The officer, detective, dispatcher, or civilian to whom the trainee was assigned should write a brief narrative of the assignment and any significant training and/or performance that was accomplished. This action can also be followed if the FTO misses a shift due to illness, court, etc., and another employee provided training and/or supervision. Again, these assignments must have the prior approval of the FTP SAC whenever possible.

**Remedial Extension(s)**

As mentioned before, the Field Training Program has been designed to be completed within a sixteen week time frame. However, situations might occur which make it difficult to always adhere to a set time limit. These situations may have their source in the trainee’s performance; other times they are administrative in nature. For whatever reason(s) they occur, trainees must be given a fair opportunity to prove themselves.

Trainees may have their field training extended to allow them sufficient time to master complex tasks. This is not a guarantee that every trainee has the right to an extension. The decision to extend shall be that of the FTP SAC and is usually made before the trainee enters Phase IV (the final phase). This decision should be based on a review of performance and other information available as well as the recommendations of the FTOs and program staff. The extension provides an opportunity to have any diagnosed and documented problems remediated.

An extension in the field training program may be handled several ways. The trainee may continue to work with the same FTO or may be assigned to a different FTO on any of the available shifts. A decision may even be made to utilize an outside resource. The field training extension should be tailored to fit the needs of the trainee. This is a difficult time for the trainee and a time when he or she might “give up.” It is the FTO’s responsibility to see that the extension is viewed from a positive perspective and as a strategy that will lead to success. The foundation for a decision to extend is whether or not the cause is viewed as something that can be corrected. Field training program extensions should occur infrequently and should not be granted by the program staff unless the probability of success is anticipated. Section II of this guide contains more information on the remediation process and remedial strategies.

**Termination**

The field training program is designed to develop competent and proactive solo patrol officers. This level of competence, unfortunately, is not always reached. Some trainees can perform many, but not all, of the tasks required of solo patrol officers, while still others are simply unable
to deal with the stress of the job. Whatever the reason(s), some trainees will not be able to meet the performance standards of a competent solo patrol officer.

If, during the field training program, it is concluded by consensus that a trainee should be recommended for termination, it then becomes necessary that all memoranda having bearing on an eventual decision be gathered. This documentation summarizing the trainee’s performance should include all evaluation instruments, remedial training assignment worksheets, and other written memos with conclusions and recommendations concerning retention or dismissal. It should reflect the writer’s (FTO and FTP SAC) point of view and not be influenced by others’ opinions, as well as reflect the positive and negative aspects of the trainee’s work.

The recommendation to the Chief of Police (or his/her designee) to terminate a trainee should be made only after all submitted reports are reviewed by the FTOs involved, the FTP SAC, and the FTC. The trainee should be advised of the pending recommendation only after all the memoranda have been submitted through the chain of command to the department head. It should not be the FTO’s role to notify the trainee of his/her impending termination but that of the FTP SAC. The trainee should be given the right to speak to anyone he/she wishes in the chain of command. Many trainees will elect to resign prior to being terminated from the program. Even if the trainee resigns, all memoranda and other reports or evaluations should be completed and maintained in his/her file to document the field training performance.

FTO and Program Critique

An important element of running a consistent and successful field training program is the continuous evaluation of FTO performance and the relevance of the program itself. The FTP SAC has the responsibility to seek feedback from trainees who are participating in or who have completed the field training program. The feedback should encompass both the program and its FTOs.

Critique forms should be structured so that the trainee is encouraged to offer candid opinions concerning the training program and the FTO’s performance as an instructor. Critiques completed by the trainees offer insights into the training ability of particular FTOs and an overall assessment of the effectiveness of the field training program from the perspective of the trainee. To the extent possible, the FTP SAC should maintain trainee confidentiality and any information provided from the critiques to program staff should be in the form of general training and improvement material. The FTP SAC must ensure that FTOs understand the purposes of the program critique/evaluation policy. The FTP SAC shall provide (at least annually) a detailed evaluation to each FTO on his/her performance as a Field Training Officer. Sample forms can be found in Appendices IV and V.

Competency Attestation/Completion Record

At the end of the final evaluation phase, the final phase FTO will attest to the trainee’s competence and successful completion of the field training program. A statement that releases the trainee from the program, with the signed concurrence of the department head, or his/her designee, shall be retained in department records. A sample Completion Record/Competency Attestation form can be found in Appendix VI.
Documentation

Throughout the program various forms and reports are necessary to ensure proper documentation of trainee performance. Samples of all of the forms mentioned thus far can be found in the Appendices of this guide. As new innovations occur which are incorporated into the program, these forms will be revised. The basic formats of most of these forms have, however, been in existence for many years. The structure of each form is designed to facilitate the training function and/or assist in evaluation. Retention of these forms and any other field training records should be based upon department record policies.

Field Training Staff Meetings

At or near the end of each phase, a meeting should be scheduled for all FTOs who have, or are about to receive, a trainee. The FTP SAC shall schedule these meetings. The purpose of these meetings is to review the progress of each trainee and pass on information relative to special training problems and remediation efforts. The FTP SAC is afforded the opportunity to review drafts of the End of Phase Reports (EPR) and see that they are consistent with what the FTOs are reporting at the meeting. The evaluation(s) should be submitted on or before the final day of the phase, or at the meeting, which will improve the turnaround time for presenting the evaluation to the trainee in a timely manner.

The field training staff should meet at least once a year, preferably quarterly, for additional training, information and ideology exchange, and review of evaluation standards. This will allow the FTOs the opportunity to enhance the department’s standardization and consistency within the program. These meetings could also serve as one way to meet the POST requirement for FTO update training.

Field Training Program Revisions

The FTP SAC must establish a procedure for reviewing the Field Training Program structure, goals, policies, related written materials, etc. Traditionally, a committee is established to review the program elements annually. Any changes should be made in compliance with POST regulations.
**ROLE / EXPECTATIONS OF RECRUIT TRAINING OFFICERS (RTOs)**

**Role of the Trainee (RTO)**

The role of the field training program trainee is to demonstrate the ability to perform at a solo uniformed patrol officer level by the end of the program. This is the standard by which the trainee will be measured throughout the training program.

The trainee’s primary responsibility while assigned to the field training program is to devote his/her full attention and efforts toward successfully completing that program. This may be a very intense and stressful time in the trainee’s life. The field training program staff will make every effort to provide the tools necessary for the trainee to succeed in this task. Trainees must simply give their best effort each and every moment they are assigned to the program.

**Expectations of Trainees (RTO)**

Trainees are to be respectful to their FTOs and other program staff. The FTOs direction is to be accepted and followed at all times. If the trainee believes that a specific order is improper, or an evaluation is not fair, he/she should discuss it with the FTO. If the trainee is still unable to resolve the issue, the trainee should ask to meet with the FTP SAC. If the trainee still has a concern or problem, the trainee may ask the FTP SAC to set up a meeting with the commanding officer (FTC) of the field training program. The FTP SAC shall notify the FTC, and a meeting shall be scheduled.

Trainees will complete all assignments in a prompt, timely manner. They will follow all policy and procedures as outlined in department manuals.

Trainees should ask questions when they arise. FTOs are an information resource and trainees should not wait for the FTO to cover an area of concern they may have. **Trainees are expected to make mistakes.** They should not be overly concerned with errors when they are made. Instead they must channel their efforts into recognizing and correcting the error(s).

While off duty, trainees should not respond to police calls, nor should they conduct police investigations unless the situation is life threatening. Trainees should discuss these types of situations with their FTO and follow department policy when dealing with off-duty situations.

Trainees will receive evaluations (Daily Observation Reports, Supervisor Semi Monthly Reports, and End of Phase Reports). Trainees should use these forms to track their progress and to help identify any areas requiring additional effort on their part. Trainees should be open and honest during the review of these evaluations. Trainees shall be receptive to constructive criticism given by FTOs and field training program staff. They may verbalize an explanation for their action; however, repeated rationalization, excessive verbal contradictions, and hostility are not acceptable and are counter productive to the field training program itself.
Trainees’ relationships with field training program staff, other trainees, and co-workers shall be respectful and strictly professional, both on and off duty, while they are in the training program. Dating and socializing should be prohibited unless the relationship began before the trainee was hired or assigned and the department head or field training program commanding officer is aware of the relationship. Department policy regarding these issues should be fully explained and followed.
**ROLE / EXPECTATIONS OF FIELD TRAINING OFFICERS (FTOs)**

**Role of the Field Training Officer**

Field Training Officers (FTOs) have significant additional responsibilities over and above their law enforcement duties when assigned to train a new officer. In addition to performing in an exemplary manner, while trainees closely watch, FTOs must slow their pace to review the purpose and detail of every new encounter. FTOs must guide trainees through a comprehensive curriculum that requires the blending of knowledge and skills, and the good judgment of when, where, and how to apply them.

The essentials of the FTOs role are that he/she applies the techniques of coaching by providing a role model to follow and giving encouragement and direction to the trainee to apply what has been taught. The FTO must follow that up by giving feedback on the trainee’s performance. It is important that this assessment have a positive impact on the performance of the trainee. The FTOs appraisal of the trainee’s abilities should always be followed with positive reinforcement and encouragement to continue good performance or an adjustment of training techniques and methodologies to meet the needs of the trainee in rectifying any performance deficiencies.

The system that effectively identifies and selects qualified personnel to be FTOs will more often produce technically competent and active officers because patrol supervisors and commanders generally focus on these attributes and recommend officers who have them. It follows that the system will select FTOs who not only set very high standards for themselves but for the trainees as well. In discussing the role of the FTO, although high standards are desirable, the trainee must measure up to the standards that the department sets for the field training program, not higher standards set by the FTO.

FTOs must be flexible and able to change as the challenges change; otherwise, the trainee, the program, and the department will suffer. A bad FTO can disrupt the entire training process and potentially destroy the department. A great deal of trust and responsibility go with this assignment and good FTOs can make major positive impacts within the department.

**Expectations of Field Training Officers**

*Teacher/Trainer*

Any officer who becomes a Field Training Officer must have a passion for teaching. The most obvious function of the FTO is that of a teacher. In most cases, this teaching will occur on calls for service and during self-initiated activity. Other times teaching may occur over a cup of coffee or during casual conversation. Teaching may also occur in a formal classroom environment using lesson plans and audiovisual aids. FTOs are often selected for their subject matter expertise (formal training and education) and their practical experience. FTOs must understand the learning process and teaching methodologies and work hard to develop and maintain their skills. As teachers, FTOs should be willing to accept the responsibility for the progress of the trainee, or
lack of it, until they can identify any other uncontrollable factors that are the cause of the trainee’s performance.

FTOs should recall how they felt when they began training and, consequently, they may appreciate the trainee’s state of mind. The trainee’s problems and fears can be dispelled by the FTO through a genuine display of concern about the trainee and his/her success in the program. The trainee should not be pampered but should be treated in a professional, realistic, objective, friendly, and empathetic manner.

FTOs should immediately establish a positive relationship with the trainee. There should be a clear understanding of the FTO role and the trainee role, and it should be explained to the trainee. The sooner trainees know what the training program expectations are, the less apprehensive and more responsive they will be.

It is incumbent upon the program staff and the FTO to work, within acceptable limits, to individualize a training approach for each trainee. Sufficient flexibility has been built into this field training program so that the individual needs of the trainee and the organization can both be met. It is expected that the trainee has the necessary qualities to succeed and, with effective training, he/she will successfully complete the field training program.

FTO training methods should be conducive to producing a successful trainee. Ineffective training methods can seriously alter a trainee’s self image. The use of loud, profane speech or humiliation tactics is not acceptable conduct. These methods do not contribute to the learning environment.

FTOs should reinforce positive attributes and accomplishments instead of downgrading weaknesses. Trainees respond more quickly to positive statements than to negative ones. Above all, within the limits of good judgment, FTOs should use realistic and established training methods that are conducive to the trainee’s temperament, needs, and development as a patrol officer.

FTOs must conduct themselves in a professional manner at all times. They must teach and reinforce department policy and procedures. FTOs who focus on values and teach real life lessons will have a profound impact on the trainee’s success. They should remember that trainees will be a product of what they are taught and of the behavior that is demonstrated to them. FTOs should attempt to set the highest standards in all areas of their performance. FTOs with a true desire to teach are often more concerned about their contribution to the success of each trainee and the program than any compensation or recognition they might receive.

Role Model

FTOs must be positive role models! They must lead by example exhibiting integrity, honesty, and ethical behavior. Maintaining a professional demeanor and appearance; adhering to department rules and regulations; supporting the department’s vision, mission, and values; adhering to program guidelines in terms of policies and confidentiality; and having a positive attitude toward the department, the training program, the job, and the trainee accomplish the best aspects of role modeling. FTOs dedicated to the goals and success of the field training program will be respectful of, and respected by, trainees, peers/coworkers, and supervisors.
During the orientation process, and each time a trainee is introduced to a new FTO, the FTO should establish a friendly, open, and professional rapport with the trainee. Learning is enhanced through effective communication. Rapport is important to communication because trainees are not likely to share their ideas, questions, or feelings unless they feel their FTO is open or empathetic to them.

FTOs should also convey an attitude that trainees can succeed in the training program. Trainees are not likely to develop when they feel or are told that success is not possible. Trainees need to believe that their FTOs want them to succeed and that the FTOs will help them achieve success. There is nothing more disconcerting than facing a “stacked deck.” Everyone needs to know that they have a chance to succeed. FTOs should expect trainees to succeed.

It is particularly important that FTOs maintain a positive and objective attitude when assigned a trainee who has not performed well with another FTO. The subsequent FTO must give the trainee every opportunity to succeed in that: 1) the trainee should not be stereotyped or be discriminated against, and 2) judgments should be based on independent observations, not on the comments of others. It is entirely possible that the change of FTOs and the application of a positive attitude by the subsequent FTO may be sufficient to elicit an acceptable performance from the trainee. The emphasis should be placed on developing a competent, proactive solo patrol officer, rather than on finding a way to discharge the trainee.

What FTOs expect from their trainees and how they (the trainees) are treated largely determines the trainees’ success in the program. Trainees, more often than not, perform at a level they believe is expected of them. The expectation of an event can actually make it happen in field training. FTOs cannot avoid the cycle of events that stem from low expectations by merely hiding their feelings toward the trainee. It is virtually impossible to do this in that messages are constantly being conveyed through actions, mannerisms, expressions, tone of voice, and omissions. FTOs will often communicate the most when they think they are communicating the least. To say nothing, for example, may be viewed as coldness, anger, or disinterest. What is critical in the communication of expectations is often not what the FTO says but how the FTO behaves.

The goals of the program, the department, the trainee, and the FTO can be simultaneously achieved through open, honest, professional, and positive attitudes.

Evaluator

FTOs are also expected to be evaluators. They must develop and use skills to determine if learning is occurring and whether or not remedial training is necessary. Evaluation skills are of primary importance to the field training program. FTOs must give critical feedback and clear direction to guide the trainee to an acceptable level of competence. If FTOs cannot evaluate, they cannot train. Evaluation is accomplished by the use of Daily Observation Reports, Standardized Evaluation Guidelines, End of Phase Reports, and through the use of worksheets, remedial training, evaluation sessions, and verbal feedback. The principle element of effective evaluation is objectivity. Use of Standardized Evaluation Guidelines (SEGs) when completing the Daily Observation Reports (DORs) and frequent field training staff meetings are several ways to ensure standardization of evaluations in the training program.
FTOs should not discuss their trainee’s progress with other department personnel, other than those who have a need and right to know. Supervisors involved in evaluations should ensure that positive as well as negative aspects of a trainee’s performance are discussed and documented. They should also ensure that the comments are based on direct observation and not on speculation.

FTOs are expected to exhibit evaluation skills that assess performance with fair and impartial feedback and that provide objective and honest documentation.

**Leader**

FTOs should exemplify the department’s vision, mission, and values in the program and the community. FTOs should share responsibility with their trainee, delegating through problem solving, and training him/her to engage in preplanning. The FTO must develop and utilize multiple resources.

FTOs are expected to take charge. They are often the most proactive officers in the department. They should motivate and support the trainee while holding him/her accountable for his/her own success in the training program. Trainees will want to succeed because of the FTO’s leadership.
ROLE / EXPECTATIONS OF THE FTP SUPERVISOR (SAC)

Role of the Field Training Program SAC

The role of the Field Training Program Supervisor/Administrator/Coordinator (FTP SAC) is to ensure that the standards and objectives of the department’s field training program are adhered to. To meet these requirements, the FTP SAC must monitor the training activities of the FTOs and seek periodic feedback on the newly assigned officer’s training progress. In administering the program, the FTP SAC is responsible for ensuring that the department’s program is in compliance with the minimum standards established by POST. FTP SACs must be trained in the various components of the program and should have influence within the department. The FTP SAC is expected to protect and promote the department’s field training program through the following:

Expectations of the Field Training Program SAC

Observation

While it is not necessary to routinely respond to calls that are assigned to a training team, a FTP SAC should, in the course of his/her duties, observe the trainee perform. Since the FTP SAC is responsible for providing feedback to both team members, the interaction between the trainee and his/her FTO should also be observed.

Feedback

Direct feedback from a FTP SAC to the trainee can have a significant impact (sometimes officers can recall these incidents throughout their entire careers); therefore, it should be done judiciously. To praise a trainee, or both the trainee and the FTO, openly for an incident of good performance, will serve to positively reinforce the program. Negative comments on the trainee’s performance should be made to the FTO privately, while giving support to his/her role in bringing the trainee’s performance up to an acceptable level.

Counsel

Just as a FTP SAC would assess and guide officers in their other law enforcement duties, he/she must often counsel the FTO through the training process. A personal style that the FTO has may have an adverse impact on trainees, or other issues such as a personal relationship, favors, or a serious conflict with a trainee must be detected and remedied.

Trainee Assignments

The FTP SAC should have an overview of the training progress of each trainee in the program and the assignment status of each FTO. To effectively manage trainee assignments requires planning and a working knowledge of vacation schedules, special assignments, or training
courses that the FTOs could be assigned to during a training cycle/phase. The FTP SAC should also be in a position to cross administrative lines (shifts, platoons, etc.) for the purpose of making FTO/trainee assignments that meet the needs of the trainee. To maintain the integrity of the program, the assignment of trainees to FTOs should remain with the FTP SAC.

**Extending/Terminating Trainees in the Program**

Based on the recommendation of the FTO and a review of trainee performance and evaluation reports, the FTP SAC should have the authority to extend field training for a trainee who is responding to remedial efforts. Conversely, the FTP SAC, in accordance with the department’s policy, should make a recommendation for termination of employment for a trainee who is not responding to remedial training efforts.

**Program and FTO Evaluation**

The FTP SAC has the responsibility to seek feedback from trainees who are participating in or who have completed the field training program. The feedback should encompass both the program and its FTOs. Meeting with the trainees and/or reviewing evaluation instruments can accomplish this. The FTP SAC must ensure that FTOs understand the FTO evaluation policy. The FTP SAC shall provide (at least annually) a detailed evaluation to each FTO on his/her performance as a Field Training Officer.

**FTO Selection/Deselection**

Selection, training, and supervision of FTOs are key elements to successful field training programs. FTP SACs are expected to develop, maintain, and oversee the selection process for FTOs in the program. Administrative guidelines should be established and set forth by the department in a general order or policy directive. Minimum qualifications and a department specific selection process should be included in the directive. Details of how candidates are evaluated, selected, approved, and certified may also be included. The process of deselection or decertification for FTOs who are reassigned, who no longer wish to participate in the program, or who have demonstrated unacceptable performance, as a trainer, should also be explained.

**Academy Liaison**

In order to closely ally field training with the Regular Basic Course (Academy), the FTP SAC should carefully analyze how both are organized, administered, and evaluated. Insight on special training needs of individual trainees can be gained by contacting academy staff.
Agency Orientation/
Department Policies
**AGENCY-SPECIFIC TRAINING**

During the orientation period, the trainee shall be given an opportunity to become familiar with the specific training requirements of his/her agency. The trainee shall have been scheduled for and successfully completed the following training prior to starting the uniformed patrol field training program:

**Firearms/Weapons qualification**

*Reference: Firearms Procedures Policy*

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**Arrest and control techniques**

*Reference: Use of Force Policy*

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**Impact weapon qualification**

*Reference: Use of Force Policy*

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AGENCY ORIENTATION

The trainee will discuss his/her duties and obligations and demonstrate a working knowledge of the agency’s organization, functions, work schedule, chain of command, and rules and regulations.

Reference: Organizational Structure and Responsibility Policy, Patrol Division Scheduling Policy, Emergency Personnel Recall Procedure

| INSTRUCTED | COMPETENCY | REMEDIATED | How |
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The trainee shall review and briefly explain agency directives, rules, and regulations pertaining to:

A. Standard of conduct on and off duty (values, ethics, principles)
B. Rules governing outside employment
C. Regulations on carrying weapons off duty
D. Hours of all shifts and absence reporting requirements
E. Interaction with associated law enforcement agencies
F. News media release laws, rules and regulations
G. Security of agency facilities
H. Any additional agency-specific directives, rules and regulations

Reference: Media Relations Policy, Sick Leave Policy, Outside Employment Policy, Sworn Personnel Uniform Specifications Policy, Firearms Procedures Policy

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The trainee shall review and explain department General Orders related to:

A. Use of Force  
B. Use and Discharge of Firearms  
C. Domestic Violence  
D. Emergency Vehicle Operations  
E. Sexual Harassment  
F. Use of Less-Lethal Weapons  
G. Protective Orders  
H. Hate Crimes  
I. Child Abuse Investigations  
J. Any additional agency-specific General Orders

Reference: Vehicle Pursuits Policy, Officer Response to Calls Policy, Adult Abuse Policy, Domestic Violence Policy, Discriminatory Harassment Policy, Hate Crimes Policy, Registered Offender Information Policy, Support Services Policy, Firearms Procedures Policy, Use of Force Policy

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The trainee shall be oriented to the work area, including:

A. Introductions to key personnel  
B. Equipment and supply locations

Reference: Organizational Structure and Responsibility Policy, Department Owned and Personal Property Policy, Electronic Equipment Repair Policy, Key Control Policy

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The trainee shall know the operation of and agency policy regarding authorized personal equipment, safety equipment, and agency equipment used by officers in the field.

Reference: Personal Appearance Standards Policy, Uniform Specifications Policy, Personnel Inspection Policy

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The trainee shall review and explain what constitutes unauthorized equipment.

Reference: Uniform Specifications Policy

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The trainee shall review and explain agency policy on uniforms and equipment damage.

Reference: Department Owned and Personal Property Policy, Uniform Specifications Policy, Electronic Equipment Repair Form Policy, Key Control Policy

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The trainee shall demonstrate the procedures for obtaining and using the following items:

A. Vehicle  
B. Hand-held radio  
C. Firearms/Weapons  
D. Ammunition  
E. Special equipment (i.e., helmet, mace, gas mask, etc.)  
F. Report forms  
G. Flares

Reference: Firearms Procedures Policy, Use of Force Policy

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COMMUNITY ORIENTATION / GEOGRAPHIC LOCATIONS

The trainee shall know the following locations within the agency’s jurisdiction:

A. Hospital(s)  
B. Firehouse(s)  
C. Bars and “hot” spots  
D. Schools  
E. Community service organizations  
F. Park and recreation areas  
G. Hazardous material/priority locations (refineries, WMD potential targets, etc.)

Reference: City Map, Beat Map

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The trainee shall know the names and locations of important types of roadways in the community or assigned area. These shall include:
A. Major arteries
B. “Through streets”
C. Dead-end streets
D. Freeways
E. Fire trails or other special access routes

Reference: City Map, Beat Map

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The trainee shall know the jurisdictional boundaries, beats, districts, or sector assignments utilized by the agency.

Reference: City Map, Beat Map, Radio Procedure Manual

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**SUPPORT SERVICES**

The trainee shall identify the location and general function of each of the following:
A. City Hall or County Administration Building
B. Municipal, Superior, and Juvenile Courts
C. District Attorney’s Office
D. Probation Department
E. Health Department and/or Coroner’s Office
F. Emergency Hospital (including emergency entrance, psychiatric facilities and entrance, police parking area, and any other agency-utilized rooms or departments)
G. County/City Jail(s)
H. Welfare Department
I. Juvenile Hall
J. State and Federal law enforcement agencies, including:
   1. California Highway Patrol – CHP
   2. Department of Motor Vehicles – DMV
   3. Federal Bureau of Investigations – FBI
   4. Postal Inspectors
   5. Bureau of Narcotic Enforcement – BNE
   6. Secret Service
The trainee shall explain the proper utilization of agency special teams/units, including:

A. SRT/SWAT  
B. K-9  
C. Search and Rescue  
D. Additional Agency-specific units (Mental Health Units/Liaisons; Bomb Squad, etc.)

Reference: Property and Evidence Policy, SWAT Team Selection Process Policy, K-9 Unit Policy
Officer Safety
CONTACT AND COVER (PRIMARY/BACKUP)

The trainee shall explain and demonstrate contact officer tactics and responsibilities to include:

A. Primary responsibility dealing with situation/suspect(s)/victim(s)/witness(es)/RPs
B. Records incident information (FIs)
C. Performs pat down and custody search of suspect(s)
D. Issues all citations
E. Recovers evidence and contraband
F. Handles routine radio communications
G. Relays pertinent information to cover officer and medical personnel
H. Watches hand movement

Reference: Medical Aid and Response Policy, Property and Evidence, Prisoner Searches Policy

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| Verbal Test | Verbal Test | | Verbal Test | |

The trainee shall explain and demonstrate cover officer tactics and responsibilities to include:

A. Approach
B. Cover positions with vehicle(s) and person(s)
C. Position of advantage
D. What to watch for:
   1. Hands in pockets or otherwise concealed
   2. Weapons or contraband
   3. Hostility or anger
   4. The approach of other persons or vehicles
   5. Symptoms of intoxication or illness
   6. Potential reactions and escape
E. Communications with contact officer/danger signals
F. Position of assistance, if needed, during arrest
G. Provides assistance as directed by contact officer

Reference:
The trainee shall discuss the roles of the contact and cover officers during and after a pursuit, felony car stop, or foot chase. These shall include:

A. Radio responsibilities
B. Firearms/Weapons systems
C. Position to assume after the vehicle or person is stopped
D. Officer-to-officer communication

Reference: Radio Procedure Manual

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The trainee shall safely and effectively demonstrate the responsibilities of both the contact and cover officer positions during:

A. Calls for service
B. “In-progress” calls
C. Pedestrian stops
D. Traffic stops
E. High-speed pursuit, felony stop, and/or foot chase

Reference:
BODY ARMOR

The trainee shall discuss benefits, limitations, and characteristics of protective body armor, including:
A. Benefits for wearing
B. Types of body armor
C. Level of protection against firearms
D. Level of protection against knives and other penetrating weapons

Reference: Body Armor Policy

OFFICER SURVIVAL

The trainee shall identify and explain the importance of physical, mental, and emotional conditioning in officer survival. These shall minimally include:

1. Concept of tactical retreat
   a. Pre-planning (mental scenarios)
   b. Reduction of unnecessary risks (stress management, “keeping your cool”)

2. Mental conditioning
   a. Will to live
   b. Continue to fight, regardless of odds
   c. Mental alertness
   d. Self-confidence

3. Physical conditioning
   a. Agency policy on physical fitness and officer standards
   b. Role of good health and nutrition

4. Weapon retention

Reference:
Ethics
**ETHICS**

The trainee shall identify law enforcement ethical standards (Law Enforcement Code of Ethics, Oath of Honor, and the Code of Conduct) and explain or demonstrate how they apply to ethical decision-making.

*Reference: Standards of Conduct Policy*

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Case/Report No.

The trainee shall demonstrate the ability to accept responsibility for his/her actions.

*Reference:*
The trainee shall illustrate, through explanation or example, the following aspects of ethical conduct:

1. An officer shall not engage in any conduct or activities on or off duty that reflect discredit on the officer, bring the department into disrepute, or impair its efficient and effective operation.
2. Officers shall conduct themselves in a manner that will foster cooperation among members of the department, showing respect, courtesy, and professionalism in their dealings with one another.
3. Officers shall not use language or engage in acts that demean, harass, or intimidate another. (Refer to agency policy)
4. Officers shall conduct themselves toward the public in a civil and professional manner that implies a service orientation and that will foster public respect and cooperation.
5. Officers shall treat violators with respect and courtesy, guard against employing an officious or overbearing attitude or language that may belittle, ridicule, or intimidate the individual, or act in a manner that unnecessarily delays the performance of duty.
6. While recognizing the need to demonstrate authority and control over criminal suspects and prisoners, officers shall adhere to the department’s use-of-force policy and shall observe the civil rights and protect the well being of those in their charge.

Reference: www.acp.org/codeofethics

The trainee shall recognize his/her responsibility to intervene to stop offenses (unlawful/unethical acts) by other officers in order to maintain or restore professional control over a given situation or to improve the professional quality of future interactions.

Reference: Personnel Complaints Policy, PD Rules & Regs
The trainee shall identify and evaluate methods for handling unethical or criminal conduct on the part of a fellow officer.

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The trainee shall identify and discuss problems associated with some common ethical decisions, including:

A. Non-enforcement of specific laws by personal choice  
B. Acceptance of gratuities  
C. Misuse of sick time, etc.

Reference: Sick Leave Policy, PD Rules & Regs

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The trainee shall review and explain the General Orders and/or policy and procedures associated with conduct both on and off duty.

Reference: PD Rules & Regs

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Case/Report No.
**DECISION MAKING**

The trainee shall explain the most common limitations of their discretionary authority, to include:

A. Law  
B. Departmental policy and procedure  
C. Departmental goals and objectives  
D. Community expectations  
E. Officer safety

*Reference: 836PC, 837PC, 40300VC, 40300.5VC*

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The trainee shall identify the potential consequences of inappropriate discretionary decision making, including:

A. Death or injury  
B. Additional crime  
C. Civil and vicarious liability  
D. Discipline  
E. Embarrassment to department  
F. Relationship with the community

*Reference: Domestic Violence Policy, Internal Affairs Procedure Policy, PD Rules & Regs*

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RG315
Given various scenarios, simulated incidents, or calls for service the trainee shall identify and conclude which of the following are acceptable decisions:

A. Arrest  
B. Cite and Release  
C. Referral  
D. Verbal warning  
E. No action

Reference: Cite and Release Policy

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Patrol Vehicle Operations
PATROL VEHICLE INSPECTION

The trainee shall explain the purposes of a vehicle inspection prior to driving. These shall minimally include:

A. Prevention of accidents  
B. Promotion of operational efficiency  
C. Reduction of maintenance and repair costs  
D. Location of contraband, evidence, or property

Reference: On-Duty Vehicle Accidents Policy, Vehicle Inspection & Repair Forms

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The trainee shall point out the location and describe the use of the following:

A. Rear door locks  
B. Trunk and hood release  
C. Firearms/Weapon release systems  
D. Emergency lights and siren switches  
E. Flares  
F. First aid equipment  
G. Radio  
H. Spare tire release  
I. Jack and handle  
J. Spare tire  
K. Engine fluid compartments and dip sticks

Reference: Vehicle Inspection Forms

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The trainee shall explain agency policy regarding requests for vehicle service in the field (flat tires, tow truck).

Reference: Disabled Vehicles Policy

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The trainee shall explain agency policy regarding proper maintenance of the police vehicle. This explanation shall minimally include:

A. The procedure for regular maintenance and service of patrol vehicles
B. The procedure for turning in a damaged or mechanically deficient vehicle for repair
C. The proper documentation to be completed
D. Fueling of vehicle and checking of fluids (oil)

Reference: On-Duty Vehicle Accidents Policy

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The trainee shall conduct a patrol vehicle pre-shift inspection, to include:

A. Visual check of vehicle exterior for damage and the tires for wear and proper inflation
B. An inspection of the trunk for the spare tire and required equipment
C. An operations check of the vehicle equipment (lights, horn, etc.) and the emergency equipment (light bar, siren, public address system, etc.)
D. An inspection of the firearms/weapons and release systems
E. An inspection of vehicle interior that includes checking behind the sun visors, in the glove box, and beneath the seats for contraband, evidence, property, or items left from a previous shift

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PATROL VEHICLE OPERATION SAFETY

The trainee shall review and explain agency policy on approved driving techniques, including: Backing
A. Parking
B. Right-of-way violations
C. Passing
D. Excessive speed

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The trainee shall discuss the factors which influence the overall stopping distance of a vehicle, including:
A. Vehicle condition
B. Environmental conditions, including road surfaces
C. Vehicle speed
D. Reaction time and distance
E. Braking distance
F. Knowledge of anti-lock braking systems

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The trainee shall identify the components of “defensive driving.” These shall include:
A. Driver attitude
B. Vehicle capability
C. Seat belt usage

Reference: Seat Belt Policy, Emergency Vehicle Operations Course

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The trainee shall identify driver attitudes that can contribute to the occurrence of traffic accidents, including:
A. Over-confidence
B. Impatience (including “road rage”)
C. Self-righteousness

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The trainee shall discuss the effects of driver fatigue, including:
A. Lower visual efficiency
B. Slower reaction time

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The trainee shall drive the vehicle in a safe and alert manner complying with all laws, regulations, and policies.

Reference: Vehicle Pursuit Policy, Officer Response to Calls Policy

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Comments:  
Case/Report No.

EMERGENCY VEHICLE OPERATIONS/PURSUITs

The trainee shall review and explain the agency’s policy concerning pursuits and code-three driving.

Reference: Vehicle Pursuit Policy, Officer Response to Calls Policy

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Case/Report No.
The trainee shall identify the tactics that should be utilized by the driver of an emergency vehicle while in a pursuit or any other emergency response. These tactics shall minimally include:

A. Lowing for intersections
B. Careful observation at cross streets
C. Caution when passing other vehicles
D. Constant alertness for any unforeseen hazard
E. Using a well-planned route of travel in emergency response situations

Reference: Vehicle Pursuit Policy, Officer Response to Calls Policy, 21055 VC, 21056 VC

The trainee shall discuss those factors to consider in determining whether to continue or abandon a pursuit. These factors shall minimally include: Amount of other traffic, both vehicular and pedestrian
A. Road hazards and road conditions
B. Environmental conditions
C. Capability and condition of patrol vehicle and driver
D. Seriousness of the crime(s) in relation to potential likelihood of causing injury to innocent persons or damage to property
E. Whether vehicle or driver can be identified

Reference: Vehicle Pursuit Policy, Officer Response to Calls Policy, 21055VC, 21056 VC

Given a simulated or an actual emergency response or pursuit, the trainee shall demonstrate safe and effective driving practices.

Reference: Vehicle Pursuit Policy, Officer Response to Calls Policy
VEHICLE OPERATION LIABILITY

The trainee shall discuss how an officer operating a law enforcement vehicle under non-emergency conditions is subject to the same “rules of the road” as any other driver.

Reference: 21052 VC

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The trainee shall explain the situations in which the driver of an authorized emergency vehicle is exempt from the Vehicle Code provisions listed in Section 21055, including:

A. Responding to an emergency call
B. Engaged in a rescue operation
C. In pursuit of a violator
D. Responding to a fire alarm

Reference: Vehicle Pursuit Policy, Officer Response to Calls Policy

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The trainee shall explain the exemption requirements of the Vehicle Code regarding the use of red lights and siren, under Sections 21055(b) and 21807.

Reference:
The trainee shall explain the conditions under which he/she or their agency may be held liable for deaths, injury, or property damage which occur while an emergency vehicle is being operated with red lights and siren (Code 3), including:

A. Failure to drive with due regard for the safety of all persons described in VC Section 21056
B. When the agency has not adopted a written policy on police pursuits in compliance with VC Section 17004.7
C. A negligent or wrongful act or omission by an employee of the entity described in VC Section 17001
D. When not in immediate pursuit of an actual or suspected violator or responding to a bona fide emergency as described in VC Section 17004

Reference: 21055 VC, 21056 VC

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Radio Communications
RADIO COMMUNICATIONS

The trainee shall review and briefly summarize agency policy on communications control and coordination and radio call numbers.

Reference: Radio Procedure Manual

The trainee shall memorize the phonetic alphabet and agency brevity radio codes, including commonly used Penal Code Section numbers and codes for dispatching emergency vehicles.

Reference: Radio Procedure Manual

The trainee shall demonstrate knowledge of agency radio procedures and proficient use of the radio including:

A. Waiting until the air is clear before pressing the transmit button.
B. Pressing the transmit button firmly and speaking calmly and clearly into the microphone.
C. Avoiding over-modulation by speaking moderately into the microphone.
D. Knowing the meaning of “emergency traffic only” and always saving routine and non-emergency transmissions until the termination of “emergency traffic only” status.
E. Knowing the call signs, assignments, and beat locations of other units in the area.

Reference: Radio Procedure Manual, Beat Map
Given a situation in which there is one or more suspect description(s), the trainee shall properly utilize the radio to complete a crime broadcast. This description shall minimally include:

A. Type of incident and number of suspects  
B. Complete known description of suspect(s), including height, weight, hair color and style, eye color, clothing description, and distinguishing characteristics  
C. Loss (if any), including approximate value and denomination of bills  
D. Weapon(s) used  
E. Vehicle(s) used  
F. Direction(s) of flight

Reference: Radio Procedure Manual

The trainee shall explain the proper use of the police radio and transmissions to maintain control of a vehicle pursuit. Appropriate transmissions shall minimally include:

A. Identification of the vehicle in pursuit  
B. What the vehicle or occupant(s) is wanted for  
C. Complete description of the vehicle, including license number  
D. Number of occupants and possibility of weapons  
E. Direction of travel  
F. Approximate speed  
G. Conditions (light or moderate traffic, dry or wet pavement, damage to suspect vehicle, etc.)  
H. Necessity for backup and number of units needed  
I. Location of stop

Reference: Vehicle Pursuit Policy, Officer Response to Calls Policy
Given a situation involving an in-progress assignment, the trainee shall use the police radio to maintain control of the situation. This shall minimally include:

A. Voice control so as not to escalate the situation  
B. Control of possible escape routes and establishment of perimeter  
C. Control of response of other police units

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### INFORMATION SYSTEMS/TELECOMMUNICATIONS

The trainee shall give examples where inquiries into a law enforcement information system would be necessary. These may include:

A. To locate information on lost, stolen, or recovered property (including vehicles)  
B. To establish probable cause for a search or an arrest  
C. To verify the validity of a warrant  
D. To verify the validity of a driver’s license, vehicle registration, or occupational license  
E. To determine if a person is wanted  
F. To determine the status of a person on parole or probation  
G. To report or locate a missing person

**Reference:** Cite and Release Policy, Jail Responsibility Policy, Fugitive Warrant Procedures Policy, Warrant Confirmation Policy, Warrant Searches Policy

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Case/Report No.
The trainee shall be able to identify the law enforcement information systems used by the agency including:

A. Automated Property System (APS)
B. Stolen Vehicle System (SVS)
C. Wanted Persons System (WPS)
D. Automated Firearms System (AFS)
E. Domestic Violence Restraining Order System (DVROS)
F. Missing Unidentified Person System (MUPS)

Reference: Protected Information Policy

Given an incident in which information is required to complete an investigation, the trainee shall demonstrate a knowledge of the minimum information requirements for generating a system inquiry related to the following categories:

A. Wanted persons
B. Property, vehicles, and firearms
C. Criminal histories
D. DMV information
E. Miscellaneous information

Reference: Protected Information Policy
The trainee shall review and explain agency policy regarding the proper use and/or misuse of Mobile Data Terminals (MDT’s) and on-board laptop computers.

*Reference: Protected Information Policy*

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The trainee shall identify inappropriate use(s) of law enforcement information systems according to agency policy and law.

*Reference: Protected Information Policy*

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Comments: [Case/Report No.]
Report Writing
FIELD NOTES AND NOTEBOOK

The trainee shall identify the types of information that may/should be entered into his/her field notes or notebook. This information may include:

A. Date, day, time, vehicle number
B. Name of partner or supervisor
C. Type of incident
D. Pertinent information
E. Names of suspects, victims, witnesses, and reporting persons

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The trainee shall recognize that the contents of field notes and notebooks are discoverable in a court proceeding.

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The trainee shall explain the necessity for field notes. The explanation shall minimally include:

A. Reference for future investigation
B. Reference for future court appearance
C. Beat or area information

Reference:
Given an incident, the trainee shall properly use field notes or a note book to record pertinent information.

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**REPORT WRITING**

The trainee shall exhibit an appropriate knowledge of the flow of completed reports and the relative importance of the information that they contain.

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The trainee shall give the location of the report depository.

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The trainee shall describe the function for the records unit in the reporting process.

Reference:
The trainee shall describe the functions of the investigative unit(s) and the District Attorney’s Office in the reporting process.

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Comments: 

The trainee shall discuss the importance of police reports, including these uses:

A. Recording facts to a permanent record
B. Providing coordination of follow-up activities
C. Providing investigative leads
D. Providing statistical data
E. Providing a source for trainee evaluation
F. Providing reference material

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Comments: 

The trainee shall explain the qualities of a good police report. These shall include:
A. Accuracy  
B. Brevity  
C. Completeness  
D. Clarity  
E. Legibility/Neatness  
F. Objectivity  
G. Grammatical and structural correctness  
H. Timely  
I. First person/active voice/past tense  

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Comments: Case/Report No.

The trainee shall identify the proper report forms to be utilized in given situations (i.e. missing persons, DUI, found property, etc).

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Comments: Case/Report No.

Following the completion of a preliminary investigation of a “cold” crime, the trainee shall record all pertinent information in correct format on the proper report form.

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Comments: Case/Report No.

The trainee shall prepare a report that minimally includes:
A. Organizing facts in chronological order
B. Relating facts in appropriate sentence form
C. Correctly filing in all appropriate boxes
D. Properly establishing who, what, when, where, why, how and how many
E. Properly establishing the elements of the crime(s), when appropriate

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Given an incident in which an arrest is made, the trainee shall demonstrate the ability to satisfactorily complete all the appropriate police reports involved, to minimally include:

A. The elements constituting the offense
B. A complete documentation of reasonable/probable cause to arrest
C. A complete description of all physical evidence, where it was found, and its disposition
D. A complete listing of all suspects, including whether or not they are in custody.

Reference:
Traffic
VEHICLE CODE

The trainee shall discuss the California Vehicle Code laws that pertain to the operation of motor vehicles and shall be able to recognize violations.

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Comments: Case/Report No.

The trainee shall define the following terms as used in the California Vehicle Code:

A. Crosswalk
B. Darkness
C. Driver
D. Highway
E. Intersection
F. Limit line
G. Motor vehicle
H. Roadway
I. School bus
J. Sidewalk
K. Vehicle

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Comments: Case/Report No.

The trainee shall review and explain the elements of Vehicle Code sections giving authority to arrest.

Reference: 40300.5 through 40303; 40305

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Comments: Case/Report No.
The trainee shall identify common California Vehicle Code violations by code number and classification. These violations shall minimally include those dealing with:

A. Vehicle registration and insurance requirements
B. Theft of and tampering with vehicles
C. Driver’s licenses and identification cards including suspensions
D. Hit and run
E. Traffic control signals
F. Other traffic control devices
G. Driving, overtaking, and passing
H. Right-of-way
I. Pedestrians
J. U-Turns
K. Stopping, standing, and parking
L. Driving under the influence
M. Other public offenses
N. Equipment violations
O. Fleeing/evading an officer
P. Reckless driving
Q. Seat belt violations

Reference:

The trainee shall discuss enforcement options after observation of a traffic violation, including:

A. Verbal warning
B. Issuance of a citation
C. Physical arrest

Reference: 40300VC

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The trainee shall properly and legibly complete a citation, for an observed traffic offense, within a reasonable time frame.

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Comments:

The trainee shall explain that the required signature of a violator on a citation is not an admission of guilt but a promise to appear.

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Comments:

IMPOUNDING/STORING VEHICLES

The trainee shall review and explain the agency’s policy regarding towing procedures.

Reference: Vehicle Towing and Release Policy

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Case/Report No.
The trainee shall identify/explain situations where he/she may have the authority to remove, store, and/or impound vehicles, including:

A. Vehicle is abandoned (22669(a) VC)
B. Vehicle is a traffic hazard (22651(b) VC)
C. Incidental to an arrest (22651(h) VC)
D. Vehicle is stored for safekeeping (22651 (g) VC)
E. Vehicle is stolen, recovered, and not released in field (22651(c) and 22653(a) VC)
F. Vehicle is held for investigation (22655.5 VC)
G. Vehicle is involved in hit and run (22655 or 22653(b) VC)
H. Vehicle with VIN removed (10751 VC)
I. Vehicle held for operation by unlicensed driver (22651(p) VC)

Reference: See above

The trainee shall discuss the legal authority for those instances when an officer may impound/store a vehicle from public and private property.

Reference: 22651-22655VC

Given an incident in which a vehicle is to be impounded or stored, the trainee shall impound or store the vehicle in an authorized manner. This shall minimally include:

A. Compliance with state law
B. Compliance with agency policy
C. Completion of all required reports in a satisfactory manner

Reference:
VEHICLE COLLISIONS

The trainee shall discuss an officer’s responsibilities in preventing accidents in the community, including:

A. Education
B. Enforcement
C. Proactive engineering recommendations
D. Patrol awareness (including assisting stranded motorists)
E. Environmental factors that detract from traffic safety
F. Development of positive interagency relationships with road/street department, public works, planning, and traffic safety commission.

Reference:

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The trainee shall explain the primary duties of an officer at any traffic accident scene, including:

A. Determining injuries and need for emergency first aid treatment
B. Protecting the scene, including persons and property involved
C. Appropriate use of flares (spilled fuel)
D. Ascertaining the need for ambulance service
E. Considering the need for tow services
F. Determining the need for further assistance

Reference:
The trainee shall review and explain the agency’s policy regarding traffic collision investigation and reporting.

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The trainee shall define the term vehicle collision.

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The trainee shall discuss advantages and disadvantages of immediately removing (or having removed) all vehicles involved in a traffic accident from the highway.

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Case/Report No.
The trainee shall discuss the instances when a traffic accident must be investigated by law and agency policy. These instances shall minimally include any:

A. Injury accident
B. Hit and run accident
C. Accident involving suspected drunk driving
D. Accident involving city, county, or state property

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Comments: Case/Report No.

The trainee shall define the term “primary collision factor.”

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Comments: Case/Report No.

The trainee shall define the term “area of impact” and explain and/or demonstrate how area of impact is determined at both intersection and non-intersection accidents.

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Comments: Case/Report No.
The trainee shall define the term “coefficient of friction” as it pertains to roadways.

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Comments: Case/Report No.

The trainee shall define terms relevant to traffic collision reports, to include:

A. Accident or collision: an unintended event that causes damage, death or injury.
B. Classification of injuries: fatal injury; severe injury; other visible injuries; complaint of pain.
C. Deliberate intent: an intentional act that directly or indirectly involves a motor vehicle in transport that purposely causes damage to property or injury to any person.
D. In transport: this describes the state or condition of a vehicle when it is in use primarily for moving persons or property (including the vehicle itself) from one place to another.
E. Other parties: a person other than the operator of the motor vehicle (includes driverless vehicle, a vehicle being towed by other than a rigid tow bar or tow truck, animal drawn conveyances, injured equestrians, injured parties in a train, airplane or cable car, or in highway construction equipment not in transport, injured parties in or upon a structure).
F. Witness: a person other than an involved party or a passenger who can provide information relevant to the accident.

Reference:
The trainee shall identify the basic elements necessary to complete a factual diagram and/or sketch when investigating the scene of a traffic collision. The elements are:

A. Indications of compass direction
B. Measurements of the scene in proportion but not necessarily to scale
C. Use of appropriate illustrations
D. Determine the point of impact (P.O.I.) and the point of rest (P.O.R.)

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Comments: Case/Report No.

The trainee shall identify types of physical evidence which are used to determine the cause of a collision, including:

A. Locked wheel skid, critical speed scuff, impending skid, side skids, and acceleration scuff
B. Debris, glass, vehicle parts, fluids, and other related property damage
C. Photographs of the scene

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Comments: Case/Report No.

The trainee shall identify information to be obtained during a collision investigation interview, including:

A. Identity of the involved parties and vehicle information
B. Time and location of collision events
C. Chronology of collision events
D. Elements unique to hit and run collisions, if applicable

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Comments: Case/Report No.
Given a traffic accident, the trainee shall respond in a safe, efficient, and effective manner, and shall properly and accurately report the accident according to agency policy, including identification of the primary collision factor, along with any associated collision factors.

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**TRAFFIC CONTROL/DIRECTION**

The trainee shall demonstrate recognized traffic hand signals for a driver to include:

A. Stop  
B. Turn right  
C. Turn left  
D. Start  
E. Keep moving

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The trainee shall demonstrate a method for using the flashlight to direct traffic in the hours of darkness.

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Comments: Case/Report No.
The trainee shall explain flare patterns and be able to safely light and extinguish a flare.

**Reference:**

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Comments:

Given a handout or exercise depicting an accident scene, the trainee shall mark where to place particular types of traffic control devices that will best protect persons and property with regard to the presence of flammable materials and traffic flow.

**Reference:**

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Comments:

**DRIVING UNDER THE INFLUENCE**

The trainee shall recognize and explain the common driving conditions of a suspected DUI.

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Comments:

The trainee shall explain and demonstrate the sobriety tests used by the agency.

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Comments:
The trainee shall explain the law and agency policy regarding chemical tests, including how, when, where, and by whom these tests are given as well as the acceptable level of force which may be used to obtain the samples.

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Comments: Case/Report No.

The trainee shall explain the law and agency policy regarding processing persons who refuse chemical testing.

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Comments: Case/Report No.

The trainee shall identify the report forms to be used for driving under the influence cases.

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Comments: Case/Report No.

Given a situation where a vehicle operator may be DUI, the trainee shall demonstrate the ability to conduct the field and chemical test(s) in a safe and effective manner and shall properly and accurately report the incident.

Reference:
Report Review Log
**PROCEDURES**

It shall be the responsibility of the FTO to review all written documents completed by the RTO. Documents will be reviewed with attention to format, content, completeness, clarity, grammar, spelling and legibility. Police reports, after review by the FTO, will be signed or initialed by the FTO and submitted to the on-duty Patrol Sergeant for review.

Initially, copies of approved police reports shall be submitted along with the DOR to the FTS. Original police reports that were returned to the RTO with noted/needed corrections shall be submitted along with a copy of the final approved report. When the RTO display the ability to receive and maintain minimum acceptable level scores, copies will no longer be required. This decision rests with the FTS and/or FTC.

All reports completed by the RTO will be logged on the report review log.

**PENAL CODE**

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RG315
San Leandro Police Department FTP – 1

**TRAINEE’S NAME**

**BADGE #**

**FTO’S NAME**

**BADGE #**

**DATE**

**SHIFT WORKED**

**RATING INSTRUCTIONS:** Rate observed behavior with reference to the Standardized Evaluation Guidelines. A narrative evaluation must be attached. Circle the category number below to reference your comments. **INITIALS:** The trainee is required to verify, in writing, any rating under “4” in the left hand column. **N.R.T.:** If the trainee fails to respond to training, check the box and comment in narrative. **R.T.:** List the minutes of remedial training in right hand column. **Note:** A rating of “4” indicates that a trainee has progressed to a minimum acceptable standard and performed at a solo patrol officer standard, in that category, this shift.

### RATING SCALE

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### ASSIGNMENT OR REASON FOR NO FTO EVALUATION

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<th>N.O.</th>
<th>N.R.T.</th>
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### ATTITUDE

1. Acceptance of feedback
2. Attitude toward police work
3. Integrity/Ethics
4. Leadership

### APPEARANCE

5. General appearance

### RELATIONSHIPS

6. With citizens/community
7. With other department members
8. Community organizing

### PERFORMANCE

9. Driving skill: Normal conditions
10. Driving skill: Moderate/high stress conditions
11. Use of map book: Orientation/response time
12. Routine forms: Accuracy/completeness
15. Report writing: Appropriate time used
16. Field performance: Non-stress conditions
17. Field performance: Stress conditions
18. Investigative skills
19. Interview/interrogation skills
20. Self-initiated field activity
21. Officer safety: General
22. Officer safety: Suspicious
23. Control of conflict: Voice command
24. Control of conflict: Physical skill
25. Problem-solving/decision-making
26. Problem-solving techniques
27. Communications: Use of codes/procedure
28. Radio: Listens and comprehends
29. Radio: Articulation of transmissions
30. MDT: Use/comprehension/articulation

### KNOWLEDGE

31. Department policies and procedures: Reflected by verbal/written/simulated testing
32. Knowledge of the criminal statutes: Reflected by verbal/written/simulated testing
33. Knowledge of criminal procedure: Reflected by verbal/written/simulated testing

Total minutes of remedial training time today (note specific remedial plan, if appropriate)

RG315
NARRATIVE COMMENTS

MOST ACCEPTABLE PERFORMANCE OF THE DAY

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LEAST ACCEPTABLE PERFORMANCE OF THE DAY

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ADDITIONAL COMMENTS

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WRITE ANY FURTHER COMMENTS ON NARRATIVE CONTINUATION FORM

TRAINEE’S SIGNATURE   DATE   FTO’S SIGNATURE   DATE
STANDARDIZED EVALUATION GUIDELINES

The following "1", "4", and "7" scale value definitions are to be used when rating a trainee's behavior in each of the performance categories. It is through the use of these guidelines that program standardization and rating consistency is achieved.

ATTITUDE

1. ACCEPTANCE OF FEEDBACK - FTO/PROGRAM - Evaluates the way the trainee accepts criticism and how that feedback is used to further learning and improve performance.
   (1) Unacceptable - Rationalizes mistakes. Denies that errors were made. Is argumentative. Refuses to, or does not attempt to, make corrections. Considers criticism a personal attack.
   (4) Acceptable - Accepts criticism in a positive manner and applies it to improve performance and further learning.
   (7) Superior - Actively solicits criticism/feedback in order to further learning and improve performance. Does not argue or blame other persons/things for errors.

2. ATTITUDE TOWARD POLICE WORK - Evaluates the trainee in terms of personal motivation, goals and his/her acceptance of the job's responsibilities.
   (1) Unacceptable - Sees position as a job vs. a career. Uses job to boost ego. Abuses authority. Demonstrates little dedication to the principles of the profession. Is disinterested. Lacks motivation and does not attempt to improve performance.
   (4) Acceptable - Demonstrates an active interest in new career and in their responsibilities.
   (7) Superior - Utilizes off-duty time to further professional knowledge, actively soliciting assistance from others to increase knowledge and improve skills. Demonstrates concern for the fair and equitable enforcement of the law, maintaining high ideals in terms of professional responsibilities.

3. INTEGRITY/ETHICS - Evaluates the manner in which the trainee understands, accepts, and employs his/her own integrity and ethics.
   (1) Unacceptable – Accepts and employs a standard of mediocrity. Has no sense of accountability and/or responsibility to department or community.
   (4) Acceptable – Demonstrates ability to build/maintain public trust through honesty, community awareness, and professionalism. Able to resolve ethical situations through prior planning and decision-making.
   (7) Superior – Consistently demonstrates high degree of internal strength, courage, and character. Models responsibility of service and enhances public trust.
4. **LEADERSHIP** - Evaluates the trainee’s ability to exercise influence among people using ethical values and goals for an intended change.

   (1) Unacceptable – Does not demonstrate strength of character by appropriate use of command presence. Does not prevent/reduce conflict. Fails to show empathy.

   (4) Acceptable – Understands difference between influence and authority. Provides expected level of competency to the community through effective collaboration, communication/mediation, and compassion.

   (7) Superior – Will not rationalize to compromise integrity. Has the courage to be flexible and employ discretion. Consistently demonstrates trust, respect, and genuineness.

**APPEARANCE**

5. **GENERAL APPEARANCE** - Evaluates physical appearance, dress, demeanor, and equipment.

   (1) Unacceptable - Fails to present a professional image. Uniform fits poorly or is improperly worn or wrinkled. Hair not groomed and/or in violation of Department regulation. Dirty shoes, weapon, and/or equipment. Equipment is missing or inoperative. Offensive body odor and/or breath.

   (4) Acceptable - Uniform neat, clean. Uniform fits and is properly worn. Weapon, leather, equipment are clean and operative. Hair within regulations. Shoes and brass are shined.

   (7) Superior - Uniform is neat, clean, and tailored. Leather gear is shined. Shoes are polished. Displays command bearing.

**RELATIONSHIPS**

6. **RELATIONSHIP WITH CITIZENS/COMMUNITY** - Evaluates the trainee’s ability to interact with citizens (including suspects) and diverse members of the community in an appropriate and efficient manner.

   (1) Unacceptable - Abrupt, belligerent, overbearing, arrogant, uncommunicative. Overlooks or avoids "service" aspects of the job. Is inaccessible to the public. Introverted, overly sympathetic, ineffective, prejudicial, biased. Fails to explain actions to citizens. Does not follow up on citizen requests. Poor "non-verbal" skills.

   (4) Acceptable - Courteous, friendly and empathetic to citizen’s perceptions of problems. Communicates in a professional, unbiased manner. Fully explains police actions to public contacts and follows up on public inquiries and requests.
Is service oriented and contacts the public in non-enforcement situations. Good "non-verbal" skills.

(7) Superior - Is very much at ease with citizen and suspect contacts. Effectively manages time to allow increased citizen contact. Quickly establishes rapport and leaves people with the feeling that the officer is interested in serving them. Is objective in all contacts. Excellent "non-verbal" skills.

7. RELATIONSHIP WITH OTHER DEPARTMENT MEMBERS (SPECIFY) - Evaluates the trainee's ability to effectively interact with other Department members of various ranks and in various capacities.

(1) Unacceptable - Patronizes FTO/superiors/peers or is antagonistic toward them. Gossips. Is insubordinate, argumentative, and/or sarcastic. Resists instruction. Considers himself/herself superior. Belittles others. Is not a "team player." Relies on others to carry his/her share of the work.

(4) Acceptable - Adheres to the Chain of Command and accepts his/her role in the organization. Good FTO, superior, and peer relationships. Accepted as a member of the group.

(7) Superior - Is at ease in contact with all members of the organization while displaying proper consideration for their position. Understands superiors' responsibilities and respects their position. Peer group leader. Actively assists others.

8. COMMUNITY ORGANIZING - Evaluates the manner in which the trainee assists members of the community in handling neighborhood issues.

(1) Unacceptable – Makes little attempt to establish or attend crime-watch meetings. Does not know the resources available to the community for problem-solving. Acts as “sole authority” and does not include the public in problem-solving process.

(4) Acceptable – Assists members of the community in establishing crime-watch programs. Attends established group meetings as time allows. Provides the community lists of available resources. Includes the public in problem-solving.

(7) Superior – Actively seeks out public involvement in crime-watch programs. Makes time to attend crime-watch programs and other neighborhood activities. Researches possible resources for neighborhoods to use. Encourages citizens to participate in decisions affecting their community.

PERFORMANCE
9. **DRIVING SKILL: NORMAL CONDITIONS** - Evaluates the trainee's skill in the operation of department vehicles under normal and routine driving conditions.

   (1) Unacceptable - Frequently violates traffic laws. Involved in chargeable accidents. Fails to maintain control of vehicle or displays poor manipulative skills in vehicle operation. Drives too fast or too slow for conditions.

   (4) Acceptable - Obeys traffic laws when appropriate. Maintains control of the vehicle while being alert to activity outside of the vehicle. Drives defensively.

   (7) Superior - Sets an example for lawful, courteous driving. Maintains complete control of the vehicle while operating radio, checking hot sheet, etc.

10. **DRIVING SKILL: MODERATE/HIGH STRESS CONDITIONS** - Evaluates the trainee's skill in vehicle operation under Code 3 situations, in situations calling for other than usual driving, and under conditions calling for other than normal driving skill.

   (1) Unacceptable - Involved in chargeable accidents. Uses red lights and siren unnecessarily or improperly. Drives too fast or too slow for conditions/situation. Loses control of the vehicle.

   (4) Acceptable - Maintains control of the vehicle and evaluates driving conditions/situation properly. Adheres to department policies and procedures regarding Code 3 pursuit enforcement driving. Practices defensive driving techniques.

   (7) Superior - Displays high degree of reflex ability and driving competence. Anticipates driving situations in advance and acts accordingly. Responds well relative to the degree of stress present.

11. **USE OF MAP BOOK: ORIENTATION/RESPONSE TIME** - Evaluates the trainee's awareness of surroundings, ability to find locations, and ability to arrive at destination within an acceptable amount of time.

   (1) Unacceptable - Unaware of location on patrol. Does not properly use map book. Unable to relate location to destination. Gets lost. Spends too much time getting to destination.

   (4) Acceptable - Is aware of location while on patrol. Properly uses map book. Can relate location to destination. Arrives within reasonable amount of time using the most practical route to reach destination.

   (7) Superior - Remembers locations from previous visits and seldom needs map book. Is aware of shortcuts and utilizes them to save time. High level of orientation to the beat and the community.

12. **ROUTINE FORMS: ACCURACY/COMPLETENESS** - Evaluates the trainee's ability to properly utilize departmental forms.
13. **REPORT WRITING: ORGANIZATION/DETAILS** - Evaluates the trainee's ability to organize reports, supply the necessary details for a good report and obtain all necessary information from reporting person and/or witnesses.

(1) Unacceptable – Fails to elicit necessary information. Unable to organize information in a logical manner and reduce it to writing. Omits pertinent details in the report. Report is inaccurate and/or incorrect.

(4) Acceptable – Elicits most information and records same. Completes reports, organizing information in a logical manner. Reports contain the required information and details.

(7) Superior - Reports are a complete and detailed account of events, written and organized so that any reader understands what occurred.

14. **REPORT WRITING: GRAMMAR/SPELLING/NEATNESS** - Evaluates the trainee's ability to use proper grammar, to spell correctly, and to prepare reports that are neat and legible.

(1) Unacceptable - Reports are illegible. Reports contain an excessive number of misspelled words. Sentence structure and/or word usage is incorrect or incomplete. Excessive erasures or use of correction fluid.

(4) Acceptable - Reports are legible and grammar is at an acceptable level. Spelling is acceptable and errors are few. Errors, if present, do not distract from understanding the report. Report is neat and clean in appearance.

(7) Superior - Reports are very neat and legible. Contain no spelling or grammatical errors.

15. **REPORT WRITING: APPROPRIATE TIME USED** - Evaluates the trainee’s ability to complete a report in an appropriate amount of time.

(1) Unacceptable - Requires an excessive amount of time to complete a report. Takes three or more times the amount of time an experienced officer would take to complete the report.
(4) Acceptable - Completes reports within a reasonable amount of time.

(7) Superior - Completes complex reports very quickly and efficiently without assistance from FTO.

16. **FIELD PERFORMANCE: NON-STRESS CONDITIONS** - Evaluates the trainee's ability to perform routine, non-stress police activities.

(1) Unacceptable - Becomes confused and disoriented when confronted with routine, non-stress tasks. Does not or cannot complete tasks. Unable to determine the appropriate course of action or avoids taking action.

(4) Acceptable - Properly assesses aspects of routine situations, determines appropriate action, and takes same.

(7) Superior - Properly assesses aspects of routine situations, including the more unusual and/or complex ones. Quickly determines appropriate course of action and takes same.

17. **FIELD PERFORMANCE: STRESS CONDITIONS** - Evaluates the trainee's ability to perform in moderate to high stress conditions.

(1) Unacceptable - Becomes emotional, panic stricken, unable to function. Holds back, loses temper, or displays cowardice. Over/under reacts.

(4) Acceptable - Maintains calm and self-control in most situations. Determines proper course of action and takes it. Does not allow a situation to further deteriorate.

(7) Superior - Maintains calm and self-control in even the most extreme situations. Quickly restores control of the situation and takes command. Determines best course of action and takes it.

18. **INVESTIGATIVE SKILLS** - Evaluates the trainee's ability to conduct a proper investigation with an emphasis on crime scene investigatory procedures.

(1) Unacceptable - Does not conduct a basic investigation or conducts investigation improperly. Unable to accurately identify offense committed. Fails to discern readily available evidence. Makes frequent mistakes when identifying, collecting, or submitting evidence. Does not connect evidence with suspect when apparent. Lacks skill in collection and preservation of fingerprints. Does not protect crime scene. Fails to identify and follow-up obvious investigative leads.

(4) Acceptable - Follows proper investigatory procedure in routine cases. Is generally accurate in identifying the nature of offense committed. Collects, tags, logs, and submits evidence properly. Connects evidence with suspect when apparent. Collects "readable" fingerprints from most surfaces when available.
(7) Superior - Always follows proper investigatory procedure and always accurate in identifying the nature of offense committed. Connects evidence with suspect even when not apparent. Has "Evidence Technician" level skill in the collection and identification of evidence. Collects "readable" fingerprints from any possible surface when available.

19. INTERVIEW/INTERROGATION SKILLS - Evaluates the trainee's ability to use proper questioning techniques; to vary techniques to fit persons being interviewed/interrogated; to follow proper and lawful procedure.

(1) Unacceptable - Fails to use proper questioning techniques. Does not elicit and/or record available information. Does not establish appropriate rapport with subject and/or does not control interrogation of suspect. Fails to give Miranda warning. Fails to elicit enough information to determine what is occurring. Fails to identify citizens contacted during the course of the investigation.

(4) Acceptable - Uses proper questioning techniques. Elicits available information and records same. Establishes proper rapport with victims/witnesses. Controls the interrogation of suspects and properly conducts a Miranda admonishment.

(7) Superior - Always uses proper investigative questioning techniques. Establishes rapport with all victims/witnesses. Controls the interrogation of even the most difficult suspects. Conducts successful interrogations of suspects.

20. SELF-INITIATED FIELD ACTIVITY - Evaluates the trainee's desire and ability to observe and initiate police-related activity.

(1) Unacceptable – Fails to observe or avoids suspicious activity. Does not investigate those situations. Rationalizes suspicious circumstances.

(4) Acceptable - Recognizes and identifies police-related activities. Develops cases from observed activity. Displays inquisitiveness.

(7) Superior - Seldom misses observable police-related activity. Maintains "Watch Bulletins" and information provided at roll call. Uses the information as "probable cause" to initiate activity. Makes quality contacts and/or arrests from observed activity. "Sees" beyond the obvious.

21. OFFICER SAFETY: GENERAL - Evaluates the trainee's ability to perform police tasks without injuring self or others and without exposing self or others to unreasonable danger or risk.

(1) Unacceptable - Fails to follow acceptable safety procedures. Fails to exercise officer safety including but not limited to:

A. Exposes weapons to suspect (handgun, baton, mace, etc.).
B. Fails to keep weapon hand free in enforcement situations.
22. **OFFICER SAFETY: SUSPICIOUS PERSONS, SUSPECTS, AND PRISONERS** - Evaluates the trainee's ability to perform police-related tasks safely while dealing with suspicious persons, suspects, and prisoners.

   (1) **Unacceptable** - Violates officer safety practices as outlined in SEG 21 (above). Additionally, fails to "pat search," allows people to approach while seated in patrol vehicle, fails to handcuff when appropriate. Conducts poor searches and fails to maintain a position of advantage that could prevent attack or escape.

   (4) **Acceptable** - Follows acceptable safety procedures with suspicious persons, suspects, and prisoners.

   (7) **Superior** - Foresees potential danger and eliminates or controls it. Maintains position of advantage in even the most demanding situations. Is alert to changing situations and prevents opportunities for danger to develop. Serves as a model for safety.

23. **CONTROL OF CONFLICT: VOICE COMMAND** - Evaluates the trainee's ability to gain and maintain control of situations through verbal command and instruction.

   (1) **Unacceptable** - Speaks too softly or timidly, speaks too loudly, confuses or angers listener by what is said and/or how it is said. Speaks when inappropriate. Unable to use a confident/commanding tone of voice.
24. **CONTROL OF CONFLICT: PHYSICAL SKILL** - Evaluates the trainee's ability to use the proper level of force for the given situation.

   (1) Unacceptable - Uses too little or too much force for the given situation. Is physically unable to perform the task. Does not use proper restraints or is unable to properly use restraints.

   (4) Acceptable - Obtains and maintains control through use of the proper amount of force. Uses restraints effectively.

   (7) Superior - Excellent knowledge and skill level in use of restraints (physical/mechanical). Extremely adept in the proper use of force for the given situation.

25. **PROBLEM-SOLVING/DECISION-MAKING** - Evaluates the trainee's performance in terms of ability to perceive problems accurately, form valid conclusions, arrive at sound judgments, and make proper decisions.

   (1) Unacceptable - Acts without thought or good reason. Is indecisive, naive. Is unable to reason through a problem and come to a conclusion. Cannot recall previous solutions and apply them in similar situations.

   (4) Acceptable - Able to reason through a problem and come to an acceptable conclusion in routine situations. Makes reasonable decisions based on information available. Perceives situations as they really are. Makes decisions without assistance.

   (7) Superior - Able to reason through even the most complex situations and reach appropriate conclusions. Has excellent perception. Anticipates problems and prepares resolutions in advance. Relates past solutions to present situations.

26. **PROBLEM-SOLVING TECHNIQUES** - Evaluates the trainee’s ability to recognize problems and generate possible solutions.

   (1) Unacceptable – Avoids problems. Demonstrates a failure to understand problem solving techniques by not using them or not applying them effectively. Fails to ask the right questions. Is unable to choose alternative solutions. Does not assess a proper or effective response to the problem.


27. **COMMUNICATIONS: APPROPRIATE USE OF CODES/PROCEDURE** - Evaluates the trainee's use of communications equipment in accordance with department policy and procedure.

(1) Unacceptable - Violates policy concerning use of communications equipment. Does not follow procedures or follows wrong procedures. Does not understand or use proper codes/language.

(4) Acceptable - Follows policy and accepted procedures. Has good working knowledge of most-often-used code sections/language.

(7) Superior - Always follows proper procedure. Adheres to policy in every instance. Has superior working knowledge of all codes/language and applies that knowledge when using communication equipment.

28. **RADIO: LISTENS AND COMPREHENDS** - Evaluates the trainee's ability to pay attention to radio traffic and to understand the information transmitted.

(1) Unacceptable - Repeatedly misses own call sign and is unaware of traffic in adjoining beats. Requires dispatcher to repeat radio transmissions or does not accurately comprehend transmission.

(4) Acceptable - Copies own radio transmissions and is normally aware of radio traffic directed to adjoining beats.

(7) Superior - Is aware of own traffic and what is occurring throughout the service area. Recalls previous transmissions and uses that information to advantage.

29. **RADIO: ARTICULATION OF TRANSMISSIONS** - Evaluates the trainee's ability to communicate with others via the telecommunications network.

(1) Unacceptable - Does not pre-plan transmissions. Over/under modulates. Improperly uses microphone. Speaks too rapidly or too slowly.

(4) Acceptable - Uses proper procedure with clear, concise, and complete transmissions. Few complaints from communication center re: articulation skill.
(7) Superior - Transmits clearly, calmly, concisely, and completely in even the most stressful situations. Transmissions are well thought out and do not have to be repeated.

30. MDT: USE/COMPREHENSION/ARTICULATION - Evaluates the trainee’s ability to operate the terminal and receive and send clear communications via MDT.

(1) Unacceptable – Does not understand dispatch and/or message formats. Does not recognize messages addressed to his/her unit. Fails to properly update the status of the unit. Is unfamiliar with formats necessary for routine operation and inquiries. Is unable to compose understandable text. Does not recognize officer safety issues involved in dispatch calls. Violates FCC regulations and/or department policy.


(7) Superior – Consistently recalls dispatch information without running summaries. Can make rarely used free format inquiries from memory. Understands CAD, DMV, and CLETS error messages. Proficient in use of all function keys and in multiple administrative messages and BOLO file retrieval.

KNOWLEDGE

31. KNOWLEDGE OF DEPARTMENT POLICIES AND PROCEDURES – Evaluates the trainee's knowledge of department policies/procedures and ability to apply this knowledge under field conditions.

-Reflected by Verbal/Written/Simulated Testing-

(1) Unacceptable - When tested, answers with less than 70% accuracy.

(4) Acceptable - When tested, answers with at least 70% accuracy.

(7) Superior - When tested, answers with 100% accuracy.

-Reflected in Field Performance-

(1) Unacceptable - Fails to display knowledge of department policies, regulations, and/or procedures, or violates same.

(4) Acceptable - Familiar with most commonly applied department policies, regulations, procedures and complies with same.
(7) Superior - Has an excellent working knowledge of department policies, regulations, procedures, including those less known and seldom used.

32. **KNOWLEDGE OF CRIMINAL STATUTES** - Evaluates the trainee's knowledge of the criminal statutes (i.e., Penal, Vehicle, W & I, B & P, H & S, and all City/County Codes) and his/her ability to apply that knowledge to field situations.

- **Reflected by Verbal/Written/Simulated Testing**-
  
  (1) Unacceptable - When tested, answers with less than 70% accuracy.
  
  (4) Acceptable - When tested, answers with at least 70% accuracy.
  
  (7) Superior - When tested, answers with 100% accuracy.

- **Reflected in Field Performance**-
  
  (1) Unacceptable - Does not know the elements of basic code sections. Does not recognize criminal offenses when encountered or makes mistakes relative to whether or not crimes have been committed and, if so, which crimes. Incorrectly identifies violation(s). Provides incorrect court assignments or dates.
  
  (4) Acceptable - Recognizes commonly encountered criminal offenses and applies appropriate code section. Recognizes differences between criminal and non-criminal activity. Correctly identifies violation(s). Provides correct court assignments and dates.
  
  (7) Superior - Has outstanding knowledge of all codes and applies that knowledge to normal and unusual activity quickly and effectively. Consistently able to locate lesser known code sections in reference material.

33. **KNOWLEDGE OF CRIMINAL PROCEDURE** - Evaluates the trainee's knowledge of criminal procedures including laws of arrest, search and seizure, warrants, juvenile law, etc. Evaluates ability to apply those procedures to field situations.

- **Reflected by Verbal/Written/Simulated Testing**-
  
  (1) Unacceptable - When tested, answers with less than 70% accuracy.
  
  (4) Acceptable - When tested, answers with at least 70% accuracy.
  
  (7) Superior - When tested, answers with 100% accuracy.

- **Reflected in Field Performance**-
  
  (1) Unacceptable - Violates procedural requirements. Attempts to conduct illegal searches, fails to search when appropriate, attempts to seize evidence illegally, and arrest unlawfully.

(7) **Superior** - Follows required procedure in all cases, accurately applying law relative to searching, seizing evidence, release of information and effecting arrests.

(Adapted from those first developed by the San Jose, California, Police Department, improved upon by the Houston, Texas, Police Department, revised by Glenn F. Kaminsky in 1986, 1991, 1997, and 1999, and added to by Jerry Hoover, Chief of the Reno Police Department and by the Sacramento County Sheriff's Department)