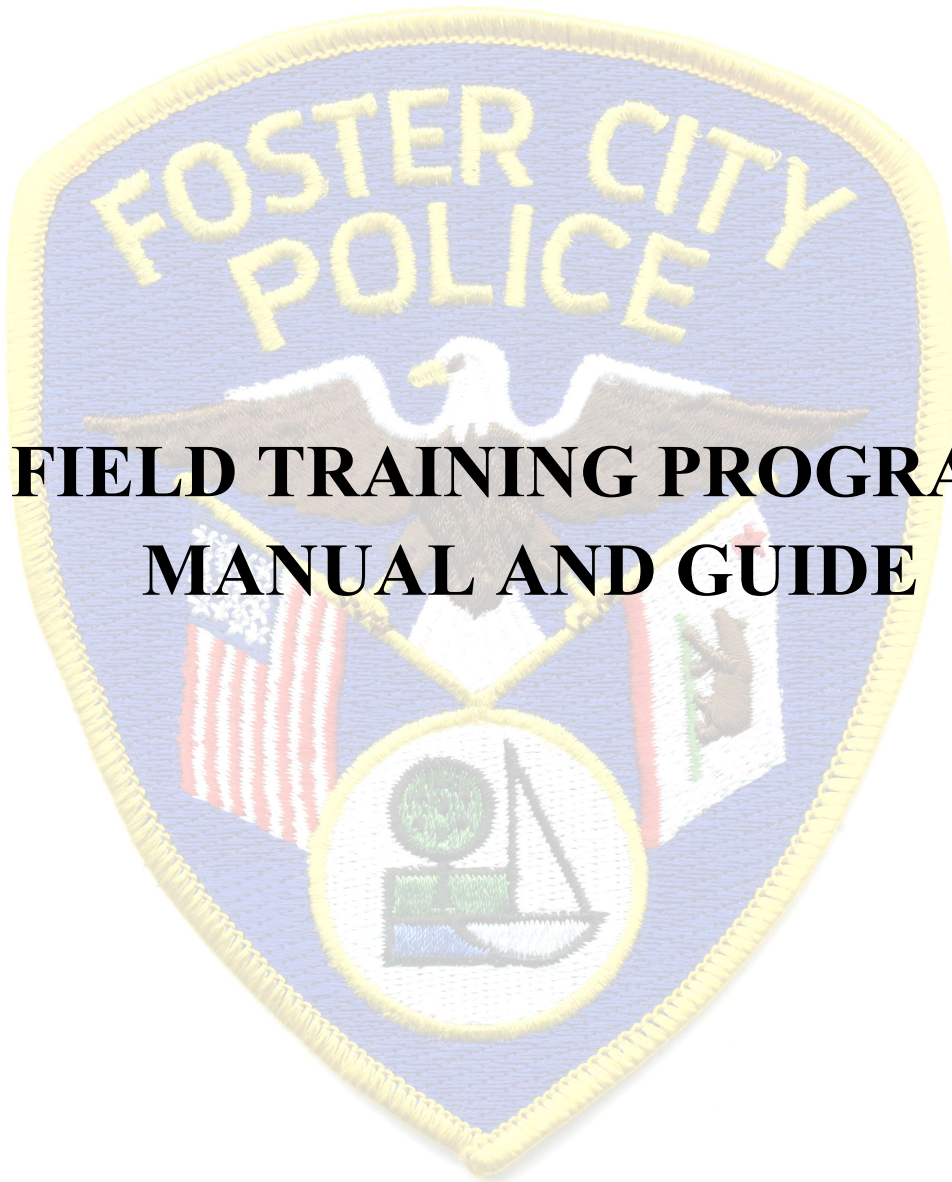


**FOSTER CITY POLICE DEPARTMENT
FIELD TRAINING PROGRAM**



**FIELD TRAINING PROGRAM
MANUAL AND GUIDE**

Revised December, 2013

FOREWORD

The purpose of the *Field Training Program Manual and Guide* is to provide a standardized program to guide recruit police officers and lateral experienced officers joining the Foster City Police Department, and Field Training Officers (FTOs) in the initial orientation and field training of newly assigned patrol officers. The program is designed to assist these officers in making the transition from what they learned in the academy and during any prior police experience to performing general law enforcement patrol duties competently in the field with the Foster City Police Department.

This *Field Training Program Manual and Guide* is the textbook of the Field Training Program. It is a compilation of a comprehensive effort of design and review. This most recent revision is in part based on the model program authored by the California Commission on Peace Officers Standards and Training. The mission of the California Commission on Peace Officer Standards and Training is to continually enhance the professionalism of California law enforcement in serving its communities.

The Field Training Officer is a critical component of the Field Training Program. It is the primary responsibility of the FTO to facilitate this transition process by supervising, training, and evaluating recruit officers in the initial application of their previously acquired knowledge and skills. This manual serves as an instrument to assist the FTOs in thoroughly and properly completing their task of training and evaluation.

This standardized program is an accumulation of the best aspects of existing field training programs and is designed with the following criteria in mind:

Defensible/Fair - The program achieves defensibility and fairness by proper selection of FTOs, a trainee feedback mechanism, a comprehensive list of training tasks and goals, and a standardized evaluation process.

Effective/Manageable - The program is performance-based and includes adequate documentation, minimum time completion requirements, and competency specifications.

Adaptable/Flexible - The program is adaptable to changing policies and procedures. Flexibility is afforded by incorporating agency-specific policies and procedures along with POST objectives.

The Field Training and Evaluation Program is designed to achieve the following goals:

- To produce a competent peace officer capable of working a solo patrol assignment in a safe, skillful, productive, and professional manner.
- To provide standardized training to all newly assigned regular officers in the practical application of learned information.
- To provide clear standards for rating and evaluation which give all trainees every reasonable opportunity to succeed.
- To enhance the professionalism, job skills, and ethical standards of the law enforcement community and the Foster City Police Department.

ACKNOWLEDGEMENTS

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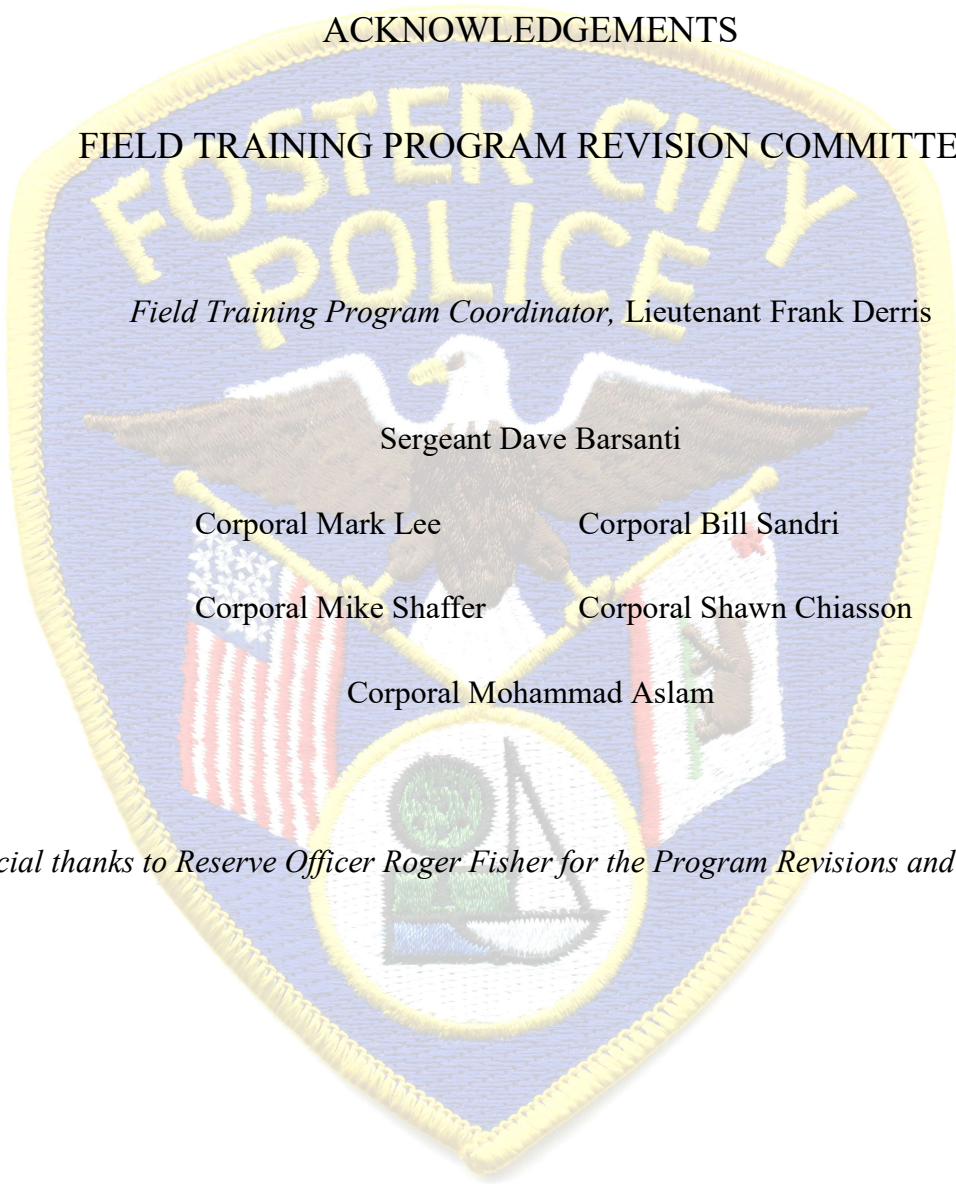


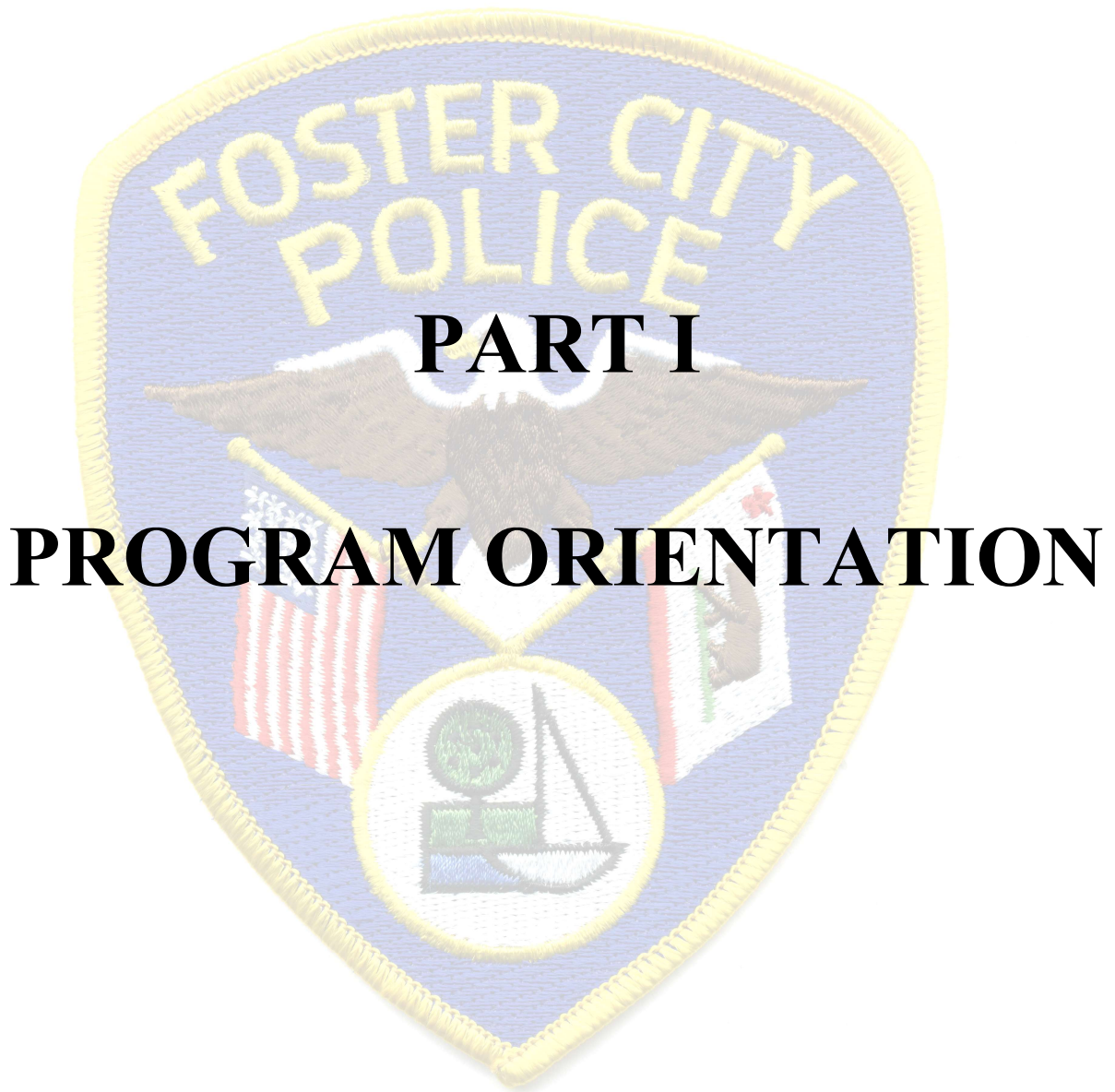
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FIELD TRAINING PROGRAM DESCRIPTION/OVERVIEW

The Field Training Program is intended to facilitate a peace officer's transition from the academic setting to the performance of general law enforcement patrol duties of the Foster City Police Department. Although an officer graduating from the 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 where they can learn from officers who have already gained a great deal of practical patrol experience. The Field Training Program introduces a newly assigned officer to the personnel, procedures, policies, and purposes of the Foster City Police Department and provides the initial formal and informal training specific to the department and the day-to-day duties of its officers. In addition, the Field Training Program facilitates the transition of experienced lateral officers who have a foundation of police experience and who are joining the Foster City Police Department to continue with their career.

Over the course of the program, new officers are assigned to Field Training Officers (FTOs). The FTO is an experienced officer specifically selected and trained to conduct this type of training. It is the responsibility of the FTO to thoroughly review the field training guide materials with the newly assigned officer (henceforth referred to as the recruit officer) and to demonstrate proper professional skills. Recruit officers will be required to perform various, law enforcement and police service duties under the guidance and supervision of their assigned FTO and Watch Commander. With few exceptions, the recruit officer's performance will be evaluated daily by the FTO and monitored by the Watch Commander through daily observation reports (DORs). This one-on-one style of training, coupled with the fact that the trainers must guide the training in real law enforcement situations, sets it apart from any prior academic endeavor.

Field training has a significant impact on the individual recruit officer in terms of imprinting attitudes, style, values, and ethics in carrying out the duties of policing that will remain throughout a career. Because of this, it is probably the most effective influence on the future direction of this agency. The Chief of Police and the Field Training Program Coordinator must, therefore, be certain that the field training program which introduces officers to the agency not only develops the necessary technical skills but also reflects the policing philosophy of this department and the Foster City community.

The field training staff has the monumental responsibility of building the future of the Foster City Police Department through the people they train. To assure success in this task, the field training program must have a training philosophy that ensures that every recruit officer is given the maximum opportunity to show that he or she can do the job. To accomplish this, the program must create a positive environment in which learning is maximized and in which recruit

officers 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 recruit officers be demeaned or ridiculed. Even the least capable recruit officer must be treated with respect and compassion. No recruit officer should ever be treated in a way that deprives that recruit officer of his or her dignity. Every effort must be made to ensure that the stress felt by the recruit officer is caused by the job and not from the words or actions of the FTOs.

The Field Training Program Coordinator and staff have a responsibility to the Foster City community whom they serve. This responsibility requires that the agency trains and retains only the most competent proactive officers. Realizing that not everyone has the capability to perform the complex, demanding tasks of the police officer, if the training staff has done all it can and the recruit officer does not meet the acceptable standards, agency administrators must have the strength to take the necessary action. To do otherwise would be an injustice to the department, the Foster City community, and to the recruit officer.

To accomplish the field training task requires supreme dedication and patience. The feeling of accomplishment will come in watching the recruit officers succeed. If the field training staff have fully carried out their responsibilities, they may see their recruit officers exceed even beyond their own accomplishments.

FIELD TRAINING OFFICER SELECTION PROCESS 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. An officer may serve as an FTO at the discretion of the Chief of Police.

FTO's will be selected based on the following requirements:

- (a) Desire to be an FTO
- (b) Minimum of 18 months of patrol experience and be off probation
- (c) Demonstrated ability as a positive role model
- (d) Participate and pass an internal oral interview selection process
- (e) Recommendation by current supervisors and current FTO's
- (f) Possess a POST Basic certificate

TRAINING:

An officer selected as a Field Training Officer shall successfully complete a POST certified (40-hour) Field Training Officer's Course prior to being assigned as an FTO. All FTOs must complete a 24-hour Field Training Officer update course every three years while assigned to the position of FTO.

FIELD TRAINING OFFICER PROGRAM SUPERVISOR

The FTO Program supervisor should be selected from the rank of sergeant or above by the Field Operations Division Commander or a designee and should possess, or be eligible to receive, a POST Supervisory Certificate. The responsibilities of the FTO Program supervisor include the following:

- (a) Assignment of trainees to FTOs
- (b) Conduct FTO meetings
- (c) Maintain and ensure FTO/trainee performance evaluations are completed
- (d) Maintain, update and issue the Field Training Manual to each trainee
- (e) Monitor individual FTO performance
- (f) Monitor overall FTO Program
- (g) Maintain liaison with FTO coordinators of other agencies
- (h) Maintain liaison with academy staff on recruit performance during the academy
- (i) Develop ongoing training for FTOs

The Field Training Supervisor/Administrator/Coordinator (FTP SAC) 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.

FIELD TRAINING PROGRAM ELEMENTS

The *Field Training Program Manual and Guide* has been designed based on research and input from numerous law enforcement agencies throughout the nation and the state. The following program elements are designed to set minimum standards and requirements for the Field Training Program.

Scope of the Program

The Field Training Program is designed to be completed by regular peace officers who have completed the Basic Academy. In addition, the program is designed to be completed by lateral officers who have general law enforcement patrol experience and who are continuing with their careers with the Foster City Police Department.

Organizational Structure/Chain of Command

The Field Training Program is administered and supervised by the Field Operations Division. This includes the selection, training, and daily supervision of the FTOs, as well as the day-to-day operation of the program. The Field Training Program Coordinator (Training Lieutenant) is responsible to coordinate tasks such as recruit officer/FTO assignments, remediation, review of the daily observation reports (DORs), and the end of phase reports. The Patrol team Watch Commander will observe the recruit officers progress, review daily observation reports and end of phase reports. The Patrol Watch Commander should also be present when end of phase reports are presented to the recruit officer. Patrol provides the framework and virtually all of the opportunity for recruit officers to apply the skills they learned in the academy. Patrol also has a chain of command that demands effective communication with other interested units and divisions (i.e., Administrative Services and the Office of the Chief of Police). Figure 1 represents program supervision by the Field Operations Division.

There is a chain of command that is to be adhered to as long as the business being conducted relates to the field training program and its goals. There may be times when the Training Lieutenant 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 kept intact.

It is important to stress upon each member of the field training program staff a sense of organizational loyalty. As information flows up and down the chain of command, decisions are made and the program runs smoothly. Decisions that are made at an inappropriate level tend to interfere with the attainment of the unit's goals and create feelings of unrest among the members as well as with the recruit officers. Field training program personnel operate as a team and,

consequently, decisions made affect every member of that team. Decisions made at the proper level with sufficient input benefit all.



Figure 1.
Field Training Program Chain of Command

Length of the Program

The Field Training Program is presented in such a way as to provide maximum flexibility in the time required to present its objectives. The program has a total of six phases to provide a recruit officer time to become proficient in general law enforcement patrol duties to the extent that he or she can operate independently of an FTO. The program is designed to be completed in 17 weeks, however any of the 6 phases can be extended to ensure the recruit officer is performing at an acceptable level for that phase. This period also allows some time for the FTO and field training staff to provide further agency-specific training, guidance, and evaluation to the recruit officer. It is incumbent upon the field training staff to work, within acceptable limits, to individualize a training approach for each recruit officer.

Orientation

The Field Training Program shall begin with three-week orientation training (Phase 1), including a ride-along orientation. The primary purpose of this phase is to allow for a smooth transition from the academy, or prior agency assignment to the Field Training Program. The recruit officer's first few days in the field training program may prove to be the most critical in terms of learning and development.

This orientation includes firearms and impact weapon qualification as well as recruit officer demonstrated proficiency in arrest and control techniques. The introduction to the Field Training Program includes a discussion of the goals of the program, the procedures by which those goals are met, and what is expected of the recruit officer in order to attain those goals.

This orientation provides a thorough familiarization with the city and the department, agency personnel and equipment. The orientation represents a training period that is documented and evaluated, with the understanding that the recruit may not demonstrate performance for all rating categories. The training climate consists primarily of exposure wherein the recruit officer learns by seeing, has limited, controlled exposure to doing, and may perform simple or routine tasks.

The goal of this orientation is to give recruit officers a solid foundation from which they can actively enter into the program. Its design is to answer those questions, at the beginning of the program, which in the past have caused recruit officers to assume a passive rather than active role in the training process.

Evaluation Frequency

Each recruit officer'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 impossible.

Evaluations have many purposes. The obvious is to record and document a recruit officer's progress, but there are other purposes as well. Evaluations are excellent tools for informing recruit officers of their performance level at a particular point in time. They are also excellent for identifying training needs and documenting training efforts. Further, they chronicle the skills and efforts of the FTOs. In essence, evaluation represents feedback.

Evaluation should be immediate, constant, and fair. Evaluations come in several ways from several levels of involvement in the Field Training Program. FTOs are expected to complete Daily Observation Reports (DORs) and End of Phase Reports on each recruit officer. The Patrol Watch Commander is expected to review and initial each DOR. Collectively, over the duration of the program, these written evaluations relate a chronological story of performance. These evaluations tell of the recruit officer's successes, failures, improvements, digressions, and the attempts to manage each of these occurrences. These documents are critical in the career of each new officer and should be treated as such. Honest and objective evaluations of recruit officers must be a prime consideration of all members of the field training staff. Part II, sections 1-2 contain more information on evaluation.

Rotating FTOs/Recruit Officers

The Field Training Program is broken into a set of phases or evaluation periods encompassing a certain number of weeks and certain blocks of instruction. The recruit officer training schedule will be developed to ensure assignment to a variety of trainers and shifts, yet will be flexible enough to modify to best serve the needs of the recruit officer and department. The assignment of a different FTO will expose the recruit officer to a variation of training styles and personal approaches to the job. Recruit officers who are having difficulty in the program will sometimes improve their performance significantly after such a change. The Training Lieutenant should consider matching training difficulties of the recruit officer with a specific expertise of an FTO (e.g., a recruit officer having report writing difficulties should be assigned to an FTO who is an exemplary report writer, or a recruit officer who needs exposure to enforcement activity, should be assigned to a shift with a higher number of calls for service). Recruit officers should be rotated to a different shift each phase to provide exposure to the variation of responses that are appropriate at different times of the day.

Field Training Staff Meetings

At or near the end of each phase, the current and next FTOs should communicate to review the progress of the recruit officer and pass on information relative to special training problems and remediation efforts. A requirement that the End of Phase Report (EPR) be submitted on or before the final day of the phase will improve the turnaround time for administering the evaluation to the recruit officer in a timely manner.

Additionally, the field training staff should meet as often as necessary as a group 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.

Special Assignments

As a rule, recruit officers should be under the direction and in the immediate 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 recruit officer 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, detective, records, communications, etc.). A few hours spent in the communications center or at the records 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 special event, should be met by assigning the recruit officers as a group and with as much supervision as practical. These assignments must have the prior approval of the Field Training Program Coordinator whenever possible.

At no time should another officer who has not attended a POST-certified Field Training Officer Course evaluate a recruit officer. Documentation of the special assignment as well as significant training or action that occurred is, however, strongly recommended. This special documentation may be cited on the DOR activity narrative page.

Standardized/Phase Training

In order to maintain a certain level of uniformity, a concentrated effort is made to standardize certain aspects of field training that fall within each category (topic) 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 recruit officer, not only on the recruit officer's shortcomings, but on the training deficiencies of the other FTOs as well. Training must take place before evaluation and must be uniform if the evaluation is to

be valid. FTOs should also recognize a recruit officer's style and understand it may be different from their own. An FTO should demonstrate, but not demand a recruit use the FTOs method (as long as the recruit's tactics are legal, safe, and consistent with the philosophy, rules, and regulations of the Department)

Following the *Field Training Program Manual and 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 the 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 recruit officer's capability to perform the skills or tasks necessary for competent operation of a solo-officer patrol car;
4. The opportunity to train with various FTOs and to be exposed to their various techniques while operating within standardized guidelines.

During each phase, the recruit officer will complete a comprehensive list of tasks designed to assure the FTO of the recruit officer's ability to master a series of specific police skills. The Field Training Program is divided into six phases.

Phase I Is the introductory phase. It consists of the orientation period with three weeks of instruction and training. During this time, the recruit officer will be taught certain basic and agency-specific skills. These include officer safety and other areas of potential liability to the organization and the recruit officer. This phase includes reviewing sections of the vehicle code.

Phase II The important elements of this phase are the molding of the recruit officer'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. A great deal of the recruit officer's ultimate success will hinge on his or her attitude toward the training program and on the image projected by the FTO. The recruit will be tested on Lexipol Policies at the beginning of phases II, III, IV and V. All FTP tests should be completed by the end of this phase.

Phase III is somewhat more complex than the previous phase and is sometimes identified as the phase in which recruit officers begin to shed their unfamiliarity with their new role. It is expected recruit officers will begin handling calls for service with less input required from their

FTO. It is now that they begin to master the skills at hand. The FTO must acknowledge the recruit officer's growing assertiveness and remain constantly aware of the workload, guarding against under or over loading.

Phase IV is characterized by advanced training and the polishing of those skills obtained earlier. Recruit officers will be expected to begin handling patrol details, save those they have not yet been exposed to, without assistance. They should be initiating patrol activities on their own.

Phase V is the final phase of training and includes the investigation of traffic collisions. Less instruction is provided 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 recruit officer is prepared for the final phase.

Administrative Division training is intended to provide the recruit officer with an understanding of the job functions of those assigned to that division. This will be an unstructured week, allowing the sergeants in the division to expose the recruit to a variety of activities. This will permit the recruit officer to see the fruits of his Patrol work as it progresses to investigations and ultimately the District Attorney and court system. This phase may occur at any point in the Field Training Program; however, best fits near the end of the program.

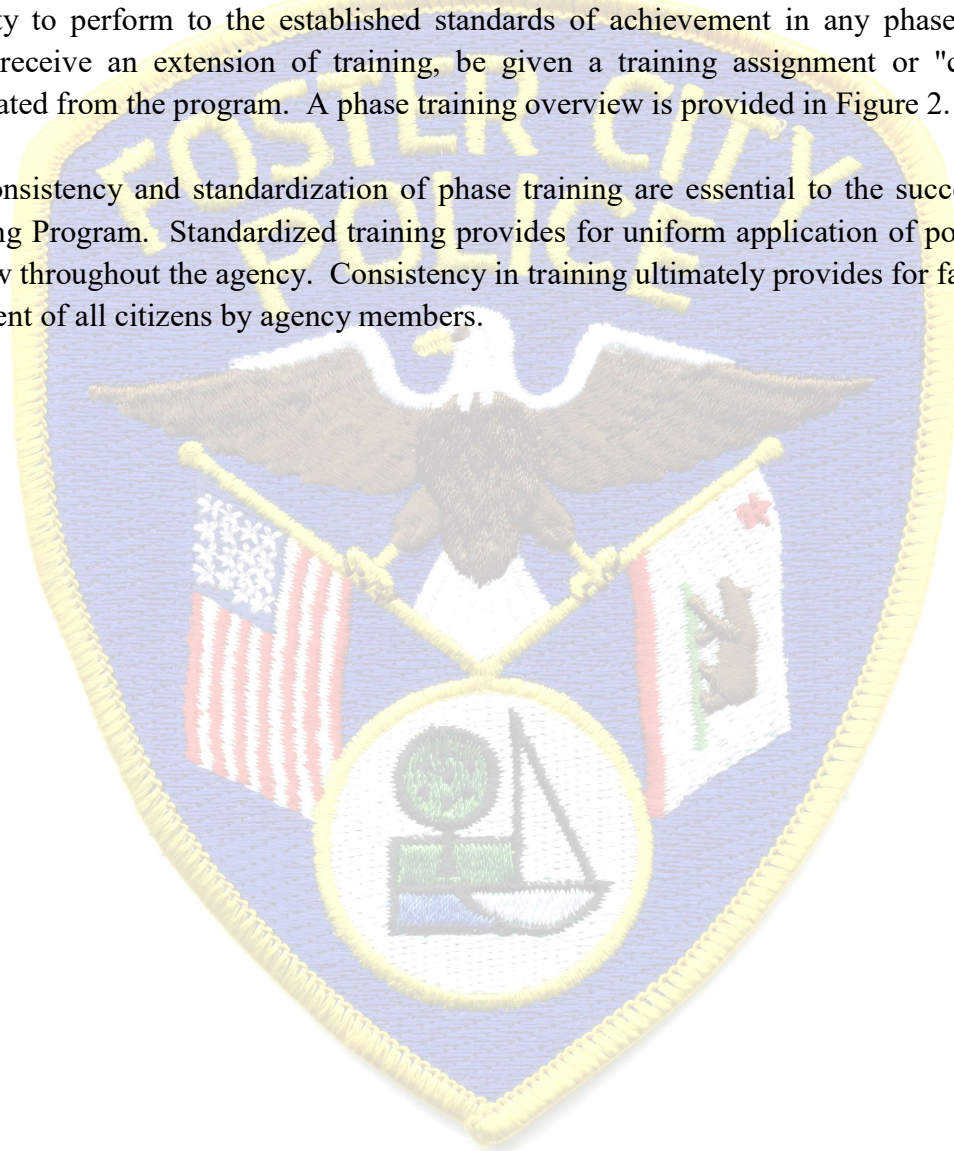
Phase VI is the test phase. It is an evaluation only phase. It generally consists of two weeks of observed patrol activity, referred to as the "shadow period." The training guide should have been completed prior to the recruit officer's entry into this phase. An important aspect of this phase is the recruit officer's intended return to his or her primary FTO for evaluation. This is done so that the FTO who originally observed the recruit officer will be able to evaluate the final product and compare performance levels. To ensure the recruit officer acts as the lead officer during this phase, the primary FTO will observe the actions of the recruit officer while wearing plain clothes, allowing the recruit officer to ride without a uniformed partner. The FTO will not take any action except in instances where their intervention is necessary. This FTO intervention should occur under the following circumstances:

- 1) Officer Safety: If the actions of the recruit officer constitute a hazard or potentially dangerous situation to officers or citizens, then 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 recruit officer'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 Agency, or the FTO: The FTO should not allow an incident to reach the point where a citizen or the FTO becomes embarrassed by the recruit officer's actions. The FTO must not allow the recruit officer to embarrass or bring discredit to the department at any time.

If, at any time, it is determined the recruit officer has demonstrated a pattern of difficulty or inability to perform to the established standards of achievement in any phase, he/she should either receive an extension of training, be given a training assignment or "contract", or be terminated from the program. A phase training overview is provided in Figure 2.

The consistency and standardization of phase training are essential to the success of the Field Training Program. Standardized training provides for uniform application of policy, procedure, and law throughout the agency. Consistency in training ultimately provides for fair and impartial treatment of all citizens by agency members.



FIELD TRAINING PROGRAM
PHASE TRAINING - AN OVERVIEW

PHASE I	PHASE II	PHASE III	PHASE IV	PHASE V	PHASE VI
PRIMARY FTO "A"	FTO "B"	FTO "C"	FTO "D"	FTO "E"	PRIMARY FTO "A"
Daily Evaluations	Daily Evaluations	Daily Evaluations	Daily Evaluations	Daily Evaluations	Daily Evaluations
End of Phase Report	End of Phase Report	End of Phase Report	End of Phase Report	End of Phase Report	End of Phase Report
Orientation period	Lexipol	Lexipol	Lexipol	Lexipol	Phase oral
Ride-Along	FTP Tests complete				Attestation Sign off for Program Completion

Figure 2.

Remedial Extension(s)

As mentioned before, a program duration limit should be determined. It should be understood, however, that problems sometimes occur which make it difficult to always adhere to a set time limit. Sometimes these problems have their source in the recruit officer's performance; other times they are administrative in nature. For whatever reason/s they occur, recruit officers must be given a fair opportunity to prove themselves. The time limits should always be met if not exceeded.

Recruit officers may have their field training extended to allow them sufficient time to master complex tasks necessary to complete the program. This is not a guarantee that every recruit officer has the right to an extension. The decision to extend shall be that of the Field Training Program Coordinator and is usually, although not always, made before the recruit officer enters Phase VI. This decision should be based on a review of performance and other information available as well as the recommendations of the FTOs and the Patrol Watch Commander. The extension is not to be viewed as punishment but as an opportunity to catch up and to have problems remediated.

An extension in the Field Training Program may be handled in several ways. The recruit officer 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 training needs of the recruit officer. This is a difficult time for the recruit officer and a time when he or she might "give up" or "decide" to fail. 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 remediated or corrected. Field Training Program extensions should occur infrequently and should not be granted by the Field Training Program Coordinator unless the probability of success is anticipated. Part II, sections 3-4 contain more information on the remediation process and remedial strategies.

Termination

While we should never give up on recruit officers who have a chance to succeed in a reasonable amount of time, we must respond realistically toward those who do not. The Field Training Program is designed to develop competent, proactive solo patrol officers. This level of competence, unfortunately, is not always reached. Some recruit officers realize that the expectations they had when they began the program were unrealistic or unreachable. Others can perform many, but not all, of the multiple tasks required of solo patrol officers. While, still others are simply unable to deal with the stress of the job. Whatever the reason/s, the truth is that some recruit officers just will not make it.

If during the Field Training Program it is concluded by consensus that a recruit officer should be recommended for termination, it then becomes necessary that all documentation having bearing on an eventual decision be gathered. This documentation summarizing the recruit officer's performance should include conclusions and recommendations concerning retention or dismissal; reflect the writer's (FTO) point of view and not be influenced by other's opinions; and reflect positive as well as negative aspects of the recruit officer's work.

The recommendation to the Field Operations Captain to terminate a recruit officer should be made only after all submitted reports are reviewed by the FTOs involved, and the Field Training Program Coordinator. The recruit officer should be advised of the pending recommendation only after all the documentation has been submitted through the chain of command to the Chief of Police. It shall *not* be the FTO's role to notify the recruit officer of his/her impending termination but that of the Training Lieutenant and the Field Operations Captain. The recruit officer should be given the right to speak to anyone he/she wishes in the chain of command. Many recruit officers will elect to resign prior to being terminated from the program. Even if the

recruit officer resigns, all memorandums, reports, and 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 the performance of the FTOs and the relevance of the program itself. Critiques completed by the recruit officers 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 recruit officer. These critiques offer a means of self-evaluation for the FTOs.

The recruit officer shall critique the FTO at the completion of that FTO's training phase. The critique will be documented in writing by the recruit officer, who will complete the FTO Critique Form. The recruit officer will retain the FTO Critique Form until the conclusion of the FTP, at which time all the forms will be submitted to the Field Training Program Coordinator. The Critique Form is structured so that the recruit officer is encouraged to offer candid opinions concerning the training program and the FTO's performance as an instructor. This FTO Critique Form is intended to establish complete and positive communication between those involved in the training program. Recruit officers should be informed that confidentiality is the key to the success of the FTO critique process. FTOs should not be shown a completed Critique Form, nor should any specific comments made by a recruit officer be directly provided to an FTO. The Field Training Program Coordinator should provide the information from the critiques to the Field Training Program staff in the form of general training and improvement material.

The Field Training Program Coordinator may wish to retain these completed FTO Critique Forms in a file to use in preparing their performance evaluations of the FTOs as training officers.

Documentation

Various forms and reports are necessary to ensure proper documentation. The forms used in the Field Training Program are found in the TEAMS Electronic Field Training Management Program and SharePoint on the Department Network. Admittedly, there is a lot of paperwork involved in field training. This paperwork is necessary, as complete records are essential. As new innovations occur which are incorporated into the program, these forms will undergo revision. 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. Retention of these forms and records is based upon department need.

ROLE/EXPECTATIONS OF RECRUIT OFFICERS

Role of the Recruit Officer

The role of the Field Training Program recruit officer is to demonstrate the ability to perform at a solo patrol officer level by the end of the Field Training Program. This is the standard by which the recruit officer will be measured throughout the training program.

The recruit officer'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 recruit officer's life. The Field Training Program staff will make every effort to provide the tools necessary for the recruit officer to succeed in this task. Recruit officers must simply give their best effort each and every moment they are assigned to the program.

Expectations of Recruit Officers

Recruit officers are to be respectful to the Field Training Officers and other program staff. The FTO's direction is to be accepted and followed at all times. If the recruit officer believes that a specific order is improper, or an evaluation is not fair, he/she should discuss it with the FTO. If the recruit officer is still unable to resolve the issue, the recruit officer should ask to meet with the Patrol team Watch Commander. If the recruit officer still has a concern or problem, the recruit officer may ask the Patrol Watch Commander to set up a meeting with the Field Training Program Coordinator. The Patrol Watch Commander shall notify the Field Training Program Coordinator and a meeting shall be scheduled.

Recruit officers will complete all assignments in a prompt, timely manner. They will follow all policy and procedures, as outlined in the *Field Training Program Manual and Guide* and the *Lexipol Policies*.

Recruit officers should ask questions when they arise. FTOs are an information resource and recruit officers should not wait for the FTO to cover an area of concern they may have. **Recruit officers 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, recruit officers should not respond to police calls, nor should they conduct police investigations unless the situation is life threatening. Recruit officers should discuss these types of situations with their FTO and follow department policy when dealing with off-duty situations.

Recruit officers will receive Daily Observation Reports and End of Phase Reports. Recruit officers should use these forms to track their progress and to help identify any areas requiring additional effort on their part. Recruit officers should be open and honest during these reviews. Should any problems arise that cause concern, they should be discussed during these times.

Recruit officers 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 counterproductive to the Field Training Program itself.

Recruit officer's relationships with Field Training Program staff (including other recruit officers and FTOs) shall be respectful and strictly professional, both on and off duty, while they are going through the training program. Dating and socializing between the recruit officer and FTOs is prohibited unless the relationship began before the recruit officer was hired or assigned and the Chief of Police and the Field Training Program Coordinator are aware of the relationship.

ROLE/EXPECTATIONS OF FIELD TRAINING OFFICERS

Role of the Field Training Officer

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

The essentials of the FTO's role are that he/she apply the techniques of coaching by providing a role model to follow and giving encouragement and direction to the recruit officer to apply what has been taught. This is followed by giving feedback on the recruit officer's performance. As the training proceeds, an evaluation of the recruit officer's suitability to be a law enforcement officer will take shape in the mind of the FTO, because he/she is closest to the performance or product that is being evaluated. It is important that this assessment have a positive impact on the performance of the recruit officer. The FTO's appraisal of the recruit officer's abilities should always be followed with positive reinforcement and encouragement to continue good performance or an adjustment of training techniques or presentation to meet the needs of the recruit officer.

The system that effectively identifies and selects qualified personnel to be Field Training Officers 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 that not only set very high standards for themselves but for the recruit officers as well. In discussing the role of the FTO, although high standards are desirable, the recruit officer must measure up to the standards of the Field Training Program, not higher standards set by the FTO.

It would be impossible to list every conceivable aspect of the FTO's role in this guide. They can change hourly or sometimes by the minute. FTOs must be flexible and able to change as the challenges change; otherwise, the recruit officer, the program, and the agency will suffer. A weak FTO can disrupt the entire training process. A great deal of trust and responsibility go with this assignment and each member of the Field Training Program must be willing to accept it.

Expectations of Field Training Officers

Teaching/Training

Any officer who becomes a Field Training Officer must commit to the philosophy of teaching. The most obvious function of the FTO is that of a teacher. In most cases this teaching will occur in the field under actual conditions. Other times teaching may occur during casual conversation. Teaching may also occur in a formal classroom environment using lesson plans and audiovisual aids. The fact is FTOs will spend much of their time teaching, even when it does not appear to be an obvious activity. As teachers, FTOs should be willing to accept the responsibility for the progress of the recruit officer, or lack of it, until they can identify any other uncontrollable factors that are the cause of the recruit officer's performance.

FTOs should recall how they felt when they began training and, consequently, they may appreciate the recruit officer's state of mind. The recruit officer's problems and fears can be allayed by the simple application of understanding from the FTO. The recruit officer should not be pampered but, instead, treated in a professional, realistic, objective, friendly, and empathetic manner.

FTOs should immediately establish a good training relationship with the recruit officer. There should be a clear understanding of the FTO role and the recruit officer role, and it should be explained to the recruit officer. The sooner recruit officers 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 recruit officer. Sufficient flexibility has been built into this Field Training Program so that the individual needs of the recruit officer and the

organization can both be met. It is expected that the new employee has the necessary qualities to succeed and, with effective training, the majority of them will successfully complete the Field Training Program.

FTOs training methods should be conducive to producing a successful recruit officer. This point cannot be overemphasized. Frequently, ineffective or counterproductive stressful training methods can seriously alter a recruit officer's self-image. The uses of loud or profane speech or humiliation tactics are not acceptable conduct. These methods do not contribute to the learning environment, nor do they place the recruit officer in a proper state of mind.

FTOs should reinforce positive attributes and accomplishments instead of downgrading weaknesses. Recruit officers respond more quickly to a positive statement than to a negative one. Above all, within the limits of good judgment, FTOs should use realistic and established training methods that are conducive to the recruit officer'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 agency policy and procedures. FTOs should set examples by virtue of their knowledge, deportment, and appearance. They should remember that recruit officers will be products 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.

Role Modeling/Attitude

FTOs must be positive role models! This is done by maintaining a professional demeanor and appearance, adhering to rules and regulations, and having a positive attitude toward the agency, training program, job, and recruit officer.

During the orientation process, and each time a recruit officer is introduced to a new FTO, the FTO should establish a friendly, open, and professional rapport with the recruit officer. Development and learning are enhanced through effective communication. Rapport is extremely important to communication because people are not likely to share their ideas, questions, or feelings unless they feel their listener is open or empathetic to them.

FTOs should also convey an open and positive attitude that recruit officers can succeed in the training program. Recruit officers are not likely to develop when they feel or are told that success is not possible. Recruit officers 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 an even chance to succeed. FTOs should expect recruit officers to succeed.

It is particularly important that a FTO maintain a positive and objective attitude when assigned a recruit officer who has not performed well with another FTO. The subsequent FTO must give the recruit officer every opportunity to succeed in that: (1) the recruit officer 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, in and of itself, be sufficient to elicit an acceptable performance from the recruit officer. The emphasis should be placed on developing a competent, proactive solo patrol officer, rather than on finding a way to discharge the recruit officer.

What FTOs expect from their recruit officers and how they (the recruit officers) are treated largely determines the recruit officer's career success. Recruit officers, 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 recruit officer. It is virtually impossible to do this in that messages are constantly being conveyed through one's actions, mannerisms, expressions, tone of voice, and omissions. People 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 not what the FTO says but how the FTO behaves.

The goals of the program, the agency, the recruit officer, and the FTO can be simultaneously achieved through open, honest, professional, and positive attitudes.

Evaluating

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. If FTOs cannot evaluate, then 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 remedial training, evaluation sessions, and feedback as necessary. The principle element of effective evaluation is objectivity. The principle goal of evaluation is documentation. 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.

Field Training Officers should not discuss their recruit officer's progress with other agency 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 recruit officer's performance are discussed and documented. They should also ensure that the comments are based on direct observation and not on speculation.

Researching

FTOs must be able not only to identify remedial training needs but also must be able to provide that remediation in most instances. They must be able to use or identify the proper resource(s) to bring about the desired learning. This aspect of the job is sometimes time consuming but is a primary aspect of the field training process. Resources to consider include professional literature, reference manuals, area experts, supervisors, other FTOs, other department personnel, and the Field Training Program Coordinator.

Counseling

FTOs will often be placed into the situation where they become the problem solving resource for the recruit officer. This may include a recruit officer's personal problems as well. Normally, the best way to accomplish this is through counseling. FTOs must develop the skill to help recruit officers solve their own problems. By allowing them to discuss issues and by gently guiding them through these issues, many of the recruit officer's problems can be solved. Empathy is an

imperative FTO quality and one that will continue to build rapport and provide the ability to solve problems.

Staff/Administrative Activities

On occasion, FTOs will be called upon to perform some staff duties. These may include reorganization of program functions, a teaching assignment, or another necessary duty that would help improve the agency and/or program.

Inspecting

FTOs are responsible for the inspection of their recruit officer's uniform and equipment as well as approval of all paperwork. Discrepancies may also be brought to the FTO's attention by a supervisor for correction by the FTO or recruit officer.

Disseminating Information

FTOs must make sure their recruit officers are receiving all the necessary information. They are also responsible for making sure recruit officers record this information and have it available upon request.

Field Training/Scenarios/Role Playing

Field Training Officers are expected to instruct, demonstrate, or discuss each of the performance objectives within the field training program curriculum. Due to various reasons, not all of these objectives will be met by an actual call for service or through a written or verbal test. Hence, scenarios or role-playing must be used to demonstrate and evaluate recruit officer performance.

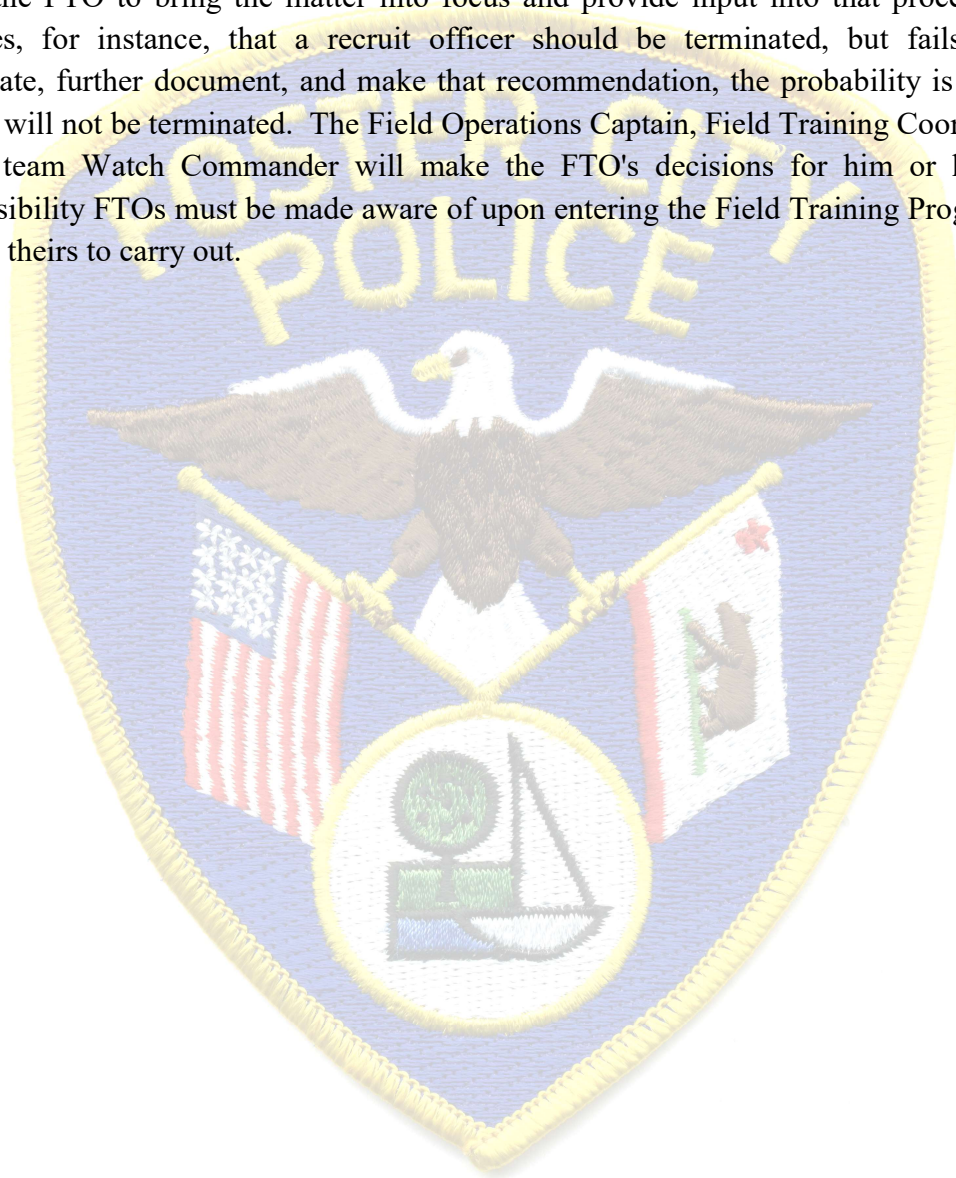
FTOs are expected to conduct these exercises under the following conditions:

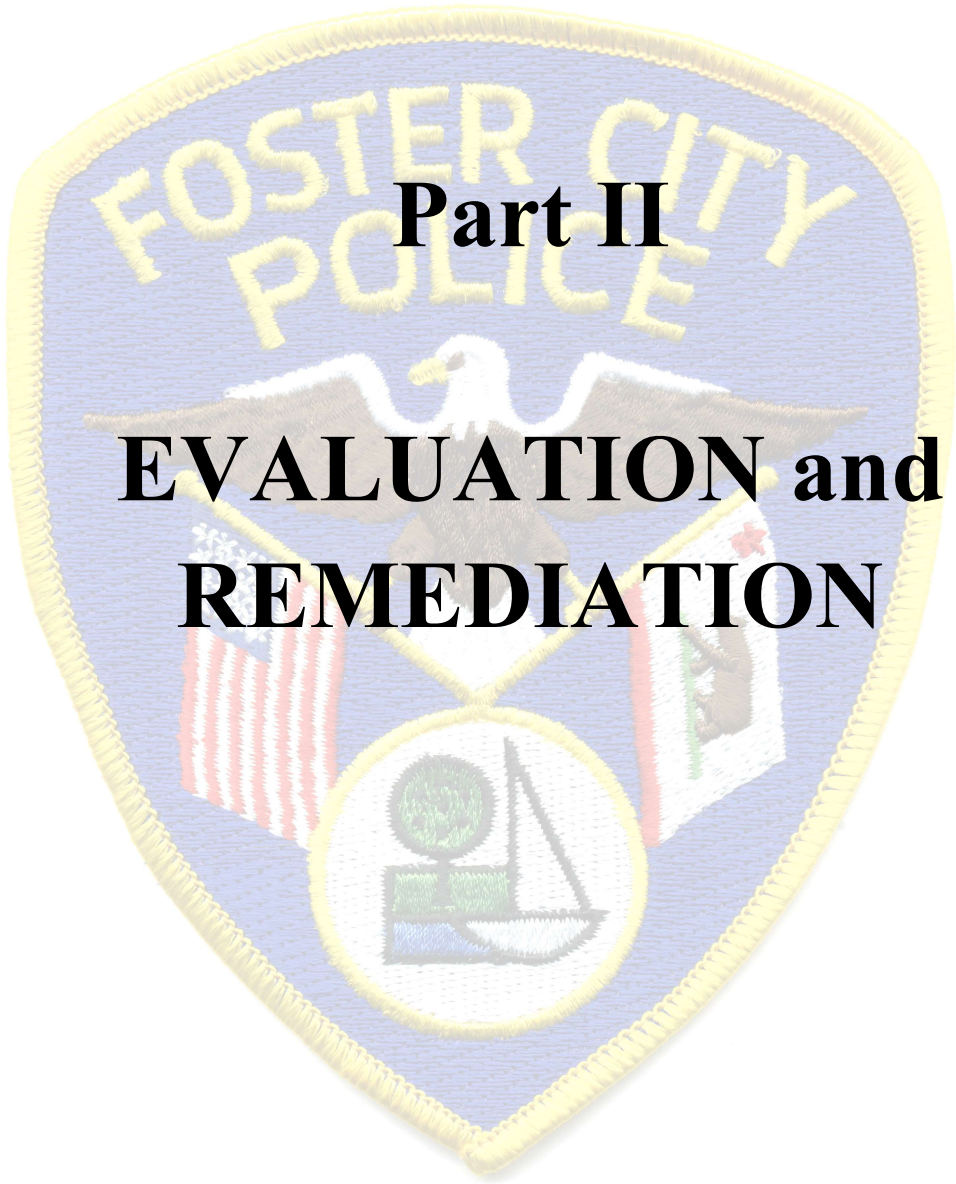
- 1) FTOs will not set up training scenarios without the approval of the Field Training Program Coordinator and/or team Watch Commander and without notification of other potential involved parties (i.e., dispatch, neighboring agencies, etc.).
- 2) Recruit officers will always be told when a training exercise is a mock situation.
- 3) Loaded weapons will never be used in training scenarios.

Additionally, FTOs should never attempt to agitate or anger civilians or prisoners for the purpose of seeing how a recruit officer deals with conflict.

Recommending

FTOs are responsible for the initial recommendation of extension, termination, or release to solo assignment. The decision to terminate will be made at a higher level within the agency but it is up to the FTO to bring the matter into focus and provide input into that process. If an FTO believes, for instance, that a recruit officer should be terminated, but fails to document, remediate, further document, and make that recommendation, the probability is that the recruit officer will not be terminated. The Field Operations Captain, Field Training Coordinator, nor the Patrol team Watch Commander will make the FTO's decisions for him or her. This is a responsibility FTOs must be made aware of upon entering the Field Training Program and it will remain theirs to carry out.





EVALUATION

During the field training process, recruit officers must be guided, directed, and made aware of their progress through written evaluations. In this model, the written evaluations include Daily Observation Reports (DORs), and End of Phase Reports (EPRs). The DORs are the most crucial of the written evaluations. These evaluations must be consistent, objective, and administered in a manner that promotes good performance and progress throughout the program. The learning goals and performance objectives in the *Field Training Guide and Manual*, the judgment used by the recruit officer, and the skills, knowledge, and competency demonstrated in performing the job-related duties of a patrol officer will serve as the basis for these evaluations.

The Process

Each recruit officer shall be evaluated in a number of categories which, when taken together, reflect the totality of the job for which the recruit officer was hired (this guide is designed to reflect general law enforcement patrol duties and community policing).

Using relevant job-related categories, *What* is to be evaluated are identified. *How* to rate these categories now becomes the issue. *How* is based upon the employee's performance as measured against Standardized Evaluation Guidelines. The SEGs, as they are called, have been established to ensure each FTO's rating of a recruit officer will be equal and standard throughout the program. They are designed to provide a definition, in behavioral terms, of various levels of performance. The SEGs must be applied equally to all recruit officers, regardless of their experience, time in the program, or other incidental factors. SEGs are provided for every category listed on the face sheet of the Daily Observation Report (DOR).

Standardized Evaluation Guidelines

Because law enforcement, like so many other professions, has within it a wide variety of techniques and procedures, it becomes extremely important that standardization of performance appraisal occurs. Evaluation without standardization is not possible. In order to promote standardization of the evaluation process within each agency, there is a need to articulate and document reference points. These reference points need to be properly articulated to explain the rationale supporting a numerical score of "1" (Unacceptable), "4" (Acceptable), or "7" (Superior).

The categories selected for rating, (1) cover the totality of what an employee is required to do and (2) should be anchored in behaviorally descriptive terms. The language in the SEGs does not include everything that would represent the various levels of performance. The descriptors

are designed to serve as examples to direct the rater's thinking in a certain direction. If every conceivable aspect of behavior in each category were included, it would be unlikely that the FTO could become conversant with all the language due to the sheer volume of information. It is of paramount importance that each rater (FTO) use the Standardized Evaluation Guidelines in the rating (evaluation) process. The SEGS can be found in the TEAMS Program or in the Recruit Manual.

Rating Behavior/Performance

As has been presented, each category listed on the Daily Observation Report is accompanied by a set of SEGS. The FTO's role is to examine the recruit officer's performance and choose the appropriate description as provided in the relevant SEG. The FTO selects the description that "fits" the behavior that they are evaluating, i.e., 1, 4, 7 anchor. Experience tells us that performance does not always "fit" into the nice, neat box as represented by the SEGS. A recruit officer's performance may be somewhat better or worse than those descriptors. In these cases where behavior is not "anchored" by the SEGS, the FTO must select the score. Although this may appear subjective, most FTOs will select one score over another because they are familiar with the job and have been trained to know "what it is supposed to look like". The most difficult part of the evaluation process for FTOs is to surrender their own opinion of what the recruit officer's performance should be. FTOs **MUST** rate the recruit officer pursuant to the language in the guidelines if the recruit officer's performance is consistent with the language of that guideline. **FTOs shall have no discretion in this matter.** It is the only way that objective evaluations will be accomplished. If each evaluator (FTO) uses the same measuring device (SEGs), you should see the same results, the same scores.

Common Performance Evaluation Errors

The evaluation process is a tool and, like any tool, if it is used in a way other than how it was designed to be used, it will not be effective. There are a number of common performance evaluation errors which, if present may destroy the goals of the program and the morale of its participants.

If the objectivity of the evaluation process is called into question, it is most likely because a rater or raters (FTOs) did not follow the guidelines and one or more of the following "evaluation errors" crept into the evaluation process.

The **ERROR OF LENIENCY** occurs when the rater assigns scores beyond those which are deserved. In an FTO program, this often occurs because the FTO introduces the variable of "experience" or the amount of time the recruit officer has spent in the program. In other words,

the FTO recognizes the performance as less than adequate, but considers it "OK" given the amount of experience the recruit officer has had. The same performance, seen several weeks later, may result in the awarding of an unacceptable score. If the performance does not change, the score should remain the same regardless of how long the employee has been in the program. Standards don't fluctuate.

The **ERROR OF PERSONAL BIAS** (also called the Halo or Horns Effect) occurs when the rater allows personal feelings about the employee to affect the ratings. Particular "likes" or "dislikes" limit appraisal objectivity. What is rated in the Field Training Program is whether or not an individual can do the job as described. This is seen most often when FTOs are not familiar with the guidelines and with the language therein.

The **ERROR OF CENTRAL TENDENCY** is seen when the rater routinely "bunches" scores toward the center of the rating scale. Some FTOs, not wishing to take the time to document, will assign scores of 3, 4, or 5 routinely to avoid the "mandatory" reporting rule. Central tendency errors also occur when the rater does not give close attention to performance and, to be on the "safe side," or to avoid any controversy, rates in the middle of the scale.

The **ERROR OF RELATED TRAITS** happens when the rater gives the same rating to traits that he/she considers related in some way. The value of rating each trait separately is lost and the overall rating loses specificity.

EVENT BIAS comes into play when one or two traits (or a particular behavior) dominate the appraisal. The rater may evaluate all remaining traits based on the dominant trait or performance. An outstanding bit of work or a severe mistake, not treated as an individual occurrence, may bring about the Halo/Horns Effect.

"NO ROOKIE EVER GETS A 7"(or Exceeds Standards, Superior, etc) is a belief too often expressed. The SEGs should be based on real-life experiences and should not reflect artificial standards. While it may be difficult for many recruit officers to perform at a Superior level in a number of categories, that score could be attainable for some. There is no place for unrealistic expectations/ goals in a job-related performance evaluation system.

"NOT ENOUGH" improvement to get a higher score is a judgment that an FTO may make when the recruit officer's performance is slightly better than that described as "needs improvement" performance in the SEGs. This posture is in violation of a rating rule that is part of the behavioral anchor approach. Any time performance exceeds the guideline definitions; the improvement must be graphically displayed. In other words, it must be "visible to the eye" via a greater score.

The **"ROOM TO GROW"** theory has been around for a long time, too long as a matter a fact. The evaluator, wanting to "motivate" the recruit officer to work harder, assigns a score less than what the employee deserves. As human beings we know when we have done well and not so well. When someone fails to get the recognition that they deserve they experience a loss, rather than a gain, in terms of motivation.

AVERAGING SCORES has no place in an evaluation system. FTOs who assign a score based on an average of the recruit officer's performance for the day have selected a score that is not accurate nor is it indicative of the true nature of performance. A recruit officer, stopping at thirty or more traffic lights during the day, goes through one without stopping. Some will say that "on the average" the recruit officer obeys traffic signals and an acceptable rating is given. It is not acceptable to go through a red light but the score suggests to the recruit officer that it is "OK". Additionally, no one will know what the recruit officer did unless the FTO includes a written comment about the fault. **Inconsistency results when the rater assigns an acceptable score but documents unacceptable performance.**

FTOs are often uncomfortable about giving an Unacceptable rating when a recruit officer has performed well in an area throughout the day with one or two exceptions. Objective evaluation requires that the rater acknowledge the mistake(s) by assigning a score less than acceptable. The FTO does not want to appear "picky" to the recruit officer, particularly with one who is doing very well, is in the latter stages of the program, and will likely be retained. The FTO **must** give the recruit officer an Unacceptable rating in an area regardless of how minor or infrequent the mistake when weighed against the recruit officer's otherwise good performance. The FTO will mediate any hard feelings on the part of the recruit officer by adding documentation that acknowledges the good performance as well as the mistake.

Finally, there are other errors that FTOs must guard against. These are biases that have a tendency to influence us when rating the performance of another. Taking into account a person's standing in the academy class; his or her relationship to another member of the department; the presence or absence of educational achievement; his or her age, gender, race or sexual orientation; physical appearance; etc. are only a few of a person's characteristics that dilute objectivity. Performance-related evaluations tend to be more objective and to center on what the individual does rather than who the individual is. Employees want their performances, not their personalities, discussed during a performance review. In this way, defensiveness on the part of the person being rating will diminish and the rater will be able to avoid these common appraisal errors.

The only measure that an FTO should use when evaluating the behavior and performance of a recruit officer is the Standardized Evaluation Guidelines. The objective rater deliberately avoids all of the many other subjective influences that are present.

Evaluation Comments/Narratives/Documentation

To make the most effective use of the narrative portions of written evaluations, it is important for the FTO and Patrol Watch Commander to remember four "goals" of documentation. To meet these goals, the documentation should be:

- (1) CLEAR
- (2) CONCISE
- (3) COMPLETE
- (4) CORRECT

The following suggestions will aid the FTO and Patrol Watch Commander in accomplishing these goals.

1. **Set the stage.** Provide a description of the situation or conditions that are present when the recruit officer performs. This will allow the reader to more fully understand why the FTO is pleased or unhappy with the behavior.

Example: The recruit officer, using excellent defensive driving techniques, brought an eighty-mile-an-hour, high-speed chase to a successful halt.

2. **Use verbatim quotes.** It is sometimes clearer to report what was said rather than attempt to describe the effect of the words.

Example: The recruit officer, when logging an arrestee's property and finding \$535 in his wallet, remarked, "Where does a low life jerk like you get this much

money?" This angered the arrestee and resulted in an unneeded physical confrontation.

3. **Report the facts, avoid conclusions.** Let the facts speak for themselves. Do not form conclusions unless they are clear from the facts.

Example: The recruit officer lacks motivation or confidence. Despite training in vehicle violation stops, the recruit officer, although admitting that he saw the violation, had to be told to make these stops on five separate occasions.

4. **Remember your audience.** Who is going to read this report? Your boss will. How familiar with the recruit officer's behavior is your boss? Could it be a Federal District Judge or a member of the Federal Appeals Bench, an attorney for a recruit officer, a member of the union, or your immediate supervisor? Write as though someone other than the recruit officer will read your documentation.

5. **Watch your grammar, spelling, and legibility. Avoid slang, jargon and swearing.** Your credibility and professionalism are at stake. Be a good role model!

6. **Speak to performance, not personality.** Criticize the act, not the person. Criticizing the person brings about defensiveness. While more difficult to do in written vs. verbal form, the "Impersonal" style of documentation relieves some of the stress.

Example: Rather than write that "You did a poor job of handling call..." try "Recruit Officer Jones did a poor job of handling, etc..."

7. **Use lists, if appropriate.** The use of a "List" approach will sometimes save time and space.

Example: The recruit officer, when asked, failed to accurately identify the following 10-code definitions: 10-7, 10-8, 10-16, 10-27, 10-28, 10-29, 10-35, and 10-62.

8. **Think remedial.** What has been tried, how did it work, what will you try next? Got a plan or idea? Document it and the results thereof.

9. **Use quantification whenever possible.** Quantification or the documentation of a standard that is familiar to every reader adds clarity to the documentation.

Example: It took Bill five tries to successfully complete a burglary report. See attached.

10. **Do not predict.** Avoid statements such as "I am sure that Officer Jones will, with a little more effort, be able to master the radio" or "The recruit officer's skills will no doubt improve as the weeks go by." Rather than make statements of this nature, the FTO should write what the behavior should produce, i.e., "When Officer Jones can complete reports of this nature within 30 minutes or less he will be performing at an acceptable level." Predictions set up false and inaccurate expectations and goals.

Writing narratives should be no mystery to any person selected to be an FTO. If an FTO can write an acceptable report, he/she can write an evaluation narrative! A way to keep documentation of this type in perspective is to write as though you are telling a story to a close friend or co-worker who was not present when the behavior was observed. Would you include all the details or talk in generalities? When in doubt, reread what you have written and then ask yourself if you would REALLY know what happened from what you have written. Another excellent approach is to have another FTO or your supervisor read your narrative. Do they have any questions? If so, your documentation may need some additional work.

Discussing Evaluations

The FTO and recruit officer's discussion of the evaluations is an extremely important aspect of the Field Training Program. Merely completing the evaluation and having the recruit officer sign it will not achieve the objectives of a proper evaluation. Failing to hold a discussion serves to destroy the practical aspect of the evaluation system.

To preserve this practical aspect and put it to use, the performance evaluation must:

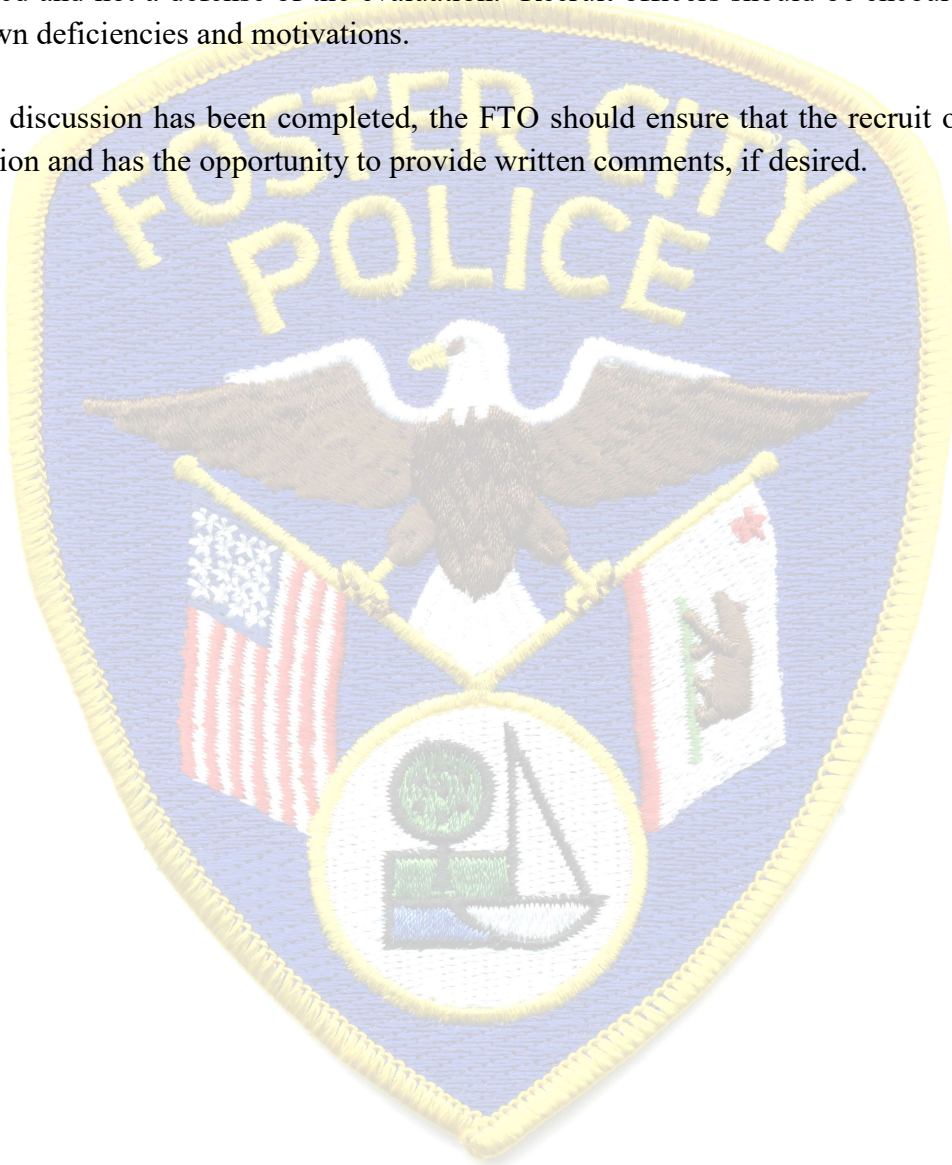
- 1) Be understood and accepted by the recruit officer. This does not mean the recruit officer has to be in agreement with the entire evaluation.
- 2) Be the basis for plans to help the recruit officer improve performance as needed.
- 3) Give the recruit officer recognition for strong points and also call attention to weak areas.
- 4) Result in a better understanding between the FTO and the recruit officer.

FTOs should allow ample time to discuss evaluations with recruit officers. Discussions should be held where privacy can be maintained with little or no interruptions. These discussions

should be a "two-way conversation". Recruit officers should be encouraged to express how they feel.

FTOs should listen to what the recruit officers have to say and not show disapproval when they do respond to the evaluation. FTOs should get across the idea that performance is being discussed and not a defense of the evaluation. Recruit officers should be encouraged to analyze their own deficiencies and motivations.

Once a discussion has been completed, the FTO should ensure that the recruit officer signs the evaluation and has the opportunity to provide written comments, if desired.



PERFORMANCE EVALUATIONS

Daily Observation Report (DOR)

The Daily Observation Report is to be completed by the FTO at the end of each and every shift the recruit officer is assigned to work during field training, including days where no evaluation is given (i.e., the time spent in the Administrative Division, days off sick or injured, etc.). The DOR is used to record the recruit officer's performance, specific training or instruction presented, and any other information of importance related to the recruit officer's activities in the training program that day.

This report is the permanent record of the recruit officer's progress in terms of his/her performance and knowledge, the improvements that are needed, and the FTO's efforts to bring about change. It is the principle document used for determining the recruit officer's status in the program.

The form shall be completed at or near the end of each shift unless unusual circumstances exist. It is important that this documentation be provided as immediate feedback to the recruit officer.

The DOR is designed to rate observed behavior with reference to a numerical scale (i.e., 1,4, and 7). The form lists specific categories of behavior (i.e., officer safety, driving skill, appearance, etc.). Each category must be rated or an indication made that the performance was "not observed" (N.O.) during the shift covered by that DOR. The numeric rating, based on the Standardized Evaluation Guideline for each category, is recorded by marking the appropriate number. Ratings such as Unacceptable, Below Standard, Far Exceeds Standards, and/or Superior should be explained on the narrative portion of the report.

There is a "D.R." box that signifies the Daily Rating. The recruit officer should write the number of the corresponding rating scale for each category in each box. This ensures the recruit officer reviews the rating scale and is familiar with the rating he/she receives. This is only for the hard copy master template DOR form.

DORs have "N.R.T." boxes on the form. "N.R.T." means Not Responding to Training. In addition to a numerical rating in the particular category, this box may also be marked or the box alone may be marked. N.R.T. is assigned after reasonable remedial efforts have failed to result in improvement. Citing N.R.T. is a serious step and is considered a "red flag" for the recruit officer and should get the commanding staff's attention. Simply put, if improvement is not made, termination may result. It is expected that there will be significant documentation about the problem before this step is taken. The decision to assign N.R.T. is somewhat subjective but one that can be reasonably justified. The rater must first get a sense of the difficulty of the task.

Is it an easy task or one that is rather difficult to learn? Once the difficulty or complexity is known, the rater then must get an idea of how many tries the recruit officer has had at task completion. What the FTO should be searching for in this process is the presence or absence of balance (i.e., Has the recruit officer had enough opportunities to complete the task given the difficulty?). If the answer is "Yes", N.R.T. is appropriate. If "No", continue with remediation.

Note: The FTO must be sure that any remediation that may have been given is perceived as that likely to bring about the desired change. The quantity and quality of remediation will be examined to ensure that the strategies employed would likely lead to improvement.

The "R.T." on the DORs refers to remedial training and the time spent by the FTO in the correction or review of previously taught information or procedure. When remedial training time is spent in any one category, the FTO shall record the number of minutes in the appropriate box. The amount of time the FTO spends is based on an estimate and does not have to be specific. A "reasonable" estimate, one that is reasonable to the recruit officer as well, is all that is required. Part II, sections 3-4 contain more information on remedial training and strategies.

The reverse side of the DOR is designed for narrative comments, including an accounting of the recruit officer's activity. Both negative and positive performance should be noted by the FTO. Steps taken to assist recruit officers in improving their performance should also be noted here.

All Daily Observation Reports are to be signed and dated by both the recruit officer, and the FTO, as well as reviewed and initialed by the Patrol Watch Commander and Training Lieutenant.

End of Phase Report (EPR)

At the end of each phase of training, FTOs will complete an End of Phase Report detailing the recruit officer's significant strengths and weaknesses, as well as a list of specific training provided during the phase, with recommendations for training needed by the recruit officer during the upcoming phase of instruction.

In this report, FTOs will indicate their judgment as the actual level of performance demonstrated by the recruit officer. The FTO and Patrol Watch Commander should discuss the EPR with the recruit officer. The EPR should be signed and dated by the recruit officer, the FTO, and the Patrol Watch Commander. The EPR should be reviewed and initialed by the Training Lieutenant, and reviewed by the recruit officer's next FTO. Special training problems should be clarified and addressed with the development of a specific training regimen for the next phase of instruction.

Phase Oral Board

After each phase after assuring that all the materials from the field training manual have been covered and signed off and after personally observing the recruit officer's acceptable performance in **all** of the functional areas or categories, the FTO will conduct an end of Phase Oral Board. The Phase Oral Board will be comprised of personnel who are FTOs, Supervisors, or Lieutenants. The purpose of the Phase Oral Board is to determine the recruit officer's readiness for the next phase. If the board determines the recruit officer is not yet prepared for the next phase, they will notify the Training Lieutenant and specify the training areas needing remediation. The Training Lieutenant will assign the recruit officer to an FTO to address the specified weaknesses and may extend the current phase to allow time to address the issues. Upon completion of phase (6) a final phase oral will be conducted. Upon successful completion of the Phase Oral Board, a Competency attestation must be completed.

Competency Attestation

It will be the responsibility of the Training Lieutenant, upon the recruit officer's successful completion of the Phase Oral Board, to complete a competency attestation of the recruit officer's ability to perform the duties of a solo patrol officer. This document will include: acknowledgement of the recruit officer's academy completion, a list of the recruit officer's FTOs, an attestation of field training by the primary FTO and Training Lieutenant, and a signature of the recruit officer to acknowledge he/she was provided the training detailed in the Field Training Manual and his/her responsibility to know the contents of the Lexipol Policy. This form should be routed through the chain of command and become a permanent part of the recruit officer's personnel file.

REMEDIAL TRAINING

Every FTO knows of his or her obligation to train and evaluate, but many overlook the follow-up aspect of that role, i.e., to correct observed deficiencies in the areas of knowledge, skill, and attitude. It is not sufficient to point out what is wrong and to report it; what is required is that the FTO then do something to help the recruit officer improve. This is called remedial training.

Remedial training is defined as: A **correction or review of previously taught information or procedures**. "Previously taught", for our purposes, does not include any training that the employee received in the Basic Academy. This training becomes necessary when the recruit officer's job performance is evaluated as less than acceptable after having been provided with sufficient training or intervention which should have corrected and improved the job performance. Another way of expressing this is that we will give the recruit officer "one free pass" while in the program. The first time that a subject, item, or skill is explained or demonstrated by the FTO, it shall count as the very first training experience,

What Behavior Requires Remediation?

Simply put, anything recognized as a performance deficiency requires remediation. But, unfortunately, some performance deficiencies have, as their root cause, something that the FTO cannot correct. Some examples are immaturity, absence of a positive self-image, lack of common sense, worldliness, lack of life experience, stress, and fear, self-entitlement. These are attitudinal based and are occasionally so deeply ingrained in the recruit officer's behavioral package that they cannot be overcome. It is wrong, however, to automatically assume that a failure to perform well is linked to one of the above reasons. It is most likely that inexperience and an absence of sufficient practice has led to the problem. The FTO's role is to help the recruit officer overcome the difficulty and to give him/her an opportunity to learn and perform.

Who Remediates?

Initially, it is the FTO's responsibility to provide the correction or review that is called for. It is typical and common that most problems can be resolved by the FTO but occasionally this may not be the case. The Field Training Program staff must be prepared to invoke creative and sometimes dauntless efforts to bring about the desired change. The use of outside resources is one of the more effective methods that should be considered.

When Does Remediation Begin?

Remediation should begin when the problem is observed or as soon after as practical. Remediation may be in the form of a simple comment, i.e., "this word is spelled..." or "remember

to keep your gun hand clear." These types of remedial efforts or remedial comments often take place simultaneously to the observed mistake. Other remedial efforts may take place at a time and, perhaps, a location away from the actual event. The important things to remember are that (1) an error must be corrected and (2) that correction should come as soon as practical following the behavior without interfering with the agency's service responsibility.

What Are the Steps to Remediation?

1. Being as specific as possible, identify and describe the deficiency. Do not overlook calling upon the recruit officer to help in this endeavor.
2. Reflect on, and determine, what has been tried and found to be effective with similar performance problems.
3. Develop a plan which clearly identifies what the new officer is expected to accomplish, under what conditions, within what time frame, and using what resources.
4. Implement the plan and evaluate its success. If the desired level of performance (goal) was not achieved, return to step one.

Summary

Most remedial efforts take place in an "ongoing" way as the recruit officer and FTO interact. Most performance mistakes are relatively simple to fix and are corrected almost immediately. The problems that do not seem to go away are those which call for a more formal approach as described above and may actually require an extended stay in the training program. Consider using a Remedial Training Assignment Worksheet when developing your remedial plan. Be sure to document the plan and the results.

Above all, the FTO should take credit for remediation efforts. When appropriate, the column on the DOR which calls for a report of the time spent on remediation should be completed. Documentation of remediation may turn out to be the critical factor in the event of a recommendation for termination.

REMEDIAL TRAINING STRATEGIES

For any identified deficiency, the number of remedial training strategies are countless, limited only by imagination and feasibility. Strategies should not be dangerous, demeaning, harassing, or expose the department to liability. Factors involving ethics, legality, and morality must be carefully weighed before undertaking a remedial training plan. No agency policies, procedures, or safety standards can ever be violated for the sake of training.

These suggestions, some non-traditional, may be applicable for (1) assisting recruit officers in gaining proficiency with items in the training guide, or (2) designing remedial training plans. Remember, **the first step is always to accurately diagnose the problem!**

Common Remedial Training Strategies

Role Plays and Scenarios:

This is a superb tool for a variety of performance tasks. Care should be taken regarding the following:

1. All participants must be made aware that the situation is a training exercise, not an actual event.
2. No loaded weapons should ever be used in field training scenarios, unless on the range and supervised by a Range Master.
3. Choice of location (so as not to involve unknowing, concerned citizens).
4. Selecting role players who understand the win-win philosophy (If the recruit officer does it right, they win!).

Role Reversals:

Similar to role-plays, here the FTO reverses roles with the recruit officer. The recruit officer then watches the FTO perform a task in the same incorrect manner that the recruit officer did earlier. The recruit officer is then required to critique the FTO and offer suggestions for improvement.

Commentary Driving:

This technique involves the senses of touch, sight, and hearing in the learning process. The recruit officer is advised to maintain a running commentary on what is observed while operating

the vehicle (in the case of Driving Skill) or while acting as either the driver or passenger (in the case of Self-Initiated Activity).

When Driving Skills are being taught, the recruit officer's recitation should focus on street/traffic conditions, traffic control devices, and defensive driving information.

When Self-Initiated Activity is being taught, the recruit officer should direct his/her attention to activity, which would be of police interest. The intent of this training is to move the recruit officer from "looking" as a civilian to "seeing" as a police officer does.

When Orientation Skills are being taught, the recruit officer provides a commentary of the (1) direction of travel, (2) location by intersection, and (3) identification of landmarks.

Commentary Thinking:

This technique is especially useful for those recruit officers who routinely know what to do but, once subjected to stressful situations, become muddled or disjointed in their ability to think.

Commentary thinking is simply thinking out loud. Recruit officers are instructed to talk out their thoughts. They are not allowed to think silently. If they are en route to a particularly stressful call, then they must tell the FTO what the call is, how they will get there and, once there, what their actions will be. In this way, they must order their thoughts and present them to the FTO in a clear and logical manner.

An important benefit to recruit officers from this exercise is not only the "putting in order" of their thoughts and actions, but the slowing of their thought processes and prevention of "overload". We have all been in situations where our minds raced so fast that our actions have not been able to keep up. An example might be when we try to write down an interesting idea. Our thoughts flow much faster than we can write. This is what happens to some recruit officers when confronted with a situation with which they are uncomfortable. By having them "talk out" their thoughts, their thinking will revert to a slower, more understandable pace. This process will also have a calming effect and reduce stress.

Flash Cards:

The making of flash cards by the recruit officer enhances the learning process because more than one "learning sense" comes into play. Flash cards are particularly effective with such subjects as Radio Codes, Orientation Skills, Vehicle or Criminal Statutes and Elements, and Report Form Selection and Spelling.

Quizzes:

The FTO keeps track of areas, which have frequent problems. The recruit officer is provided a list of these areas and advised a few days in advance of the quiz. This technique can be helpful for such problems as spelling and report writing.

Self-Evaluations:

This technique, especially valuable when the recruit officer has difficulty accepting feedback, entails having the recruit officer keep notes during the shift and complete a DOR at the end. The DOR should be labeled "Self-Evaluation". As with the FTO's evaluation, both parties review and compare the DOR at the end of the shift.

This technique should be employed infrequently, no more than once every two to three weeks, or it will lose its effectiveness.

Non-Traditional Strategies By Subject

Directing Traffic:

1. FTO draws diagrams for recruit officer to place self, flow of traffic, ideal locations for fire and medical response, etc.
2. Shut down an intersection and let recruit officer practice. Start with quiet intersections and build to busier.
3. Have recruit officer speak with other FTOs, traffic officer, etc.
4. Have recruit officer speak with fire and medical responders for their perspective.
5. Request special assignments for these types of calls.

Traffic Stops:

1. Role-play, in a parking lot, using other FTOs and vehicles.
2. Videos
 - a. Professionally made.
 - b. Film recruit officers in action so they can watch themselves.
3. Have recruit officer speak/ride with a traffic officer, etc.
4. FTO draws diagram for the recruit officer to place self, vehicle positions, ideal locations for stop, etc.
5. Use miniature cars for placement.
6. Develop a checklist; first written, then mental.
7. Verbal and written quizzing on traffic codes and elements.

8. Have recruit officer practice completing citations on copied blank forms.

Report Writing:

1. Use report writing exercises.
2. Pull some good and bad reports as examples. Be sure to remove the author's name.
3. Interview detectives, instructors, attorneys, and judges as to what they think make a good report.
4. Have recruit officer enroll in a writing class.
5. Have recruit officer obtain and read library books on the subject.
6. Develop checklist to include elements of crimes for the more common calls.
7. Suggest recruit officer purchase a speller.
8. Have recruit officer view professionally produced videos.
9. Have recruit officer spend time working with a tutor.

DUI:

1. Role reversal with FTO making actual stops and recruit officer doing the critique.
2. Role-play in a parking lot using other FTOs and vehicles.
3. Videos
 - a. Professionally made.
 - b. Film recruit officers in action so they can watch themselves.
 - c. Previous DUI arrests.
4. Interview DUI officers, instructors and attorneys.
5. Review old DUI reports. Be sure to delete the authors' names.
6. Review actual case law at library.
7. Have recruit officer ride with a traffic officer.
8. Develop a checklist for procedures and forms.

Courtroom Demeanor:

1. Interview detectives, instructors, attorneys and judges as to what they think make a good witness.
2. Take the recruit officer through various courtrooms.
3. Have recruit officer observe a trial.

4. Conduct a mock trial.
5. Have recruit officer perform a courtroom role-play, using one of his/her citations or arrests.

Investigative Procedures:

1. Interview detectives, instructors, and attorneys as to what they think makes a good investigation.
2. Verbal and written quizzing on elements of crimes.
3. Tour a crime laboratory.
4. Follow one of the recruit officer's cases through with the assigned detective.
5. Create a mock crime scene.

Felony Stops:

1. Practice visualization techniques.
2. Role-plays with recruit officer as officer and suspect, in daylight and darkness.
3. FTO draws diagrams for recruit officer to place self, vehicle positions, ideal locations for stop, etc.
4. Develop a checklist for verbal commands.

Domestic Disputes:

1. Use models (dolls, play house, etc.) for placement.
2. Role-play using other FTOs, etc.
3. Interviews with victim advocate groups, etc.
4. Attend an Order of Protection hearing.
5. Request special assignments for these types of calls.

Orientation Skills:

1. Give recruit officer copies of the map which contains the streets but no names. Recruit officer fills in the names.
2. Verbal and written quizzes on the hundred blocks, landmarks, and other important locations.
3. Throughout shift ask recruit officer, "Where are we now?"
4. Give the recruit officer addresses, transparencies, and a marker. Have recruit officer trace the route to the location.
5. Have recruit officer obtain and study overhead maps from planning department.

Radio Procedures and Codes:

1. Role-plays
 - a. What is going on with other officers?
 - b. Sample sentences/codes.
 - c. Describe scenario. Ask recruit officer how to say it on the radio.
2. Obtain a tape recorder, which you and the recruit officer use as a radio in role-plays.
3. Have recruit officer speak in codes rather than English.
4. Assign recruit officer to a shift in Communications to work with a Dispatcher. Have recruit officer log the codes and then decipher into English, turning in the final product.
5. Have recruit officer listen to a scanner.
6. Have recruit officer read all license plates phonetically.
7. Listen to old Communications tapes.

Accident Investigation:

1. Have recruit officer ride with a traffic officer.
2. Develop a checklist for steps in completing an accident report.
3. Review past reports and diagrams. Be sure to delete the authors' names.
4. Create a scenario and have the recruit officer draw a diagram.
5. Request special assignments for these types of calls.
6. Using crayon attached to the corners of a block, show tire skids, etc.

Rapport With Citizens:

1. Increase exposure to public.
 - a. Business contact card file.
 - b. Traffic stops.
 - c. Neighborhood watch and crime prevention meetings.
 - d. Front desk.
2. Role-plays
3. Videotape recruit officer's contacts. Have recruit officer review and critique performance.

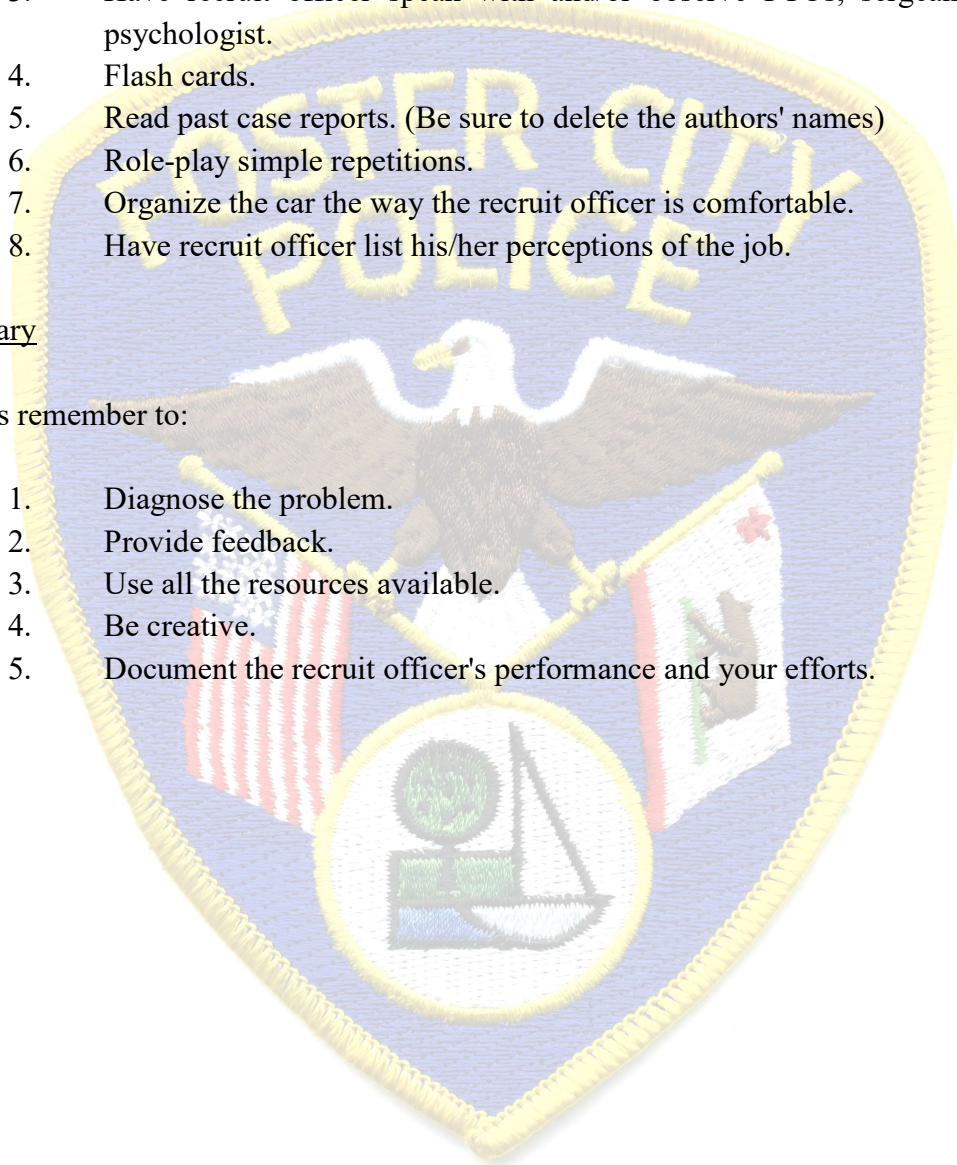
Total Confusion:

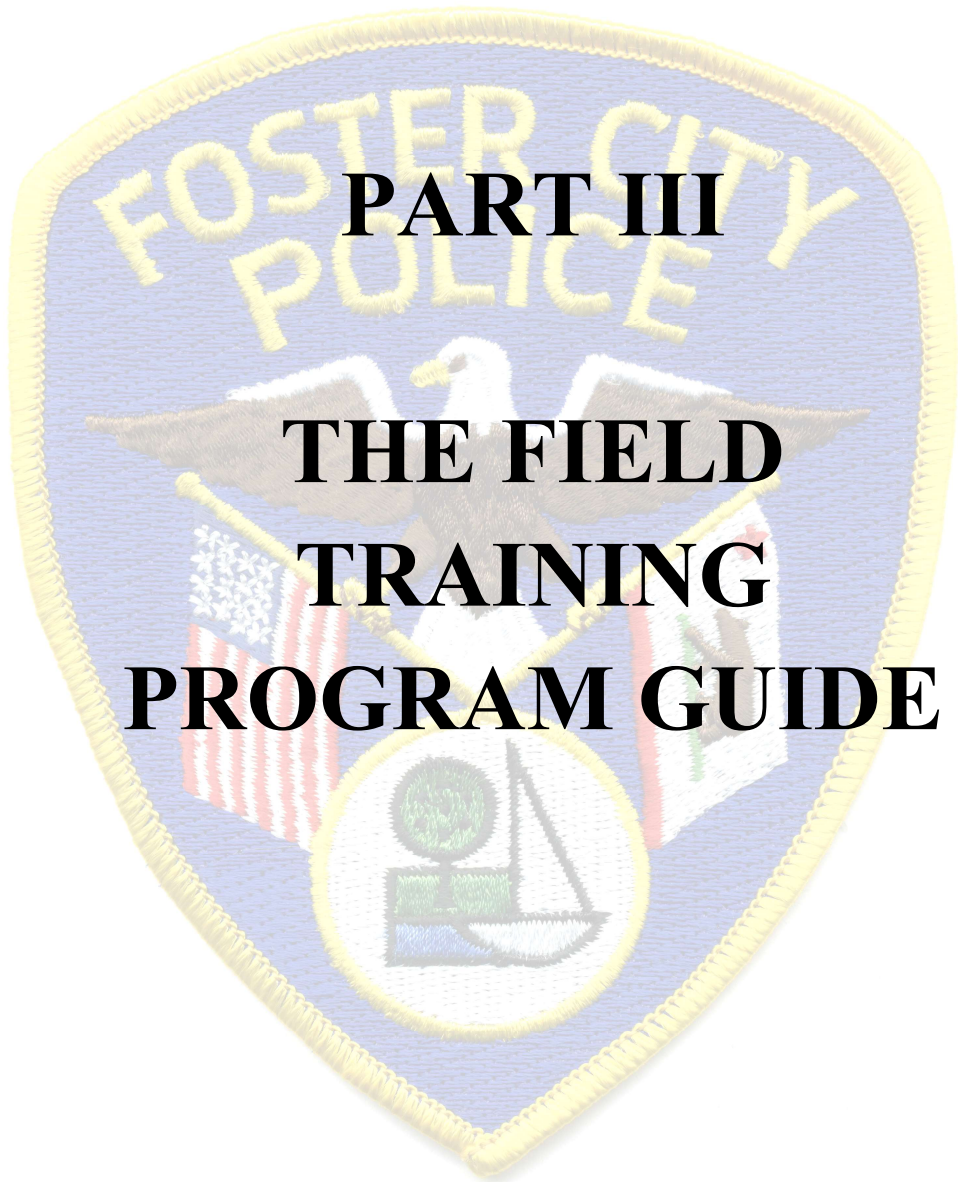
1. Have recruit officer complete a self-evaluation.
2. Develop a flow chart of basic tasks.
3. Have recruit officer speak with and/or observe FTOs, sergeants, and/or staff psychologist.
4. Flash cards.
5. Read past case reports. (Be sure to delete the authors' names)
6. Role-play simple repetitions.
7. Organize the car the way the recruit officer is comfortable.
8. Have recruit officer list his/her perceptions of the job.

Summary

Always remember to:

1. Diagnose the problem.
2. Provide feedback.
3. Use all the resources available.
4. Be creative.
5. Document the recruit officer's performance and your efforts.





FIELD TRAINING PROGRAM GUIDE ELEMENTS

A program guidebook is vital to the success of any field training experience. The program guide of the *Field Training Manual and Guide* is intended to be used to instruct newly assigned patrol officers in the various duties which they will most likely perform during their careers. Obviously, all situations and problems cannot be included but the subjects therein should constitute the basis for a good foundation for future activities on the job. The guide should serve as the "lesson plan" for the Field Training Officer's instruction.

Elements of a Field Training Program Guide

The first two parts of this manual contain information explaining the Field Training Program and its operation. The third part of the manual is the guidebook of training. While this guide does not contain all the information found in the Lexipol Policies or other detailed reference manuals, reference to these manuals are incorporated in the training guide for the recruit officer's referral.

The program manual and guide includes the following information:

- 1) Goals and Objectives of the Field Training Program
- 2) Chain of Command and Supervision Information
- 3) Explanation of the Elements of the Field Training Program
- 4) Role/Expectations of Trainees and Field Training Officers
- 5) Explanation of the Evaluation and Remediation Process
- 6) Copies of the Standardized Evaluation Guidelines (SEGs) and other program forms with brief explanations (TEAMS and Recruit Manual)

Each recruit officer will receive this manual during their in-house orientation. Providing trainees with this information at the start of the program serves several purposes. It (1) clarifies their role in the training process, (2) improves understanding of the mechanics of the program, (3) enhances the credibility of the FTO, and (4) reduces a good deal of the apprehension normally found in any training program.

The Field Training Guide lists POST and agency objectives that contain comprehensive lists of the knowledge and skills that the FTO is required to impart to the recruit officer and then evaluate the recruit officer's ability to retain the knowledge and demonstrate the skills. These objectives and lesson plans are designed to ensure that trainees receive specific training in designated topics or areas.

These training topics are generally broken into training phase segments. Responsibility for covering the items and listed tasks lies with the FTO to whom the trainee is assigned for that

specific phase. Training in and completion of the designated topics or areas will give trainees the foundation to draw from when handling incidents that have not been actively demonstrated. It will be impossible to train a newly assigned officer in every area that may be encountered throughout a career but this program should provide a firm foundation on which to build.

Field Training Officers should, at a minimum, instruct in the areas that are outlined in each specific topic. To further assure accountability, columns are placed on each page of the guide wherein the FTO indicates, by placing his/her initials, the date the material or skill was discussed, instructed, or demonstrated, and the date the trainee displayed adequate competence. The FTO should also identify the manner in which the skill or knowledge was delivered and performed (i.e., written test, verbal test, scenario, or field performance). Additionally, there is an area for the trainee's initials, badge number, and date wherein the trainee acknowledges having received the instruction.

Finally, there is reference to various resource materials in the guide. Examples include important policies, people with expert knowledge in the topic area, municipal codes, etc. The purpose for this is twofold. First, the material remains as a reference for the trainee and, secondly, the FTO will use these materials as the lesson plan rather than attempting to "ad lib" when it comes time to instruct on the particular topic. If a policy or procedure is included in the guide or a separate resource manual, it is much easier for the FTO to teach from the actual policy rather than from memory of the policy or an out-of-date guidebook. This also allows for better documentation that the material was covered.

In addition to the instruction the trainee will be receiving from the FTO, it is possible the trainee will need to do some further studying. The suggested reference material is maintained in the report writing area of the Police Department. In addition, the POST website **has** access to the Regular Basic Course Curriculum, POST training videos, and any other training aids. Trainees are also advised to maintain their own copies of the Penal Code, Vehicle Code, and Lexipol (or Quick-codes of same), and know the locations of other reference materials including a list of community reference services.

It is the responsibility of the Field Training Coordinator to oversee the development and maintenance of an agency's *Field Training Program Manual and Guide*. The Field Training Coordinator should designate Field Training Program staff to review and keep current the materials presented in this manual. Constant revision based on input from trainees, FTOs, and other program staff will make the agency's field training program guide a viable resource and basis for a successful Field Training Program.

THE FIELD TRAINING PROGRAM GUIDE OVERVIEW

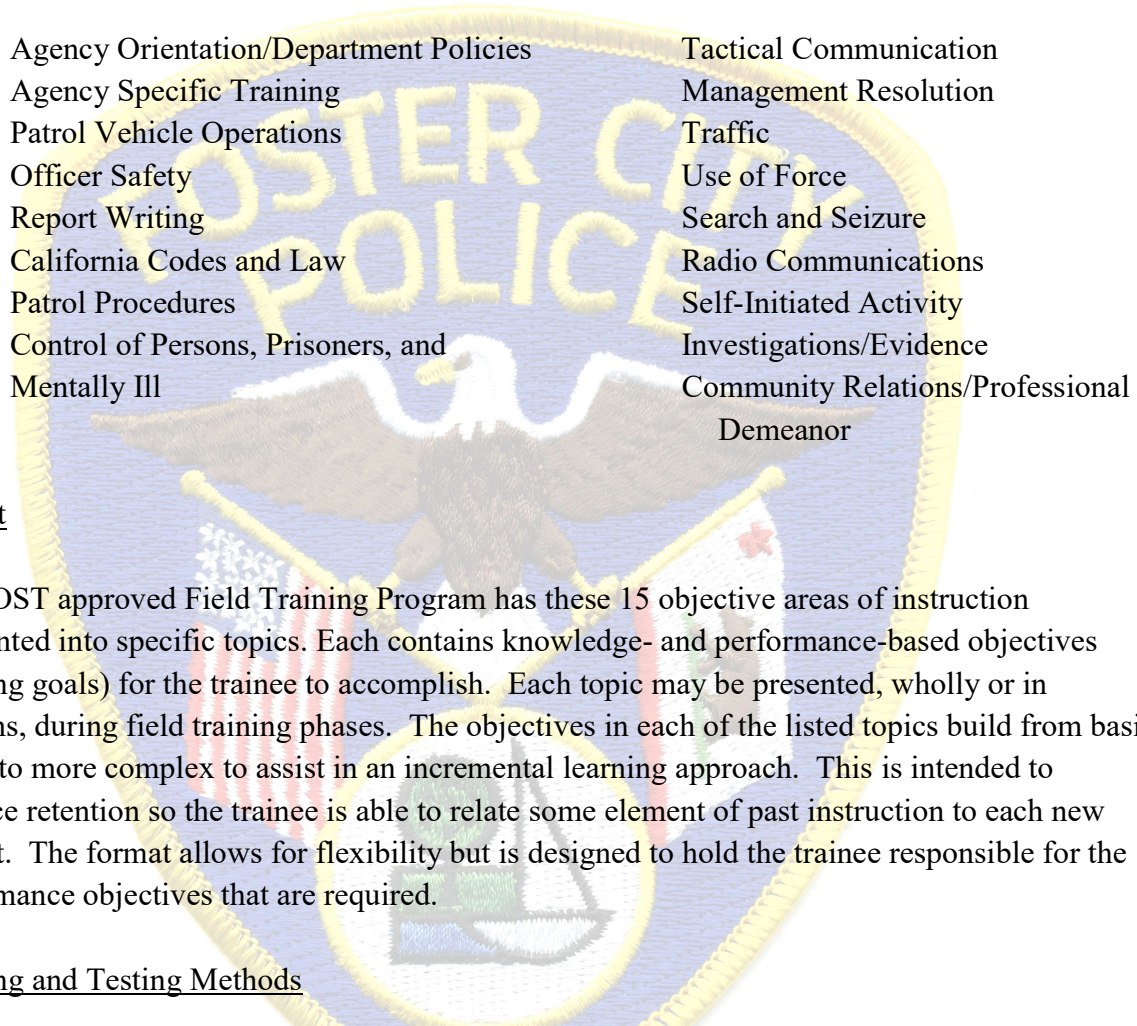
The *Field Training Program Manual and Guide* is designed to be used by the FTO and the trainee as a basis for instruction and study for the Field Training Program. The guide contains statements of performance (i.e., objectives) that begin by introducing the newly assigned officer to the agency and duties, and progresses to performance independent of the FTO. This guide contains no policies, procedures, or specific methods to follow; it simply directs a training response to needs or situations that could be encountered by any peace officer who is assigned to general law enforcement patrol duties. Therefore, the recruit officer is referred to and should review and learn specific policies, procedures, or methods. The FTO has a duty to assist by directing the study and diligently testing the trainee's knowledge. The guide also requires the trainee to apply skills and knowledge that were acquired in the Basic Academy. The FTO must help the trainee apply these skills and knowledge in a real life environment with actual law enforcement incidents.

The *Field Training Program Manual and Guide* is as comprehensive and complete as possible. The objectives (skills and knowledge) included in the program are based on structured learning content and have been reviewed and are approved by the Commission on Peace Officer Standards and Training.

The *Field Training Program Manual and Guide* is intended to be used in training newly assigned officers who have recently graduated from the Regular Basic Academy, who have been employed through lateral entry, or others who are on their initial assignment to general law enforcement patrol duties. The following areas are intended to clarify the application of the *Field Training Program Manual and Guide*:

Topics / Instructional Areas

The duties of general law enforcement patrol officers are quite similar within the state and the nation. Research and experience have demonstrated that new officers should demonstrate competency in the following areas:



Agency Orientation/Department Policies	Tactical Communication
Agency Specific Training	Management Resolution
Patrol Vehicle Operations	Traffic
Officer Safety	Use of Force
Report Writing	Search and Seizure
California Codes and Law	Radio Communications
Patrol Procedures	Self-Initiated Activity
Control of Persons, Prisoners, and Mentally Ill	Investigations/Evidence
	Community Relations/Professional Demeanor

Format

The POST approved Field Training Program has these 15 objective areas of instruction segmented into specific topics. Each contains knowledge- and performance-based objectives (training goals) for the trainee to accomplish. Each topic may be presented, wholly or in portions, during field training phases. The objectives in each of the listed topics build from basic issues to more complex to assist in an incremental learning approach. This is intended to enhance retention so the trainee is able to relate some element of past instruction to each new subject. The format allows for flexibility but is designed to hold the trainee responsible for the performance objectives that are required.

Training and Testing Methods

The Field Training Program is written in performance-based objectives (training goals). There is no intention to restrict an FTO's methods of presentation or measuring of the trainee's acceptable performance of the task(s); however, each topic has an outline with related objectives, references and resources, related standardized guideline categories, training considerations, and related P.O.S.T. basic academy learning domains. Measuring performance is based on the standardized evaluation guidelines.

Because of the very nature of patrol work, not every field incident that the Guide requires a trainee to perform will occur within the time frame of the program. The FTO should improvise by volunteering, when possible, for assignments that will assist in meeting the training

objectives. In some cases, it may be necessary for the FTO to set up a scenario exercise or rely on the trainee's verbal or written explanation of handling the situation coupled with his/her performance in similar incidents.

Initially, the trainee must be provided with, and allowed the opportunity to study written documents, training bulletins, or Lexipol Policies that the trainee is responsible for knowing. The FTO should then proceed through the Field Training Guide discussing, instructing, or demonstrating each performance objective. The FTO should encourage the trainee to take increasing responsibility for field performance based on the nature of incidents and the amount of experience the trainee has in the program. This responsibility ultimately includes the satisfactory completion of each performance objective. It is the intention of the field training program to have the new officers demonstrate their satisfactory completion of or competency in these performance objectives through actual, on-duty handling of field situations. This is, for obvious reasons, the preferred method of demonstrating that the trainee comprehends and can apply what has been taught.

Based on a variety of reasons (calls for service, type of agency, demographics, location, etc.), trainees may have to demonstrate successful comprehension and competency through alternative ways. The methods for "competency demonstration" used in the POST Field Training Program are:

(1) **Agency Constructed Knowledge Tests.** Some portions of the field training program may require agency constructed knowledge tests that measure the skills and knowledge required to achieve one or more training goals. These tests may be in written or verbal format. When an agency constructed knowledge written test is used, trainees should earn a score equal to or greater than the minimum passing score established by the agency. Trainees who fail a written agency constructed knowledge test on the first attempt should: (a) be provided with an opportunity to review the test results in a manner that does not compromise test security; (b) have a reasonable time, established by the agency, to prepare for a retest; and (c) be provided with an opportunity to be re-tested with an agency constructed, parallel form of the same test. If the trainee fails the re-test, it will be the agency's responsibility to determine if the trainee should be given another re-test or terminated from the field training program. **Special Note - These tests should be standardized to ensure accuracy and fairness and may also serve as an additional evaluation instrument.**

(2) **Scenario Tests.** Some portions of the field training program may require scenario tests which are job simulation tests that measure the skills and knowledge required to achieve one or more training goals. When a scenario test is used, trainees should demonstrate their competency in performing the tasks required by the scenario test. Competency means that the trainee performed at a level that demonstrates that he or she is able to perform as a solo patrol officer.

This determination should be made by a qualified field training officer. Trainees who fail to clearly demonstrate competency when first tested should be provided with an opportunity to be re-tested. The re-test should occur after documented remedial training has been provided to the trainee by a qualified field training officer. The duration of and subject matter covered in the remedial training shall be determined by the agency. If the trainee fails to demonstrate competency on the re-test, it will be the agency's responsibility to determine if the trainee should be given another re-test or terminated from the field training program. **Special Note - Officer Safety must be of the utmost concern during the use of any simulated/scenario exercises. At no time are loaded weapons to be used in any scenario testing during the field training program.**

(3) **Field Performance Tests.** Most portions of the field training program will require field performance tests which are generally in the form of calls for service, traffic enforcement, self-initiated activity, etc. When field performance tests occur, trainees must demonstrate their competency in performing the tasks required of a solo patrol officer. This determination should be made by a qualified field training officer. Trainees who fail to clearly demonstrate competency during a field performance test should be provided remedial training. The remedial training should be provided and documented by a qualified field training officer. The duration of and subject matter covered in the remedial training shall be determined by the agency. If the trainee does not respond to remedial training and fails to demonstrate competency on subsequent and/or repeated field performance tests, it will be the agency's responsibility to determine if the trainee and/or agency will benefit from additional remedial training and testing or should be terminated from the field training program

The POST Approved Program

This standardized field training program is one of the most important phases of basic training for law enforcement officers. This program has been certified by the Commission on Peace Officer Standards and Training to ensure contemporary and professional training.

FIELD TRAINING PROGRAM – TRAINING PHASE AND TOPIC OVERVIEW

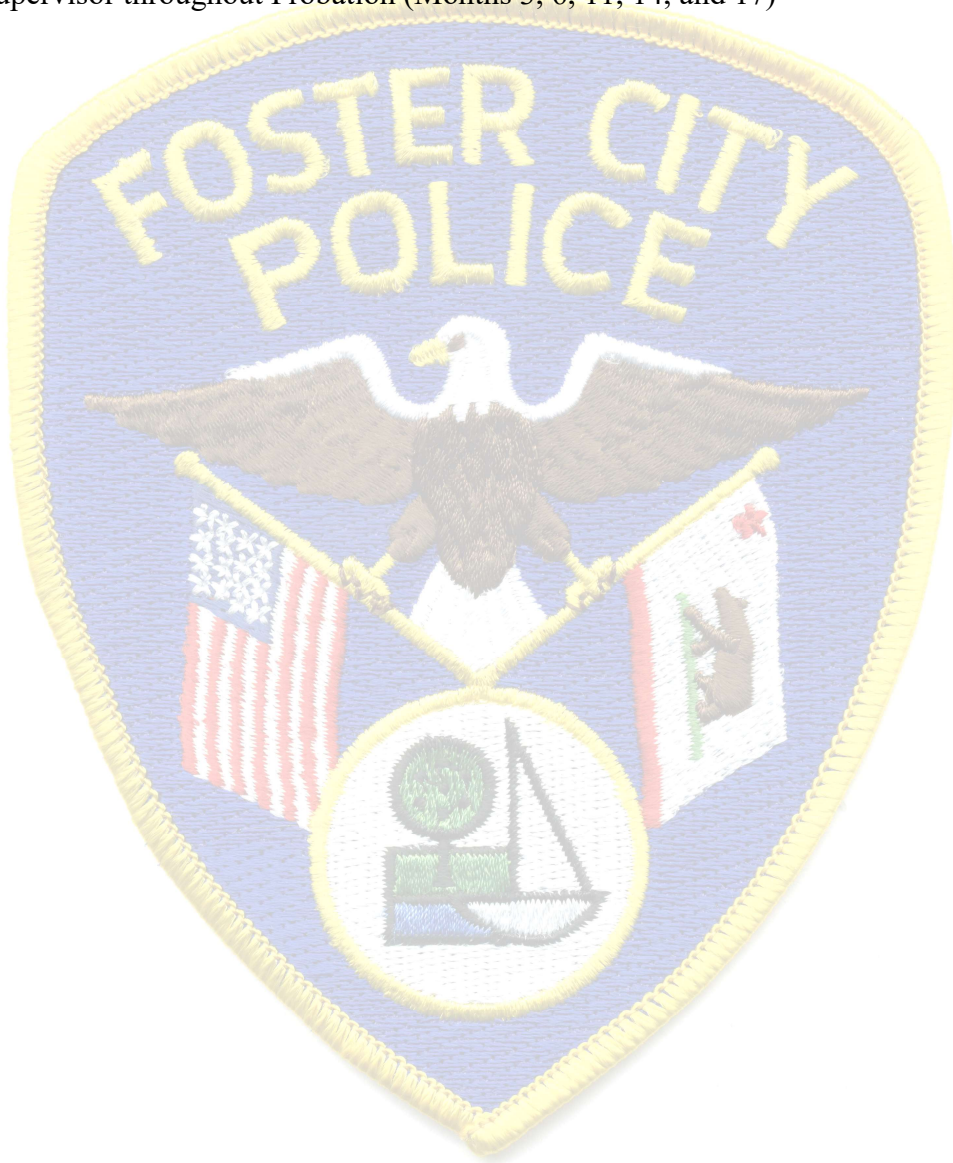
<u>PHASE I</u>	<u>PHASE II</u>	<u>PHASE III</u>	<u>PHASE IV</u>	<u>PHASE V</u>
Agency Orientation	Patrol Vehicle Inspection	Ped Stops	Crimes in Progress	Lost, Found and Recovered Property
Professional Demeanor and Communication	Patrol Vehicle Operation	Search and Seizure	Sniper Attack	Animal Control
Legal and Ethical Issues	Emergency Vehicle Ops and Pursuits	Missing Persons	Sick, Injured, Deceased Persons	Subpoenas
Information Systems/Telecommunications	Contact and Cover	Mental Illness Cases	Unusual Occurrences	Courtroom Testimony and Demeanor
Report Writing	Community Orientation/ Geographic Locations	DUI	Crowd Control	Community Relations and Service
Control/Searching Person	Field Notes and Notebooks	Handling Disputes	Investigations	Traffic Vehicle Collisions
Handcuffing	Low Risk Vehicle Stops	Civil Disputes	Evidence Collection and Preservation	
Force Options	Impounding/Storing Vehicles	Police Patrol and Observation Skills	Fires	
Medical Emergencies	High Risk Vehicle Stops	Preventing and Detecting Crime	Crime Prevention	
Support Services	Officer Survival	Tactical Communication	Sources of Information	
Radio Procedures	Searching Veh/Bldg/Areas	Interviewing	Self-Initiated Activity	
Vehicle Code	Legal Responsibilities with Prisoners	Law		
	Transport Prisoners	Line-ups		
	Booking Prisoners			
	Domestic Violence			
	Victim of Violent Crime			
	Warrants			

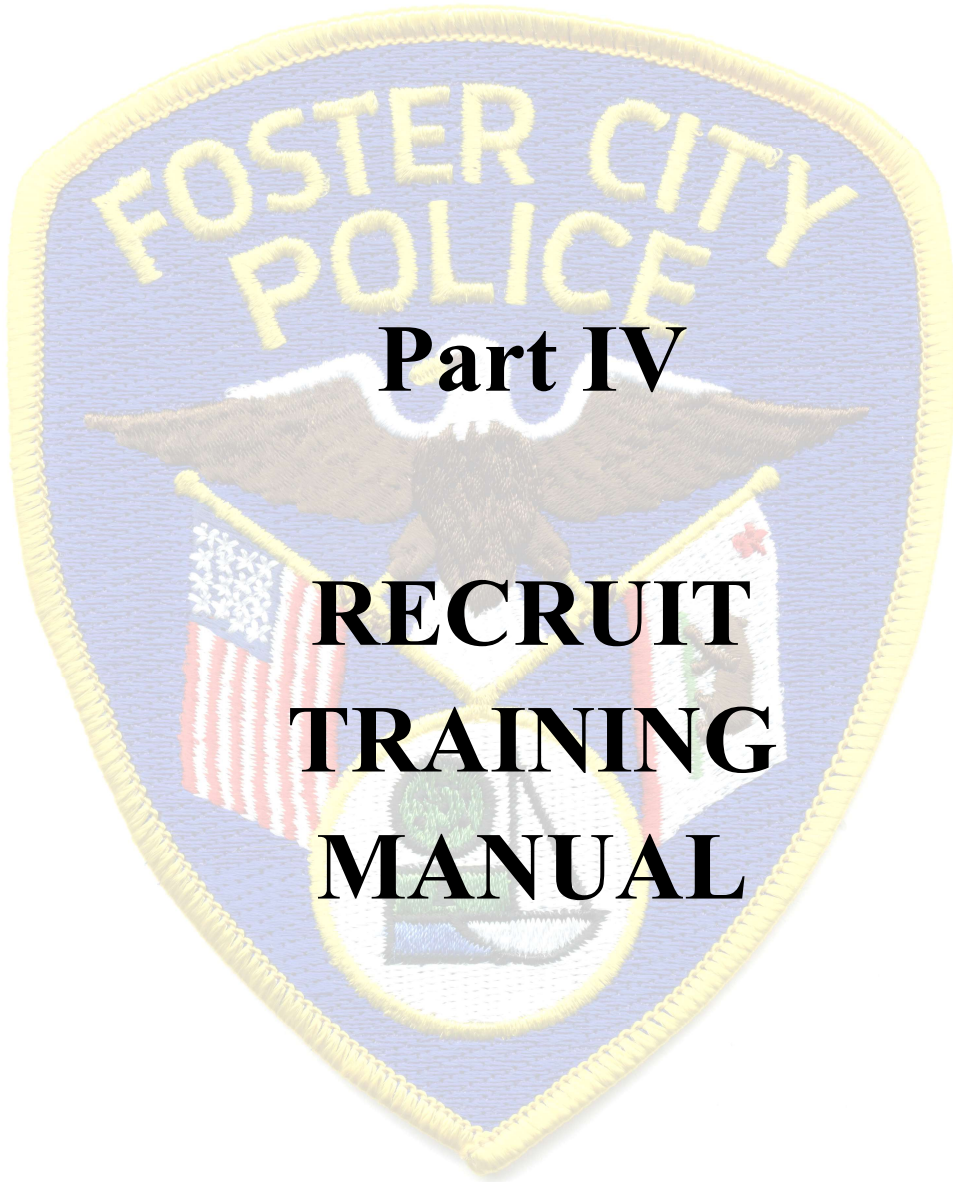
PHASE VI

Shadow Period

PROBATION

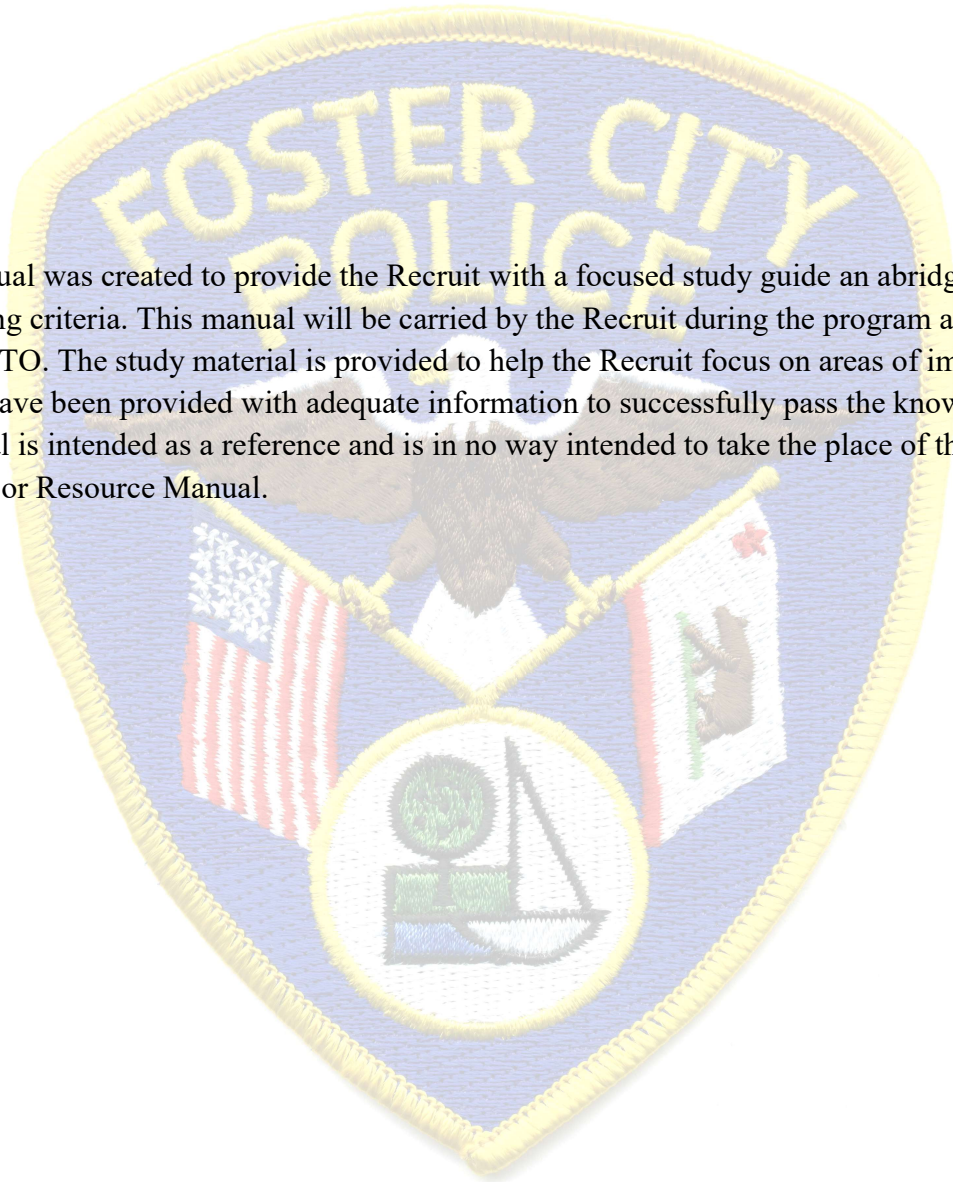
Evaluations by Supervisor throughout Probation (Months 3, 6, 11, 14, and 17)





Introduction

The Recruit Manual was created to provide the Recruit with a focused study guide an abridged resource for performance rating criteria. This manual will be carried by the Recruit during the program and will be made available to the FTO. The study material is provided to help the Recruit focus on areas of importance and to insure that they have been provided with adequate information to successfully pass the knowledge and skills tests. This manual is intended as a reference and is in no way intended to take the place of the Field Training Program Manual or Resource Manual.



Field Training and Evaluation Program

RECRUIT OFFICER / FIELD TRAINING OFFICER DYNAMICS

Recruit officers are to maintain professional relationships with the Field Training Officers. The FTO's direction is to be accepted and followed at all times. If a recruit believes that a specific instruction or order is improper or an evaluation is not fair, he or she will discuss it with the FTO. If the recruit is still not satisfied, he/she can set up a meeting with his/her Sergeant. If the Sergeant cannot resolve the problem, the Sergeant will set up a meeting with the Training Lieutenant.

Recruits will complete all assignments in a prompt, timely manner. They will follow all policy and procedures, as outlined in Lexipol, existing MOU's and City Personnel rules.

Recruits will be prepared for all recruit manual assignments and will be responsible for all material. FTOs are to review the material with the recruit after the recruit has studied the assignment. Recruits will be on time for all Overlap/Roll-Call Training functions. Close time constraints call for all training to start on time

While off duty, recruits will not respond to police calls, nor will they violate traffic laws while driving.

Recruits will not conduct police investigations while off duty. Recruits will adhere to the Lexipol policy regarding any use of Police Department resources in any inquiry arising from an off-duty incident/occurrence.

Recruits will be receptive to criticism given by FTOs. Recruits may verbalize an explanation for their action. However, repeated rationalization, excessive verbal contradictions and/or hostility are not acceptable.

Recruits will submit their overtime forms to his/her FTO for verification prior to submitting it to his/her supervisor.

Recruits are reminded that any participation in extracurricular sports (organized baseball teams, football, etc.) is highly discouraged. Any permanent off-duty injury a recruit might receive may have an adverse effect on his/her employment.

Recruits are encouraged to scrutinize their off duty activities while in the FTO program or until they have a working knowledge of the ramifications of off duty activities and its potential impact upon employment as a police officer.

Orientation Checklist

The recruit has been provided a copy and has read the Field Training Program Manual and Guide in its entirety and acknowledges understanding of the contents.

Initials

UNIFORMS

Uniforms	Date	Required	Acknowledged
Long sleeve shirt			
Short sleeve shirt			
Pants (2)			
Hat			
Hat Badge			
Ike Jacket			
Tie			
Tie Bar			
Handcuff Key			
TDU Set			
Patrol Jacket			

SAFETY EQUIPMENT

Item	Date	Issued by	Acknowledged
Ballistic Vest			
Radio			
Belt			
Sam Brown			
Holster			
Gun (Range Master)			
Gun belt holster			
Back up holster			
Taser (Taser instructor)			
Taser holster			
Magazine holder			
Handcuff case			
Pepper Spray			
Pepper spray holder			
Keepers			
Stinger			
Stinger holster			
Glove holder			
Baton ring (nylon)			
Expandable baton			
Baton holder (nylon)			
Wooden baton			
Leather belt (basket weave)			

Leather Sam Brown			
Leather handcuff case			
Leather radio holder			
Leather baton ring			
Fingerprint kit			
Chemical response bag			
Digital recorder			
Ticket book moving			
Ticket book parking			
Riot Helmet			
Radio			
Temporary Vest			
Earpiece (Custom earpiece molded)			

ADMINISTRATIVE RESOURCES

Item	Date	Issued by	Acknowledged
Police ID			
Card Key (Park and Rec Supervisor)			
Gas Code (Corp Yard)			
Miranda Card			
Field Id Admonition			
Language Line Card			
Blank Business Cards (Judy Bugarin)			
City Map			
Out building code			
POA form			
Patrol forms for duty Bag			
Resource Manual			
County resource Manual			

WEAPON QUALIFICATIONS

Item	Date	Administered by	Acknowledged
Range (4 hours)			
Baton (4 hours)			
Taser (6 hours)			

PERSONNEL / FACILITY / TECHNICAL

Item	Date	Issued by	Acknowledged
Human resources (3 Hours)			
Email address (Dolan)			
Voice mail set up			

Cal Photo (Dolan)			
Rims sign on (Dolan)			
Locker (Admin Captain)			
Mailbox (Front Office)			
Desktop / shortcut to:			
Penal Code			
Muni Code			
Lexipol			
Lawnet			
Use of Force Policy			
Vehicle Pursuit Policy			
Taser Policy			
Workplace Violence Policy			
Sexual Harassment Policy			
Social Media Policy			
Radio Code Study Sheet			

GEOGRAPHICAL ORIENTATION

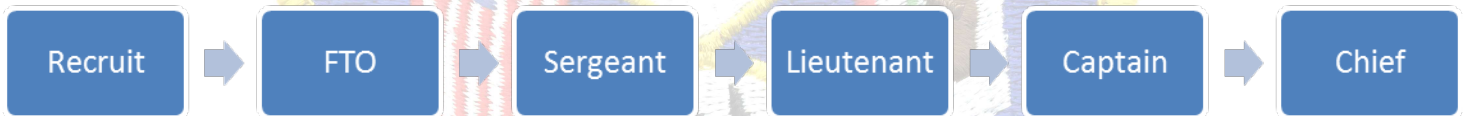
Item	Date	Performed by	Acknowledged
City Tour			
Station Tour			
County Tour			

TESTS

Item	Date	Administered by	Acknowledged
ICS 100 (FEMA online)			
ICS 200 (FEMA online)			
ICS 700 (FEMA online)			
ICS 800 (FEMA online)			
CLETS Test (RCM Dolan)			
Radio Code			
Vehicle Code			
Municipal Code			
Penal Code			
Use of Force			
Code 3 Driving			
Pursuits			
Completion of Map Test			

CHAIN OF COMMAND

The chain of command is a critical component of the Field Training Program and an integral part of the law enforcement culture. The chain of command should be adhered to at all times to insure effective oversight, accurate communication and accountability.



Standard Evaluation Guidelines

The Standard Evaluation Guidelines provides descriptions of behavior with associated numerical scoring to assist Field Training Officers and Recruits identify levels of effectiveness. Recruits will always be compared to “SOLO BEAT OFFICER, STATUS” during all phases of the Field Training Program. A numerical rating of (3) or less on a DOR is considered unacceptable. For the purpose of numerical ratings, scores should not be averaged, for example, a significant incident of poor officer safety is not “improved” by several examples of good officer safety.

Appearance		
1. General Appearance Evaluates physical appearance, dress, demeanor and equipment.		
(1) Unacceptable - Overweight (in comparison to hiring standard), dirty shoes and wrinkled uniform. Uniform fits poorly or is improperly worn. Hair not groomed and/or in violation of Department regulation. Dirty weapon, equipment. Equipment is missing or inoperative. Offensive body odor, breath.	(4) Acceptable - Uniform neat, clean. Uniform fits and is properly worn. Weapon leather, equipment is 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 spit-shined. Displays command bearing.
Behavior/Performance		
2. Acceptance of Feedback 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 personal.	(4) Acceptable - Accepts criticism in a positive way 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.
3. Attitude Towards the Job Evaluates how the trainee views the new career in terms of personal motivation, goals and his/her acceptance of the job's responsibilities.		
(1) Unacceptable - Sees career only as a job, uses job to boost ego; abuses authority; demonstrates little dedication to the principles of the profession. Is disinterested; lacks motivation.	(4) Acceptable - Demonstrates an active interest in new career and in their responsibilities.	(7) Superior - Utilizes off-duty time to further 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.
Knowledge of Department Policies/Procedures		
4a. Verbal/Written/Simulated Tests Evaluates trainee's knowledge of department policies/procedures and ability to apply this knowledge under field conditions.		
(1) Unacceptable - When tested, verbally or in written form, answers with less than 70% accuracy.	(4) Acceptable - When tested, verbally or in written form, answers with 70% accuracy.	(7) Superior - When tested, verbally or in written form, answers with 100% accuracy.
4b. Field Performance Evaluates trainee's knowledge of department policies/procedures and ability to apply this knowledge under field conditions.		
(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, and procedures and complies with same.	(7) Superior - Has an excellent working knowledge of Department policies, regulations, procedures, including those lesser known and seldom used.
Knowledge of Criminal Statutes		
5a. Verbal/Written/Simulated Tests Evaluates trainee's knowledge of the criminal statutes and his/her ability to apply them in field situations.		
(1) Unacceptable - When tested, verbally or in written form, answers with less than 70% accuracy.	(4) Acceptable - When tested, verbally or in written form, answers with 70% accuracy.	(7) Superior - When tested, verbally or in written form, answers with 100% accuracy.

5b. Field Performance

Evaluates trainee's knowledge of the criminal statutes and his/her ability to apply them in field situations.

(1) Unacceptable - Does not know elements of basic sections of the codes. Does not recognize criminal offenses when encountered or makes mistakes relative to whether or not crimes have been committed and, if so, which crimes.

(4) Acceptable - Recognizes commonly encountered criminal offenses and applies appropriate section of the code. Recognizes differences between criminal and non-criminal activity.

(7) Superior - Has outstanding knowledge of the criminal codes and applies that knowledge to normal and unusual activity.

Knowledge of City Codes**6a. Verbal/Written/Simulated Tests**

Evaluates trainee's knowledge of local ordinances and ability to apply that knowledge to field situations.

(1) Unacceptable - When tested, verbally or in written form, answers with less than 70% accuracy.

(4) Acceptable - When tested, verbally or in written form, answers with 70% accuracy.

(7) Superior - When tested, verbally or in written form, answers with 100% accuracy.

6b. Field Performance

Evaluates trainee's knowledge of local ordinances and ability to apply that knowledge to field situations.

(1) Unacceptable - Does not even know the most often used sections of the codes. Confuses criminal with non-criminal offenses. Does not recognize offenses when committed. Make assignments to wrong court.

(4) Acceptable - Knows and recognizes commonly encountered criminal and non-criminal violations. Applies appropriate sections. Assigns to correct court.

(7) Superior - Has outstanding knowledge of city/county codes and applies that knowledge to criminal and non-criminal activity.

Knowledge of Vehicle Code**7a. Verbal/Written/Simulated Tests**

Tests trainee's ability to apply Traffic related codes.

(1) Unacceptable - When tested, verbally or in written form, answers with less than 70% accuracy.

(4) Acceptable - When tested, verbally or in written form, answers with 70% accuracy.

(7) Superior - When tested, verbally or in written form, answers with 100% accuracy.

7b. Field Performance

Tests trainee's ability to apply Traffic related codes.

(1) Unacceptable - Does not know even the most often used sections of the code. Does not recognize violations when committed and/or incorrectly identifies violation.

(4) Acceptable - Knows and recognizes commonly used sections of the code. Applies appropriate sections. Locates lesser-known sections in reference material.

(7) Superior - Displays outstanding knowledge of traffic codes including lesser-known sections. Quickly and effectively applies codes.

Knowledge of Criminal Procedures**8a. Verbal/Written/Simulated Tests**

Evaluates trainee's knowledge of Criminal Procedures including laws of arrest, search & seizure, warrants, juvenile law, etc. Evaluates ability to apply those procedures in field situations.

(1) Unacceptable - When tested, verbally or in written form, answers with less than 70% accuracy.

(4) Acceptable - When tested, verbally or in written form, answers with 70% accuracy.

(7) Superior - When tested, verbally or in written form, answers with 100% accuracy.

8b. Field Performance

Evaluates trainee's knowledge of Criminal Procedures including laws of arrest, search & seizure, warrants, juvenile law, etc. Evaluates ability to apply those procedures in field situations.

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

(4) Acceptable - Follows required procedure in commonly encountered situations. Conducts proper searches and seizes evidence legally. Arrests within guidelines.

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

Performance**9. Driving: Normal Conditions**

Evaluates 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 slowly for conditions.	(4) Acceptable - Obeys traffic laws when appropriate. Maintains control of the vehicle. Performs vehicle operation while maintaining alertness to surrounding activity. Drives Defensively.	(7) Superior - Sets an example for lawful, courteous driving. Maintains complete control of the vehicle while operating radio, checking hot sheet, etc. Is a superior defensive driver.
10. Driving: Mod/High Stress Evaluates trainee's skill in vehicle operation in emergency situations and under conditions calling for other than normal driving skill.		
(1) Unacceptable - Involved in chargeable accidents. Uses lights and siren unnecessarily or improperly. Drives too fast or too slow for conditions/situation. Loses control of vehicle.	(4) Acceptable - Maintains control of vehicle and evaluates driving conditions/situation properly.	(7) Superior - Displays high degree of reflex ability and driving competence. Anticipates driving situation in advance and acts accordingly. Practices defensive driving techniques continually. Responds very well to the degree of stress present.
11. Orientation/Response Time to Calls Evaluates trainee's awareness of surroundings, ability to find locations and arrive at destination within an acceptable amount of time.		
(1) Unacceptable - Unaware of location on patrol. Does not properly use beat map. Gets lost. Expend too much time getting to destination.	(4) Acceptable - Is aware of location while on patrol. Properly uses beat map. Can relate location to destination. Arrives within reasonable amount of time.	(7) Superior - Remembers locations from previous visits and seldom needs beat map. 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 trainee's ability to properly utilize the forms the agency uses to accomplish reporting obligations.		
(1) Unacceptable - Is unaware that a form must be completed and/or is unable to complete the form for the given situation. Forms are incomplete, inaccurate or improperly used.	(4) Acceptable - Knows commonly used forms & understands use. Completes with reasonable accuracy and thoroughness.	(7) Superior - Makes accurate selection and completes detailed forms without assistance. Displays high degree of accuracy in form completion.
13. Report Writing: Organization/Detail Evaluates trainee's ability to prepare written/computerized reports accurately reflecting the situation and in a detailed, organized manner.		
(1) Unacceptable - Unable to organize information and reproduce it in the required format. Leaves out pertinent details. Report is inaccurate and/or incorrect.	(4) Acceptable - Completes reports, organizing information in a logical manner. Reports contain the required and necessary information and details.	(7) Superior - Reports are a complete and detailed accounting of events from beginning to end, written and organized so that any reader understands what occurred.
14. Report Writing: Grammar/Spelling/Neatness Evaluates trainee's ability to use proper grammar/spelling, 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.	(4) Acceptable - Reports are legible and grammar is at an acceptable level. Spelling is acceptable and errors are rare. Errors, if present, do not distract from understanding the report.	(7) Superior - Reports are very neat and legible. Contain no spelling or grammatical errors.
15. Report Writing: Approp Time Used Evaluate the trainee's efficiency relative to the amount of time taken to accurately complete a report writing assignment.		
(1) Unacceptable - Requires an excessive amount of time to complete a report. Takes three or more times the amount of time the average tenured officer would take for a similar report.	(4) Acceptable - Completes reports within a reasonable amount of time as compared to the amount of time the average tenured officer would take for a similar report.	(7) Superior - Completes reports very quickly, as quickly as a skilled, veteran officer does.
16. Field Performance: Non-Stress Conditions Evaluates the trainee's ability to perform routine, non-stress, police activity.		
(1) Unacceptable - Becomes confused and disoriented when confronted with routine, non-stress tasks. Does not or cannot complete task. Takes wrong 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 high and moderately high stress conditions.		
(1) Unacceptable - Becomes emotional,	(4) Acceptable - Maintains calm and self-	(7) Superior - Maintains calm and self-

<p>panic stricken, unable to function. Holds back, loses temper or displays cowardice. Over or under reacts.</p>	<p>control in most situations, determines proper course of action and takes it. Does not allow a situation to further deteriorate. Reaction is acceptable.</p>	<p>control in even the most extreme situations. Quickly restores control of the situation and takes command. Course of action taken is best possible.</p>
<p>18. Investigative Skill Evaluates trainee's ability to conduct a proper investigation with an emphasis on crime scene investigation procedures.</p>		
<p>(1) Unacceptable - Does not conduct a basic investigation or investigates improperly. Unable to accurately diagnose 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 scene.</p>	<p>(4) Acceptable - Follows proper procedure in routine cases. Is generally accurate in diagnosis of 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.</p>	<p>(7) Superior - Always follows proper investigatory procedure and always accurate in diagnosis 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.</p>
<p>19. Interview/Interrogation Skill Evaluates trainee's ability to use proper questioning techniques; to vary techniques to fit persons being interviewed/interrogated; to follow proper and lawful procedure.</p>		
<p>(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 follow department/legal procedures.</p>	<p>(4) Acceptable - Generally uses proper questioning techniques. Elicits most available information and records same. Establishes proper rapport with most victims/witnesses. Controls the interrogation of most suspects. Follows procedure and issues a proper Miranda admonition.</p>	<p>(7) Superior - Always uses proper questioning techniques. Establishes rapport with victims/witnesses under the most difficult circumstances. Control the interrogation of suspects. Conducts stressful interrogations.</p>
<p>20. Self-Initiated Activity Evaluate trainee's interest and ability to initiate police-related activity.</p>		
<p>(1) Unacceptable - Does not see or avoids activity. Rationalizes away suspicious circumstances. Does not have a broad orientation to the job.</p>	<p>(4) Acceptable - Recognizes and identifies police-related activities. Has a broad orientation to the job including activity with low priority. Develops cases from observed activity. Displays inquisitiveness.</p>	<p>(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.</p>
<p>21. Officer Safety: General Evaluates trainee's ability to perform police activity without injuring him/herself or others. Assesses their ability to perform without exposing self or others to potential danger and/or unnecessary risk.</p>		
<p>(1) Unacceptable - Fails to follow acceptable safety procedures. Fails to exercise officer safety in the following, and other, situations: A) Exposes weapon to suspect (handgun, baton, mace, etc.), B) Fails to keep weapon hand free in enforcement situations, C) Stands in front of violator's vehicle door, D) Fails to control suspect's movements, E) Fails to use illumination when necessary or uses it improperly, F) Does not keep violator/suspect in sight, G) Fails to advise Communications when leaving vehicle, H) Fails to maintain good physical condition, I) Fails to properly maintain safety equipment and weapon, J) Does not anticipate potentially dangerous situations, K) Stands too close to passing vehicular traffic, L) Fails to position vehicle properly on car stops, M) Stands in front of door when making contact with occupants, N) Fails to cover other officers or maintain awareness of their activity, and O) Fails to search police vehicle prior to duty and after transporting other</p>	<p>(4) Acceptable - Follows acceptable safety procedures. Understands and applies them.</p>	<p>(7) Superior - Always works safely. Foresees dangerous situations and prepares for them. Keeps partner informed and determines best position for self and partner. Is not overconfident. Serves as an "officer safety" model for others without conveying a message of paranoia.</p>

than police personnel.		
22. Officer Safety: Suspects/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. 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 that would 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 difficult situations. Is alert to changing situations and prevents opportunities for danger from developing. Serves as an "officer safety" role model without conveying a message of paranoia.
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. Fails to use "voice skills" when appropriate or speaks when inappropriate.	(4) Acceptable - Speaks with authority in a calm, clear voice. Proper selection of words. Displays knowledge of how and when to speak. Commands usually result in compliance.	(7) Superior - Completely controls situations with voice tone, word selection, inflection and body language, which supports what is said. Restores order in even the most trying situation through voice and language usage.
24. Control of Conflict: Physical Control 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 with proper degree of force application in routine situations. Uses restraints effectively. Unlikely to lose control.	(7) Superior - Excellent knowledge and skill level in use of restraints. Extremely adept in the proper use of force for the given situation. Does not lose control regardless of conditions present.
25. Problem Solving/Decision Making Evaluates the trainee's performance in terms of ability to perceive accurately, form valid conclusions, arrive at sound judgments, and make proper decisions.		
(1) Unacceptable - Acts without thought or good reason. Is indecisive, naïve. Is unable to reason through a problem and come to a conclusion. Cannot recall previous solutions and apply them in like 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. Has excellent perception. Anticipates problems and prepares resolutions in advance. Relates past solutions to current problems.
26. Radio/MDC: Approp Use of Codes/Procedures 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 sections of the codes/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.
27. Radio/MDC: Listens and Comprehends Evaluates the trainee's ability to pay attention to radio/MDT 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.
28. Radio/MDC: Articulation of Messages Evaluates the trainee's ability to communicate with others via the telecommunications network.		
(1) Unacceptable - Does not preplan transmissions. Over or 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.

Relationships

29. with Citizens in General

Evaluates the trainee's ability to interact with citizens (including suspects) in an appropriate, efficient manner.

(1) Unacceptable - Abrupt, overbearing, arrogant, uncommunicative. Overlooks or avoids "service" aspects of the job. Introverted, insensitive and uncaring. Poor "non-verbal" skills.

(4) Acceptable - Courteous, friendly and empathetic. Communicates in a professional, unbiased manner. Is service oriented. Good "non-verbal" skills.

(7) Superior - Is very much at ease with citizen and suspect contacts. Quickly establishes rapport and leaves people with the feeling that the officer was interested in service to them. Is objective in all contacts. Excellent "non-verbal" skills.

30. with Ethnic/Cultural/Social Groups

Evaluates the trainee's ability to interact effectively and appropriately with members of ethnic/cultural/social groups other than their own.

(1) Unacceptable - Is hostile or overly sympathetic. Is prejudicial, subjective and biased. Violates policies regarding treatment of said groups. Creates problems for the organization as a result of his/her treatment of group members. Is ineffective when dealing with member(s) of a group.

(4) Acceptable - Is at ease with members of other ethnic/cultural/social groups. Serves their needs and requests objectively and with concern. Does not feel threatened or intimidated when in their presence.

(7) Superior - Understands the various ethnic/cultural/social differences and uses this understanding to competently resolve problems and issues. Is totally objective and communicates in a manner that furthers mutual understanding and respect. Represents the agency and the agency's position well.

31. with other Department Members

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 to them. Gossips. Is insubordinate, argumentative, or sarcastic. Resists instruction. Considers self superior. Belittles others. Is not a "team player." Fawns on others.

(4) Acceptable - Adheres to the Chain of Command and accepts his/her role in the organization. Good FTO, Peer, Superior relationship and is 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, respects and supports their position. Peer group leader. Actively assists others. Loyal to the agency.





**FOSTER CITY POLICE DEPARTMENT
FIELD TRAINING PROGRAM
DAILY OBSERVATION REPORT**

Training Phase _____
Phase Day Number _____

Recruit Officer _____ **FTO** _____ **Date** _____ **Team/Assignment** _____
(Note names for no evaluation)

RATING INSTRUCTIONS: Rate observed behavior using the scale below by using the numerical value definitions contained in the Field Training and Evaluation Program Standardized Guidelines. Comment on any behavior, but a specific comment is required for ratings of "1", "2", "6", "7", or "N.R.T.". Use the category number to reference your narrative comments. Check the "N.O." box if any activity is not observed and/or "N.R.T." box if the recruit fails to respond to training. Have the recruit write the rating scale in the "D.R." box. Indicate total overtime and remediation time, if applicable.

O.T.: _____
Minutes R.T.: _____
(Note Specific Remedial Plan)

<u>D.R.</u>	<u>Acceptable Level</u>	<u>N.O.</u>		<u>N.R.T.</u>	<u>R.T.</u>
_____	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7	<input type="checkbox"/>		
			Appearance		
			1. General Appearance	<input type="checkbox"/>	
			Behavior/Performance		
			2. Acceptance of Feedback	<input type="checkbox"/>	
			3. Attitude Towards the Job	<input type="checkbox"/>	
			Knowledge of Department Policies/Procedures		
			4a. Verbal/Written/Simulated Tests	<input type="checkbox"/>	
			4b. Field Performance	<input type="checkbox"/>	
			Knowledge of Criminal Statutes		
			5a. Verbal/Written/Simulated Tests	<input type="checkbox"/>	
			5b. Field Performance	<input type="checkbox"/>	
			Knowledge of City Codes		
			6a. Verbal/Written/Simulated Tests	<input type="checkbox"/>	
			6b. Field Performance	<input type="checkbox"/>	
			Knowledge of Vehicle Code		
			7a. Verbal/Written/Simulated Tests	<input type="checkbox"/>	
			7b. Field Performance	<input type="checkbox"/>	
			Knowledge of Criminal Procedures		
			8a. Verbal/Written/Simulated Tests	<input type="checkbox"/>	
			8b. Field Performance	<input type="checkbox"/>	
			Performance		
			9. Driving: Normal Conditions	<input type="checkbox"/>	
			10. Driving: Mod/High Stress	<input type="checkbox"/>	
			11. Orientation/Response Time to Calls	<input type="checkbox"/>	
			12. Routine Forms: Accuracy/Completeness	<input type="checkbox"/>	
			13. Report Writing: Organization/Detail	<input type="checkbox"/>	
			14. Report Writing: Grammar/Spelling/Neatness	<input type="checkbox"/>	
			15. Report Writing: Approp Time Used	<input type="checkbox"/>	
			16. Field Performance: Non-Stress Conditions	<input type="checkbox"/>	
			17. Field Performance: Stress Conditions	<input type="checkbox"/>	
			18. Investigative Skill	<input type="checkbox"/>	
			19. Interview/Interrogation Skill	<input type="checkbox"/>	
			20. Self-Initiated Activity	<input type="checkbox"/>	
			21. Officer Safety: General	<input type="checkbox"/>	
			22. Officer Safety: Suspects/Prisoners	<input type="checkbox"/>	
			23. Control of Conflict: Voice Command	<input type="checkbox"/>	
			24. Control of Conflict: Physical Control	<input type="checkbox"/>	
			25. Problem Solving/Decision Making	<input type="checkbox"/>	
			26. Radio/MDC: Approp Use of Codes/Procedures	<input type="checkbox"/>	
			27. Radio/MDC: Listens and Comprehends	<input type="checkbox"/>	
			28. Radio/MDC: Articulation of Messages	<input type="checkbox"/>	
			Relationships		
			29. with Citizens in General	<input type="checkbox"/>	
			30. with Ethnic/Cultural/Social Groups	<input type="checkbox"/>	
			31. with other Department Members	<input type="checkbox"/>	

FD-102 (Rev. 3/02)

Recruit Officer's Signature _____

FTO's Signature _____

Watch Commander's Signature _____

Field Training Supervisor/Administrator/Coordinator (FTP SAC) _____

SAMPLE DOR

Best Practices Study Guide

The following sections outlines general best practices and an organizational philosophy for a common sense approach to decision making. Our organizational problem solving matrix is identified as; **Community-Department-Individual**. In other words, when faced with a decision the recruit should consider the impact on the Community, Department and Individual, in that order. Although, the Lexipol Policy may allow for more autonomy the following examples are given to reinforce an organizational philosophy and common sense approach to decision making. The following examples are only a small sampling of our policies but these are generally considered high risk, low repetition activities.

VEHICLE PURSUITS BEST PRACTICES

VEHICLE PURSUIT DEFINED

A vehicle pursuit is an event involving one or more law enforcement officers attempting to apprehend a suspect who is attempting to avoid arrest while operating a motor vehicle by using high speed driving or other evasive tactics such as driving off a highway, turning suddenly, or driving in a legal manner but willfully failing to yield to an officer's signal to stop.

INITIATING A PURSUIT

Officers are authorized to initiate a pursuit when it is reasonable to believe that a suspect is attempting to evade arrest or detention by fleeing in a vehicle. The following factors individually and collectively shall be considered in deciding whether to initiate a pursuit:

- (a) Seriousness of the known or reasonably suspected crime and its relationship to community safety.
- (b) The importance of protecting the public and balancing the known or reasonably suspected offense and the apparent need for immediate capture against the risks to officers, innocent motorists and others.
- (c) Apparent nature of the fleeing suspect(s) (e.g., whether the suspect(s) represent a serious threat to public safety).
- (d) The identity of the suspect(s) has been verified and there is comparatively minimal risk in allowing the suspect(s) to be apprehended at a later time.
- (e) Safety of the public in the area of the pursuit, including the type of area, time of day, the amount of vehicular and pedestrian traffic and the speed of the pursuit relative to these factors.
- (f) Pursuing officer(s) familiarity with the area of the pursuit, the quality of radio communications between the pursuing units and the dispatcher/supervisor and the driving capabilities of the pursuing officers under the conditions of the pursuit.
- (g) Weather, traffic and road conditions that substantially increase the danger of the pursuit beyond the worth of apprehending the suspect.
- (h) Performance capabilities of the vehicles used in the pursuit in relation to the speeds and other conditions of the pursuit.
- (i) Vehicle speeds.
- (j) Other persons in or on the pursued vehicle (e.g., passengers, co-offenders and hostages).
- (k) Availability of other resources such as helicopter assistance.
- (l) The police unit is carrying passengers other than police officers. Pursuits should not be undertaken with a prisoner(s) in the police vehicle.

WHEN TO TERMINATE A PURSUIT

Pursuits should be discontinued whenever the totality of objective circumstances known or which reasonably ought to be known to the officer or supervisor during the pursuit indicates that the present risks of continuing the pursuit reasonably appear to outweigh the risks resulting from the suspect(s)' escape. Officers and supervisors must objectively and continuously weigh the seriousness of the offense against the potential danger to innocent motorists and themselves when electing to continue a pursuit. The following factors should also be considered in deciding whether to terminate a pursuit:

- (a) [REDACTED]
- (b) Pursued vehicle's location is no longer definitely known
- (c) [REDACTED]
- (d) [REDACTED]
- (e) [REDACTED]
- (f) [REDACTED]
- (g) Directed by a supervisor

SPEED LIMITS

The speed of a pursuit is a factor that should be evaluated on a continuing basis by the officer and supervisor.

[REDACTED]

[REDACTED]

PURSUIT UNITS

Pursuit units should be limited to two vehicles; However, the number of units involved will vary with the circumstances. An officer or supervisor may request additional units to join a pursuit if, after assessing the factors outlined above, it appears that the number of officers involved would be insufficient to safely arrest the suspect(s). All other officers should stay out of the pursuit, but should remain alert to its progress and location. Any officer who drops out of a pursuit may then, if necessary, proceed to the termination point at legal speeds, following the appropriate rules of the road.

MOTORCYCLE OFFICERS

A distinctively marked patrol vehicle equipped with emergency overhead lighting should replace a police motorcycle as primary and/or secondary pursuit unit as soon as practical.

VEHICLES WITHOUT EMERGENCY EQUIPMENT

Vehicles not equipped with red light and sirens are generally prohibited from initiating or joining in any pursuit. Officer(s) in such vehicles, however, may become involved in emergency activities involving serious crimes or life threatening situations. Those officers should terminate their involvement in any pursuit immediately upon arrival of a sufficient number of emergency police vehicles or any police helicopter. The exemptions provided by Vehicle Code § 21055 do not apply to officers using vehicles without emergency equipment.

PRIMARY UNIT RESPONSIBILITIES

The initial pursuing unit will be designated as the primary pursuit unit and will be responsible for the conduct of the pursuit unless it is unable to remain reasonably close enough to the violator's vehicle. The primary responsibility of the officer initiating the pursuit is the apprehension of the suspect(s) without unreasonable danger to themselves or others. Notify the Communications Center that a vehicle pursuit has been initiated and as soon as practical provide information including, but not limited to:

- (a) Reason for the pursuit.
- (b) Location and direction of travel.
- (c) Speed of the fleeing vehicle.
- (d) Description of the fleeing vehicle and license number, if known.
- (e) Number of known occupants.
- (f) The identity or description of the known occupants.
- (g) Information concerning the use of firearms, threat of force, injuries, hostages or other unusual hazards.

Unless relieved by a supervisor or secondary unit, the officer in the primary unit shall be responsible for the broadcasting of the progress of the pursuit on the Green Channel. Unless practical circumstances indicate otherwise, in order to concentrate on pursuit driving, the primary officer should relinquish the responsibility of broadcasting the progress of the pursuit to a secondary unit or aircraft joining the pursuit.

RADIO PROCEDURES

1. Inform Dispatch that they are "in pursuit"
2. In all pursuits, the officer shall switch to the CWMA channel
3. Advise the location, direction of travel, violations or reasons for the pursuit, vehicle/suspect description, and license plate number.
4. Whenever possible, passenger officers should operate the radio allowing the driver to concentrate on driving tactics and officer safety.

SECONDARY UNIT(S) RESPONSIBILITIES

The second officer in the pursuit is responsible for the following:

- (a) The officer in the secondary unit should immediately notify the dispatcher of entry into the pursuit
- (b) Remain a safe distance behind the primary unit unless directed to assume the role of primary officer, or if the primary unit is unable to continue the pursuit
- (c) The secondary officer should be responsible for broadcasting the progress of the pursuit unless the situation indicates otherwise

PURSUIT DRIVING TACTICS

The decision to use specific driving tactics requires the same assessment of considerations outlined in the factors to be considered concerning pursuit initiation and termination. The following are tactics for units involved in the pursuit:

(a) [REDACTED]

(b) Because intersections can present increased risks, the following tactics should be considered:

1. [REDACTED]
2. Pursuing units should exercise due caution when proceeding through controlled intersections.

(c) [REDACTED]

1. Requesting assistance from an air unit.
2. Maintaining visual contact with the pursued vehicle by paralleling it on the correct side of the roadway.
3. Requesting other units to observe exits available to the suspect(s).

(d) [REDACTED]

(e) Officers involved in a pursuit should not attempt to pass other units unless the situation indicates otherwise or they are requested to do so by the primary unit.

TACTICS/PROCEDURES FOR UNITS NOT INVOLVED IN THE PURSUIT

[REDACTED]

PURSUIT TRAILING

In the event the initiating unit from this agency either relinquishes control of the pursuit to another unit or jurisdiction, that initiating unit may, with permission of supervisor, trail the pursuit to the termination point in order to provide necessary information and assistance for the arrest of the suspect(s). The term trail means to follow the path of the pursuit at a safe speed while obeying all traffic laws and without activating emergency equipment. If the pursuit is at a slow rate of speed, the trailing unit will maintain sufficient distance from the pursuit units so as to clearly indicate an absence of participation in the pursuit.

OFFICER RESPONSIBILITIES

It shall be the policy of this department that a motor vehicle pursuit shall be conducted only with red light and siren as required by Vehicle Code § 21055 for exemption from compliance with the rules of the road. The following policy is established to provide officers with guidelines for driving with due regard and caution for the safety of all persons using the highway as required by Vehicle Code § 21056.

LOSS OF PURSUED VEHICLE

When the pursued vehicle is lost, the primary unit should broadcast pertinent information to assist other units in locating suspects. The primary unit will be responsible for coordinating any further search for either the pursued vehicle or suspects fleeing on foot.

INTER-JURISDICTIONAL CONSIDERATIONS

When a pursuit enters another agency's jurisdiction, the primary officer or supervisor, taking into consideration distance traveled, unfamiliarity with the area, and other pertinent facts, should determine whether or not to request the other agency to assume the pursuit. Unless entry into another jurisdiction is expected to be brief, it is generally recommended that the primary officer or supervisor ensure that notification is provided to each outside jurisdiction into which the pursuit is reasonably expected to enter, regardless of whether or not such jurisdiction is expected to assist.

ASSUMPTION OF PURSUIT BY ANOTHER AGENCY

Units originally involved will discontinue the pursuit when advised that another agency has assumed the pursuit and assistance of the Foster City Police Department is no longer needed. Upon discontinuing the pursuit, the primary unit may proceed upon request, with or at the direction of a supervisor, to the termination point to assist in the investigation. The role and responsibilities of officers at the termination of a pursuit initiated by this department shall be coordinated with appropriate consideration of the units from the agency assuming the pursuit. Notification of a pursuit in progress should not be construed as a request to join the pursuit. Requests to or from another agency to assume a pursuit should be specific. Because of communication limitations between local agencies and CHP units, a request for CHP assistance will mean that they will assume responsibilities for the pursuit. For the same reasons, when a pursuit leaves the freeway and a request for assistance is made to this department, the CHP should relinquish control.

PURSUIITS EXTENDING INTO THIS JURISDICTION

The agency that initiates a pursuit shall be responsible for conducting the pursuit. Units from this department should not join a pursuit unless specifically requested to do so by the agency whose officers are in pursuit. The exception to this is when a single unit from the initiating agency is in pursuit. Under this circumstance, a unit from this department may join the pursuit until sufficient units from the initiating agency join the pursuit. When a request is made for this department to assist or take over a pursuit from another agency that has entered this jurisdiction, the supervisor should consider these additional following factors:

- (a) Ability to maintain the pursuit.
- (b) Circumstances serious enough to continue the pursuit.
- (c) Adequate staffing to continue the pursuit.
- (d) The public's safety within this jurisdiction.
- (e) Safety of the pursuing officers.

The Watch Commander, after consideration of the above factors, may decline to assist in, or assume the other agency's pursuit. Assistance to a pursuing allied agency by officers of this department will terminate at the City limits provided that the pursuing officers have sufficient assistance from other sources. Ongoing participation from this department may continue only until sufficient assistance is present.

In the event that a pursuit from another agency terminates within this jurisdiction, officers shall provide appropriate assistance to officers from the allied agency including, but not limited to, scene control, coordination and completion of supplemental reports and any other assistance requested or needed.

PURSUIT INTERVENTION

[REDACTED]

WHEN PURSUIT INTERVENTION IS AUTHORIZED

Use of pursuit intervention tactics should be employed only after approval of a supervisor. In deciding whether to use intervention tactics, officers/supervisors should balance the risks of allowing the pursuit to continue with the potential hazards arising from the use of each tactic to the public, the officers and persons in or on the pursued vehicle. With these risks in mind, the decision to use any intervention tactic should be reasonable in light of the circumstances confronting the officer at the time of the decision. It is imperative that officers act within the bounds of legality, good judgment and accepted practices.

INTERVENTION STANDARDS

Any pursuit intervention tactic, depending upon the conditions and circumstances under which it is used, may present dangers to the officers, the public, or anyone in or on the vehicle being pursued. Certain applications of intervention tactics may be construed to be a use of deadly force and subject to the requirements for such use. Officers who have not received certified departmental training in the application and use of any intervention tactic or equipment shall consider these facts and requirements prior to deciding how, when, where, and if an intervention tactic should be employed.

(a) [REDACTED]

1. [REDACTED]
2. [REDACTED]
3. [REDACTED]
4. [REDACTED]

5. [REDACTED]

(b) Only those officers trained in the use of the Pursuit Intervention Technique (PIT) will be authorized to use this procedure and only then with approval of a supervisor upon consideration of the circumstances and conditions presented at the time, including the potential for risk of injury to officers, the public and occupants of the pursued vehicle.

(c) [REDACTED]

1. [REDACTED]

2. [REDACTED]

3. [REDACTED]

(d) As with all intervention techniques, pursuing officers should obtain supervisor approval before attempting to box a suspect vehicle during a pursuit. The use of such a technique must be carefully coordinated with all involved units, taking into consideration the circumstances and conditions presented at the time as well as the potential risk of injury to officers, the public and occupants of the pursued vehicle.

(e) The use of spike strips should be approved in advance by a supervisor and deployed only when it is reasonably certain that only the pursued vehicle will be affected by their use. Officers should carefully consider the limitations of such devices as well as the potential risks to officers, the public and occupants of the pursued vehicle. [REDACTED]

(f) [REDACTED]

CODE 3 DRIVING BEST PRACTICES

Officers dispatched "Code 3" shall consider the call an emergency response and proceed immediately. Officers responding Code 3 shall continuously operate emergency lighting equipment, including at minimum a steady forward facing red light, and shall sound the siren as reasonably necessary pursuant to Vehicle Code § 21055.

Responding with emergency light(s) and siren does not relieve the officer of the duty to continue to drive with due regard for the safety of all persons. The use of any other warning equipment without a red light and siren does not

provide any exemption from the Vehicle Code. Officers should only respond Code3 when so dispatched or when circumstances reasonably indicate an emergency response is required. Officers not authorized to respond Code3 shall observe all traffic laws and proceed without the use of emergency lights and siren.

REQUESTING EMERGENCY ASSISTANCE

Requests for emergency assistance should be limited to those situations where the involved personnel reasonably believe that there is an immediate threat to the safety of officers, or assistance is needed to prevent imminent serious harm to a citizen. In any event, where a situation has stabilized and emergency response is not required, the requesting officer shall immediately notify the Communications Center. If circumstances permit, the requesting officer should give the following information:

- The unit number
- The location
- The reason for the request and type of emergency
- The number of units required

NUMBER OF UNITS ASSIGNED

Normally, only one unit should respond to an emergency call Code3 unless the Watch Commander or the field supervisor authorizes an additional unit(s).

INITIATING CODE 3 RESPONSE

If an officer believes a Code3 response to any call is appropriate, the officer shall immediately notify the Communications Center. Generally, only one unit should respond Code3 to any situation. Should another officer believe a Code3 response is appropriate, the Communications Center shall be notified and the Watch Commander or field supervisor will make a determination as to whether one or more officers driving Code3 is appropriate.

RESPONSIBILITIES OF RESPONDING OFFICER(S)

Officers shall exercise sound judgment and care with due regard for life and property when responding to an emergency call. Officers shall reduce speed at all street intersections to such a degree that they shall have complete control of the vehicle. The decision to continue a Code3 response is at the discretion of the officer. If, in the officer's judgment, the roadway conditions or traffic congestion does not permit such a response without unreasonable risk, the officer may elect to respond to the call without the use of red lights and siren at the legal speed limit. In such an event, the officer should immediately notify the Communications Center. An officer shall also discontinue the Code3 response when directed by a supervisor. Upon receiving authorization or determining a Code3 response is appropriate, an officer shall immediately give the location from which he/she is responding.

FAILURE OF EMERGENCY EQUIPMENT

If the emergency equipment on the vehicle should fail to operate, the officer must terminate the Code3 response and respond accordingly. In all cases, the officer shall notify the Watch Commander or the Communications Center of the equipment failure so that another unit may be assigned to the emergency response.

CODE 3 RESPONSE BEST PRACTICES

Officers shall drive on Code 3 responses at a speed that allows safe control of their vehicle, taking into consideration road, weather, and traffic conditions.

1. Officers may respond Code 3 to, but not from, any fire where evidence exists that human life is in danger.
2. Officers may respond Code 3 to medical aid and rescues if they are in the immediate area of the call and their immediate response would aid in the preservation of life.
3. Officers may respond Code 3 to reports of felonious assaults or others calls if there is sufficient cause to believe that an immediate hazard to human life exists.
4. Officers may respond to accidents with major injuries (dispatched 11-80's) Code-3. Officers will respond to accidents with unknown injuries (dispatched 11-83's) Code 2, unless additional information is given that would indicate a strong possibility of serious injury exists (i.e. auto vs. pedestrian, auto vs. bicycle, rollover accident, involved vehicle on fire) at which time the officer may respond Code-3.
5. As many officers as deemed necessary may roll Code 3 to the scene of a Code 30 initiated by a Foster City Police Officer. The first officer on the scene should try to advise other responding units as to the situation and amount of units needed. Responses to Code 30 outside the City requested by other jurisdictions shall be directed to the patrol supervisor or Station Commander who will assign the number of units to respond.
6. If an outside agency requests a Code 30 inside the City, as many units as necessary shall respond Code 3.
7. Transportation of injured persons in the patrol unit is discouraged. Code 3 transportation of injured persons is permitted only when, in the opinion of the officer, any further delay in treatment would result in the loss of life and there exists no other means available.
8. Officers may respond Code 3 when summoned to assist other officers who have requested "Code 3 cover".
9. In the immediate pursuit of an actual or suspected violator of the law.

CONTROL DEVICES/TECHNIQUES BEST PRACTICES

WHEN DEVICES MAY BE USED

When a decision has been made to restrain or arrest a violent or threatening suspect, an approved control device may only be used when its use appears reasonable under the circumstances.

TRAINING FOR CONTROL DEVICES

- (a) Only officers trained and having shown adequate proficiency in the use of any control device and this agency's Use of Force policy are authorized to carry the device. Proficiency training must be monitored and documented by a certified weapons or tactics instructor.
- (b) Training for all control devices should occur every two years at a minimum.
- (c) All training and proficiency for control devices will be documented in the officer's training file.
- (d) Officers failing to demonstrate proficiency with the weapon or knowledge of this agency's Use of Force policy will be provided remedial training.

BATON GUIDELINES

The baton is authorized for use when, based upon the circumstances perceived by the officer, such force reasonably appears justified and necessary to result in the safe control of the suspect. The need to immediately incapacitate the suspect must be weighed against the risk of causing serious injury. ***The head, neck, throat, spine, heart, kidneys and groin should not be intentionally targeted*** except when the officer reasonably believes the suspect may cause serious bodily injury or death to the officer or others.

CHEMICAL AGENTS SPRAY GUIDELINES

Only authorized personnel may possess and maintain department issued oleoresin capsicum spray. Chemical agents are weapons used to minimize the potential for injury to officers, offenders, or other persons. They should be used only in situations where such force reasonably appears justified and necessary.

TREATMENT FOR OC SPRAY EXPOSURE

Persons who have been affected by the use of chemical agents should be promptly provided with the proper solution to cleanse the affected areas. Those persons who complain of further severe effects shall be afforded a medical examination by competent medical personnel. All uses of chemical agents shall be documented in the related arrest/crime report and the Resistance Management Survey should be completed.

KINETIC ENERGY PROJECTILES

This department is committed to reducing the potential for violent confrontations when suspects are encountered. Kinetic energy projectiles, when used properly, are less likely to result in death or serious physical injury. Kinetic energy projectiles are approved by the Department and are fired from 12 gauge shotguns or 37/40 mm launchers. Certain munitions can be used in an attempt to deescalate a potentially deadly situation, with a reduced potential for death or serious physical injury.

DEPLOYMENT CONSIDERATIONS

Before discharging projectiles, the officer should consider the following factors:

- (a) Severity of the crime or incident.

- (b) Subject's capability to pose an imminent threat to the safety of officers or others.
- (c) If the subject is actively resisting arrest or attempting to evade arrest by flight.
- (d) The credibility of the subject's threat as evaluated by the officer's present and physical capacity/capability.
- (e) The proximity of weapons available to the subject.
- (f) The officer's versus the subject's physical factors (e.g., age, size relative strength, skill level, injury/exhaustion, the number of officer(s) versus subject(s)).
- (g) The availability of other force options and their possible effectiveness.
- (h) Distance and angle to target.
- (i) Type of munitions employed.
- (j) Type and thickness of subject's clothing.
- (k) The subject's actions dictate the need for an immediate response and the use of control devices appears appropriate.

DEPLOYMENT DISTANCES

Officers should keep in mind the manufacturer's recommendations regarding deployment when using control devices, but are not solely restricted to use according to these manufacturer recommendations. Each tactical situation must be evaluated on the totality of circumstances at the time of deployment.

SHOT PLACEMENT

The need to immediately incapacitate the subject must be weighed against the risk of causing serious injury or death. The head and neck should not be intentionally targeted when deadly force is not reasonably justified.

CAROTID RESTRAINT

The proper application of the carotid restraint hold by a trained officer may be effective in restraining a violent individual who presents the risk of serious injury or death to an officer or other person(s). The carotid restraint hold works by applying pressure to the sides of a subject's neck, which results in a limited amount of oxygenated blood reaching the brain and causes temporary loss of consciousness. The carotid restraint hold should be used until the subject is rendered unconscious, complies, or for up to (but no longer than) thirty-seconds. This hold should not be applied twice against the same subject more than once in a twenty-four hour period, unless it is necessary under the circumstances. Only officers who have successfully completed department approved training on the use of the carotid restraint hold and the department Use of Force Policy are authorized to use the technique. After initial training, officers shall complete training annually on the use of the carotid restraint hold. After any application, or attempted application, of the carotid restraint hold the officer should take the following steps:

- Secure the suspect (handcuffs, zip-ties, WRAP device, etc.).
- The suspect should be placed on their side or in a sitting position.
- Regardless of whether the suspect was rendered unconscious, they shall be promptly examined by paramedics or other qualified medical personnel.
- The suspect will be transported to a medical facility and cleared prior to being booked.
- The officer shall inform any person receiving custody, or any person placed in a position of providing care, that the individual has been subjected to the carotid restraint hold and whether the subject lost consciousness as a result.

As with any other use of force, the supervisor must be notified as soon as possible and the incident must be documented in a Police report and Resistance Management Survey.

SEARCH AND SEIZURE BEST PRACTICES

SEARCH PROTOCOL

As a general rule, members of this department should not physically enter any area where an individual has a reasonable expectation of privacy in order to conduct a search or seizure without one or more of the following:

- A valid search warrant
- Exigent circumstances
- Valid consent

(a) Members of this department will conduct person searches with dignity and courtesy.

(b) Members of this department will conduct property searches in a manner that returns the condition of the property to its pre-search status as nearly as reasonably practical.

(c) Members of this department should attempt to gain keys to locked property when a search is anticipated and the time and effort required to gain the keys makes it a practical option.

(d) When the person to be searched is of the opposite sex of the officer, an officer of the like sex should be summoned to the scene to conduct the search.

(e) A search may be undertaken of a member of the opposite sex when it is not practical to summon an officer of the like sex. In these instances the officers will adhere to the following guidelines:

1. A supervisor and/or one other officer should witness the search, if practical.
2. Officers will use the back side of their hands and fingers to search sensitive areas of the opposite sex to include the breast, crotch and buttocks areas.

(f) The officer will explain to the person being searched the reason for the search and how the officer will conduct the search.

SPECIFIC SITUATIONS

RESIDENCE

Absent a valid search warrant, exigent circumstances, probation or parole authorization, or valid consent, every person has a reasonable expectation of privacy inside his/her home. Individuals do not, however, generally have a reasonable expectation of privacy in areas around their home where the general public (e.g., mail carriers & solicitors) would reasonably be permitted to go.

PLAIN VIEW

Because an individual does not have an expectation of privacy as to items that are in plain view, no "search" has taken place in a constitutional sense when an object is viewed from a location where the officer has a right to be. An item in plain view may generally be seized when all of the following conditions exist:

- (a) It was viewed from a lawful location
- (b) There is probable cause to believe that the item is linked to criminal activity
- (c) The location of the item can be legally accessed

It is important to note that the so called "Nexus Rule" requires that even items in plain view must not be seized unless there is probable cause to believe that the item will aid in an investigation. Such a nexus should be included in any related reports.

EXIGENT CIRCUMSTANCES

Exigent circumstances permitting entry into premises without a warrant or valid consent generally include any of the following:

- (a) Imminent danger of injury or death
- (b) Serious damage to property
- (c) Imminent escape of a suspect
- (d) The destruction of evidence

An exigency created by the officer's own conduct as an excuse for a warrantless entry is not generally permitted.

CONSENT

Entry into a location for the purpose of conducting a search for any item reasonably believed relevant to any investigation is permitted once valid consent has been obtained. A search by consent is only valid if the following criteria are met:

- Voluntary (i.e., clear, specific, and unequivocal).
- Obtained from a person with authority to give the consent.
- Does not exceed the scope of the consent given.

Officers are encouraged to use the Department's Consent to Search form. Officers should have the individual read the form, ensure he/she understands it, and provide them with a copy after he/she has signed it. While there is no requirement that an individual be told of their right to refuse consent, such a warning and the use of the Consent to Search form provide strong support for the validity of any consent. Consent must be obtained as the product of a free will. It cannot be obtained through submission to authority, expressed or implied. A person with authority to consent to search should be present or otherwise in a position to communicate a withdrawal of consent should they so desire. Absent other legal justification, any related search should be discontinued at any point that consent is withdrawn.

YOU CAN ONLY SEARCH SOMEONE OR SOMETHING UNDER ONE OF THE FOLLOWING CIRCUMSTANCES:

- Search Warrant
- Probable cause
- Incident to arrest
- Consent
- Exigent circumstances

TASER GUIDELINES BEST PRACTICES

The TASER™ device is considered a non-deadly control device that is intended to control a violent or potentially violent individual, while minimizing the risk of serious injury. It is anticipated that the appropriate use of such a device will result in fewer serious injuries to officers and suspects.

Only personnel who have completed department approved training may be issued a TASER for use during the current assignment.

Officers shall only use the TASER and cartridges that have been issued by the Department. The device may be carried either as part of a uniformed officer's equipment in an approved holster or secured in the driver's compartment of the officer's vehicle so that it is readily accessible at all times.

(a) When the TASER is carried as part of a uniformed officer's equipment, the TASER shall be carried on the side opposite the duty weapon.

(b) All TASERs shall be clearly and distinctly marked to differentiate them from the duty weapon and any other device.

(c) Whenever practical, officers should carry a total of two or more TASER cartridges on their person at all times when carrying a TASER.

(d) Officers shall be responsible for ensuring that their issued TASER is properly maintained and in good working order at all times.

(e) Officers should never hold both a firearm and the TASER at the same time unless lethal force is justified.

VERBAL AND VISUAL WARNINGS

A verbal warning of the intended use of the TASER should precede its application, unless it would otherwise endanger the safety of officers or when it is not practicable due to the circumstances. The purpose of the warning is for the following:

(a) Provide the individual with a reasonable opportunity to voluntarily comply.

(b) Provide other officers and individuals with a warning that a TASER may be deployed.

If, after a verbal warning, an individual is unwilling to voluntarily comply with an officer's lawful orders and it appears both reasonable and practical under the circumstances, the officer may, but is not required to, display the electrical arc (provided there is not a cartridge loaded into the TASER) or the laser in a further attempt to gain compliance prior to the application of the TASER. The aiming laser should never be intentionally directed into the eyes of another as it may permanently impair his/her vision.

The fact that a verbal and/or other warning was given or the reasons it was not given shall be documented by the officer deploying the TASER in the related report.

FACTORS TO DETERMINE REASONABLENESS OF FORCE

The application of the TASER is likely to cause intense, but momentary, pain. As such, officers should carefully consider and balance the totality of circumstances available prior to using the TASER including, but not limited to, the following factors:

- (a) The conduct of the individual being confronted (as reasonably perceived by the officer at the time).
- (b) Officer/subject factors (i.e., age, size, relative strength, skill level, injury/exhaustion, number of officers vs. subject(s)).
- (c) Influence of drugs/alcohol (mental capacity).
- (d) Proximity of weapons.
- (e) The degree to which the subject has been effectively restrained and his/her ability to resist despite being restrained.
- (f) Time and circumstances permitting, the availability of other options (what resources are reasonably available to the officer under the circumstances).
- (g) Seriousness of the suspected offense or the reason for contact with the individual.
- (h) Training and experience of the officer.
- (i) Potential for injury to citizens, officers and suspects.
- (j) Risk of escape.
- (k) Other exigent circumstances.

USE OF THE TASER

Authorized personnel may use the TASER when circumstances known to the officer at the time indicate that such application is reasonable to control a person in any of the following circumstances:

- (a) A violent or physically resisting subject.
- (b) A subject who by words or action has demonstrated an intention to be violent or to physically resist and who reasonably appears to present the potential to harm officers, him/herself or others.

1. When practicable, the officer should give a verbal warning of the intended use of the TASER followed by a reasonable opportunity to voluntarily comply.
2. The officer should be able to articulate a reasonable belief that other available options appeared ineffective, impractical or would have presented a greater danger to the officer, the subject or others.

SPECIAL DEPLOYMENT CONSIDERATIONS

The use of the TASER should generally be avoided in the following situations unless the totality of the circumstances indicate that other available options reasonably appear ineffective, impractical, or would present a greater danger to the officer, the subject or others, and the officer reasonably believes that the need to control the individual outweighs the risk of using the TASER:

- (a) Pregnant females.
- (b) Elderly individuals or obvious juveniles.
- (c) Individuals who are handcuffed or otherwise restrained.

- (d) Individuals who have been recently sprayed with a flammable chemical agent or who are otherwise in close proximity to any flammable material.
- (e) Individuals whose position or activity may result in collateral injury (e.g., falls from height, operating vehicles).

Because the application of the TASER in the drive stun mode (i.e., direct contact without darts) relies primarily on pain compliance and requires close proximity to the subject, additional caution should be exercised. The application in drive stun mode should be limited to brief applications in which pain compliance would reasonably appear necessary to achieve control.

The TASER shall not be used to torture, psychologically torment, and elicit statements or to punish any individual.

TARGETING CONSIDERATIONS

While manufacturers generally recommend that reasonable efforts should be made to target lower center mass and to avoid intentionally targeting the head, neck, chest and groin, it is recognized that the dynamics of each situation and officer safety may not permit the officer to limit the application of the TASER darts to a precise target area. As such, officers should take prompt and ongoing care to monitor the condition of the subject if one or more darts strikes the head, neck, chest or groin until he/she is released to the care of paramedics or other medical personnel.

MULTIPLE APPLICATIONS OF THE TASER

If the first application of the TASER appears to be ineffective in gaining control of an individual and if circumstances allow, the officer should consider the following before additional applications of the TASER:

- (a) Whether the probes or darts are making proper contact.
- (b) Whether the probes or darts are making proper contact.
- (c) Whether verbal commands, other options or tactics may be more effective.

This, however, shall not preclude any officer from deploying multiple, reasonable applications of the TASER on an individual.

REPORT OF USE

All TASER discharges shall be documented in the related arrest/crime report, the TASER report form and notification made to a supervisor. Accidental discharges of a TASER cartridge will also be documented on the TASER report form. Any report documenting the discharge of a TASER cartridge will include the cartridge serial number and an explanation of the circumstances surrounding the discharge. The onboard TASER memory will be downloaded through the data port by a supervisor or Rangemaster and saved with the related arrest/crime report. Photographs of probe sites should be taken, Anti Felon Identification (AFID) tags should be collected and the expended cartridge along with both probes and wire should be submitted by the officer collecting the cartridge into evidence for future reference. The cartridge serial number should be noted and documented on the evidence paperwork. The evidence packaging should be marked "Biohazard" if the probes penetrated the subject's skin.

MEDICAL TREATMENT

Absent extenuating circumstances or unavailability, only qualified personnel, including certified paramedics, should carefully remove TASER darts from a person's body. Used TASER darts shall be considered a sharp biohazard, similar to a used hypodermic needle. Universal precautions should be taken accordingly. All persons who have been struck by TASER darts or who have been subjected to the electric discharge of the device shall be medically assessed

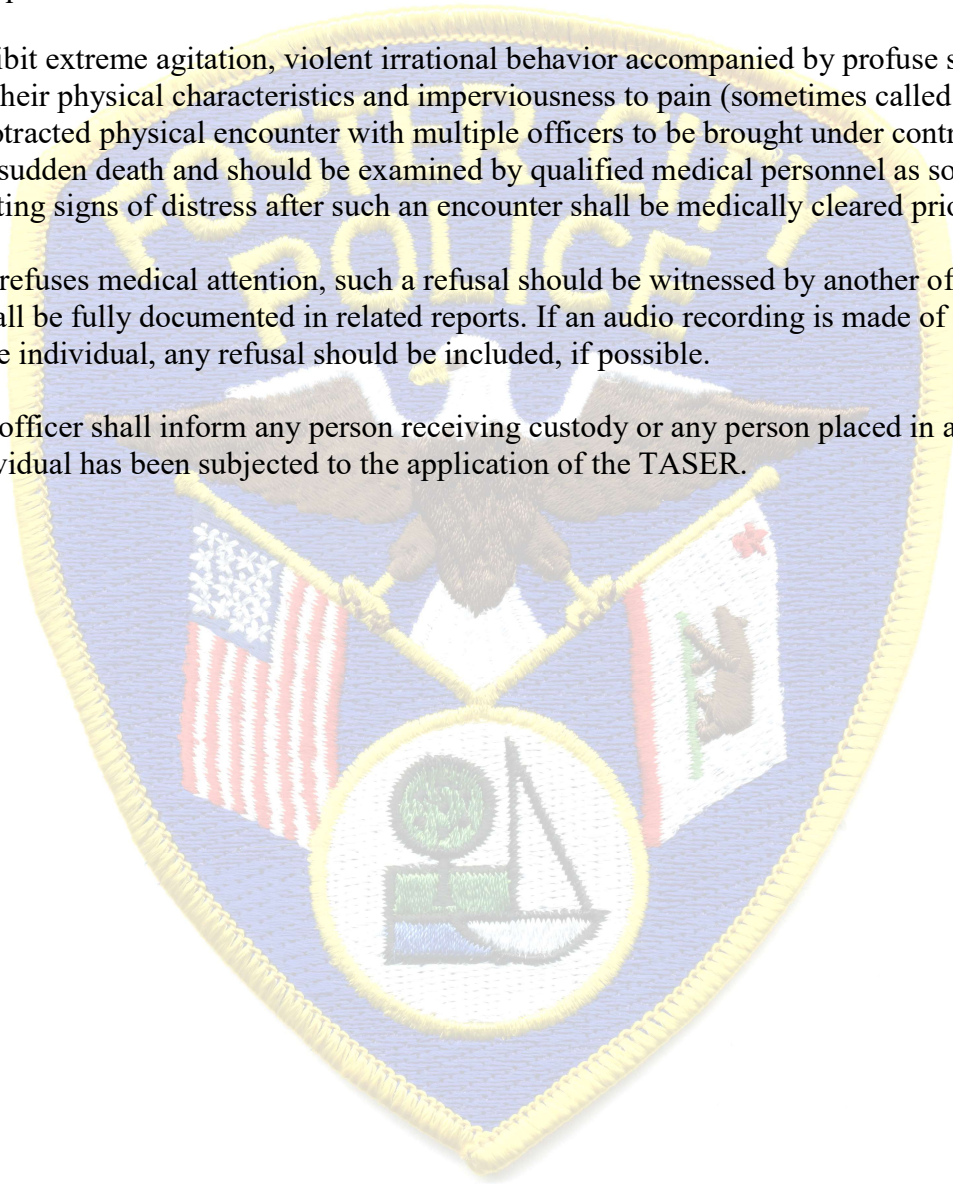
prior to booking. Additionally, any such individual who falls under any of the following categories should, as soon as practicable, be examined by paramedics or other qualified medical personnel:

- (a) The person is suspected of being under the influence of controlled substances and/or alcohol.
- (b) The person may be pregnant.
- (c) The person reasonably appears to be in need of medical attention.
- (d) The TASER darts are lodged in a sensitive area (e.g., groin, female breast, near the eyes).
- (e) The person requests medical treatment.

Persons who exhibit extreme agitation, violent irrational behavior accompanied by profuse sweating, extraordinary strength beyond their physical characteristics and imperviousness to pain (sometimes called "excited delirium") or who require a protracted physical encounter with multiple officers to be brought under control, may be at an increased risk of sudden death and should be examined by qualified medical personnel as soon as practicable. Any individual exhibiting signs of distress after such an encounter shall be medically cleared prior to booking.

If any individual refuses medical attention, such a refusal should be witnessed by another officer and/or medical personnel and shall be fully documented in related reports. If an audio recording is made of the contact or an interview with the individual, any refusal should be included, if possible.

The transporting officer shall inform any person receiving custody or any person placed in a position of providing care that the individual has been subjected to the application of the TASER.



USE OF FORCE BEST PRACTICES

FIVES TYPES OF AUTHORIZED FORCE

1. Verbal Commands
2. Contact Controls – Grasping or pulling a subject to gain compliance
3. Compliance Techniques – Wrist/Twist locks, pain compliance holds, take downs
4. Intermediate Level – Batons, ASPs, Saps, other impact weapons, Taser, Carotid Restraint
5. Deadly Force - Force likely to cause death or serious bodily injury. Includes firearms.

USE OF FORCE TO AFFECT AN ARREST

Any peace officer that has reasonable cause to believe that the person to be arrested has committed a public offense may use reasonable force to affect the arrest, to prevent escape, or to overcome resistance. A peace officer who makes or attempts to make an arrest need not retreat or desist from his/her efforts by reason of resistance or threatened resistance of the person being arrested; nor shall such officer be deemed the aggressor or lose his/her right to self-defense by the use of reasonable force to effect the arrest or to prevent escape or to overcome resistance (Penal Code § 835a).

FACTORS USED TO DETERMINE THE REASONABLENESS OF FORCE

When determining whether or not to apply any level of force and evaluating whether an officer has used reasonable force, a number of factors should be taken into consideration. These factors include, but are not limited to:

- (a) The conduct of the individual being confronted (as reasonably perceived by the officer at the time).
- (b) Officer/subject factors (age, size, relative strength, skill level, injury/exhaustion and number of officers vs. subjects).
- (c) Influence of drugs/alcohol (mental capacity).
- (d) Proximity of weapons.
- (e) The degree to which the subject has been effectively restrained and his/her ability to resist despite being restrained.
- (f) Time and circumstances permitting, the availability of other options (what resources are reasonably available to the officer under the circumstances).
- (g) Seriousness of the suspected offense or reason for contact with the individual.
- (h) Training and experience of the officer.
- (i) Potential for injury to citizens, officers and suspects.
- (j) Risk of escape.
- (k) Other exigent circumstances.

It is recognized that officers are expected to make split second decisions and that the amount of an officer's time available to evaluate and respond to changing circumstances may impact his/her decision.

While various degrees of force exist, each officer is expected to use only that degree of force reasonable under the circumstances to successfully accomplish the legitimate law enforcement purpose in accordance with this policy.

It is recognized however, that circumstances may arise in which officers reasonably believe that it would be impractical or ineffective to use any of the standard tools, weapons or methods provided by the Department. Officers may find it more effective or practical to improvise their response to rapidly unfolding conditions they are confronting. In such circumstances, the use of any improvised device or method must nonetheless be objectively reasonable and utilized only to the degree reasonably necessary to accomplish a legitimate law enforcement purpose.

NON DEADLY FORCE APPLICATIONS

Any application of force that is not reasonably anticipated and intended to create a substantial likelihood of death or very serious injury shall be considered non deadly force.

USE OF FORCE

Each officer is provided with equipment, training and skills to assist in the apprehension and control of suspects as well as protection of officers and the public. Non deadly force applications may include but are not limited to leg restraints and control devices.

PAIN COMPLIANCE TECHNIQUES

Pain compliance techniques may be very effective in controlling a passive or actively resisting individual. Officers may only apply those pain compliance techniques for which the officer has received departmentally approved training and only when the officer reasonably believes that the use of such a technique appears necessary to further a legitimate law enforcement purpose. Officers utilizing any pain compliance technique should consider the totality of the circumstance including, but not limited to:

- (a) The potential for injury to the officer(s) or others if the technique is not used
 - (b) The potential risk of serious injury to the individual being controlled
 - (c) The degree to which the pain compliance technique may be controlled in application according to the level of resistance
 - (d) The nature of the offense involved
 - (e) The level of resistance of the individual(s) involved
 - (f) The need for prompt resolution of the situation
 - (g) If time permits (e.g., passive demonstrators), other reasonable alternatives
- The application of any pain compliance technique shall be discontinued once the officer determines that compliance has been achieved.

DEADLY FORCE APPLICATIONS

While the use of a firearm is expressly considered deadly force, other force might also be considered deadly force if the officer reasonably anticipates and intends that the force applied will create a substantial likelihood of causing death or very serious injury. Use of deadly force is justified in the following circumstances:

- (a) An officer may use deadly force to protect himself/herself or others from what he/she reasonably believes would be an imminent threat of death or serious bodily injury.
- (b) An officer may use deadly force to stop a fleeing suspect when the officer has probable cause to believe that the suspect has committed, or intends to commit, a felony involving the infliction or threatened infliction of serious bodily injury or death, and the officer reasonably believes that there is an imminent or future potential risk of serious bodily injury or death to any other person if the suspect is not immediately apprehended. Under such circumstances, a verbal warning should precede the use of deadly force, where feasible.

PENAL CODE SECTION 149

Penal Code Section 149 provides that, "Every public officer who, under the color of authority, without lawful necessity, assaults or beats anyone person," is guilty of a felony. Malicious assaults and batteries committed by officers constitute gross and unlawful misconduct.

REPORTING THE USE OF FORCE

Any use of physical force by a member of this department shall be documented promptly, completely, and accurately in an appropriate report depending on the nature of the incident. Some examples of reportable events include: the use of any impact weapon, chemical agent, Taser, physical fight, incident in which a person is forcefully taken to the ground, carotid restraint hold, canine bit, or active group resistance

EXAMPLES OF A NON-REPORTABLE INCIDENT

- Use of verbal commands only
- Non-injury chase (documented on CHP forms)
- Complaints focused upon non-resistant handcuffing
- Display of defensive tools
- Acts of passive resistance

NOTIFICATION TO SUPERVISORS

Supervisory notification shall be made as soon as practical following the application of physical force, under any of the following circumstances:

- (a) The application of force appears to have caused physical injury
- (b) The individual has expressed a complaint of pain
- (c) Any application of a control device
- (d) The individual has been rendered unconscious

MEDICAL ATTENTION FOR INJURIES SUSTAINED USING FORCE

Prior to booking or release, medical assistance shall be obtained for any person who has sustained visible injury, expressed a complaint of injury or continuing pain, or who has been rendered unconscious. Based upon the officer's initial assessment of the nature and extent of the subject's injuries, medical assistance may consist of examination by fire personnel, paramedics, hospital staff or medical staff at the jail. If any such individual refuses medical attention, such a refusal shall be fully documented in related reports and, whenever practical, should be witnessed by another officer and/or medical personnel. If an audio recording is made of the contact or an interview with the individual, any refusal should be included, if possible. Persons who exhibit extreme agitation, violent irrational behavior accompanied by profuse sweating, extraordinary strength beyond physical characteristics, unusually high tolerance to pain or who require a protracted physical encounter with multiple officers to bring under control may be at an increased risk of sudden death and should be examined by qualified medical personnel as soon as practicable. Any individual exhibiting signs of distress after such an encounter shall be medically cleared prior to booking.

Routinely Used Penal Code Sections

P.C. 211 - **Robbery**

- The felonious taking of personal property
- in the possession of another,
- from his person or immediate presence,
- and against his will,
- accomplished by means of force or fear

P.C. 240 - **Assault – Misdemeanor**

- an unlawful attempt,
- coupled with a present ability,
- to commit a violent injury on the person of another.

P.C. 242 - **Battery – Misdemeanor**

Any willful and unlawful use of force or violence upon the person of another.

P.C. 459 - **Burglary – Felony**

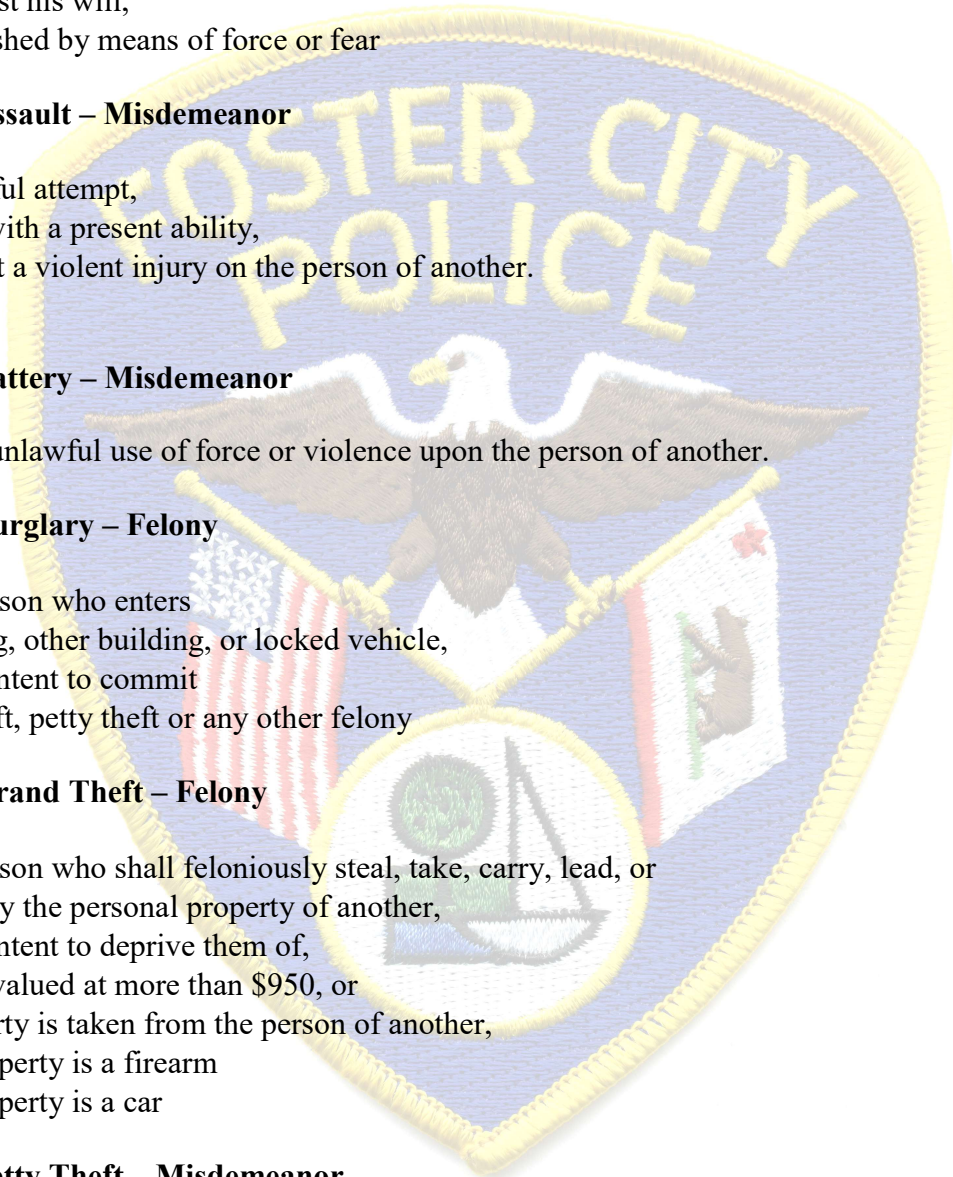
- Every person who enters
- a dwelling, other building, or locked vehicle,
- with the intent to commit
- grand theft, petty theft or any other felony

P.C. - 487 **Grand Theft – Felony**

- Every person who shall feloniously steal, take, carry, lead, or
- drive away the personal property of another,
- with the intent to deprive them of,
- property valued at more than \$950, or
- the property is taken from the person of another,
- or the property is a firearm
- or the property is a car

P.C. 488 **Petty Theft – Misdemeanor**

- Theft in other cases



Procedures for Regularly Occurring Incidents

Steps to be taken when responding to a domestic violence call

1. Get to the scene quickly and safely.
2. Find the suspect and victim and separate them.
3. Determine if there was weapon involved.
4. Assess the need for medical aid.
5. Interview witness, victim, and suspect out of each other's view.
6. Determine whether a crime occurred (Is there a D.V.P.O.?) and make appropriate arrests, Mirandize suspect.
7. Contact a D.V. counselor and have Victim and Suspect talk to them.
8. Advise victim of E.P.O. procedure.
9. Provide victim with referral information.
10. Photos of victim's injuries (appointment for follow-up photos)
11. Check D.V. protocol check list.
12. Confiscate any deadly weapons (as per 12028.5 PC).
13. Prepare a D.V. incident report.
14. Request copy of Dispatch tape.

Transporting a prisoner in a vehicle without a cage

- Seat belted in the front passenger seat.

In custody juveniles at the station

- In the squad room or in an interview room but always under supervision

Transporting the opposite sex

- In the same manner except, you must provide dispatch with a starting and ending mileage.

Responsibilities at the scene of a HAZMAT incident

- Maintain order, protect life and property, assist fire & medics,
- Traffic control,
- Set up critical incident command post.

Responsibilities at a fire

Maintain order, protect life and property, and assist fire & medics, and provide traffic control.

5150 Committal

- Determine whether they meet 5150 criteria. Due to a mental disorder (A) danger to self or others (B) Unable to care for self (C) Gravely disabled, based on a mental condition
- Have medics transport to hospital whenever possible.
- Document on a 5150 form. Non-reportable incident.

Vehicle Impound and Storage

- Impound cars:
- involved in a crime,
- for evidence purposes
- when fees to D.M.V. are due: i.e. parking tickets, 4000(a), 14601, 12500.
- * Store when purpose is just to clear the road way.

Search Authority

- Search warrant
- Probable cause
- Incident to arrest
- Consent
- Exigency

Items to search for

- Dangerous weapons
- Fruits of a crime
- Instruments of a crime
- Evidence
- Contraband
- Other people

Crime, definition

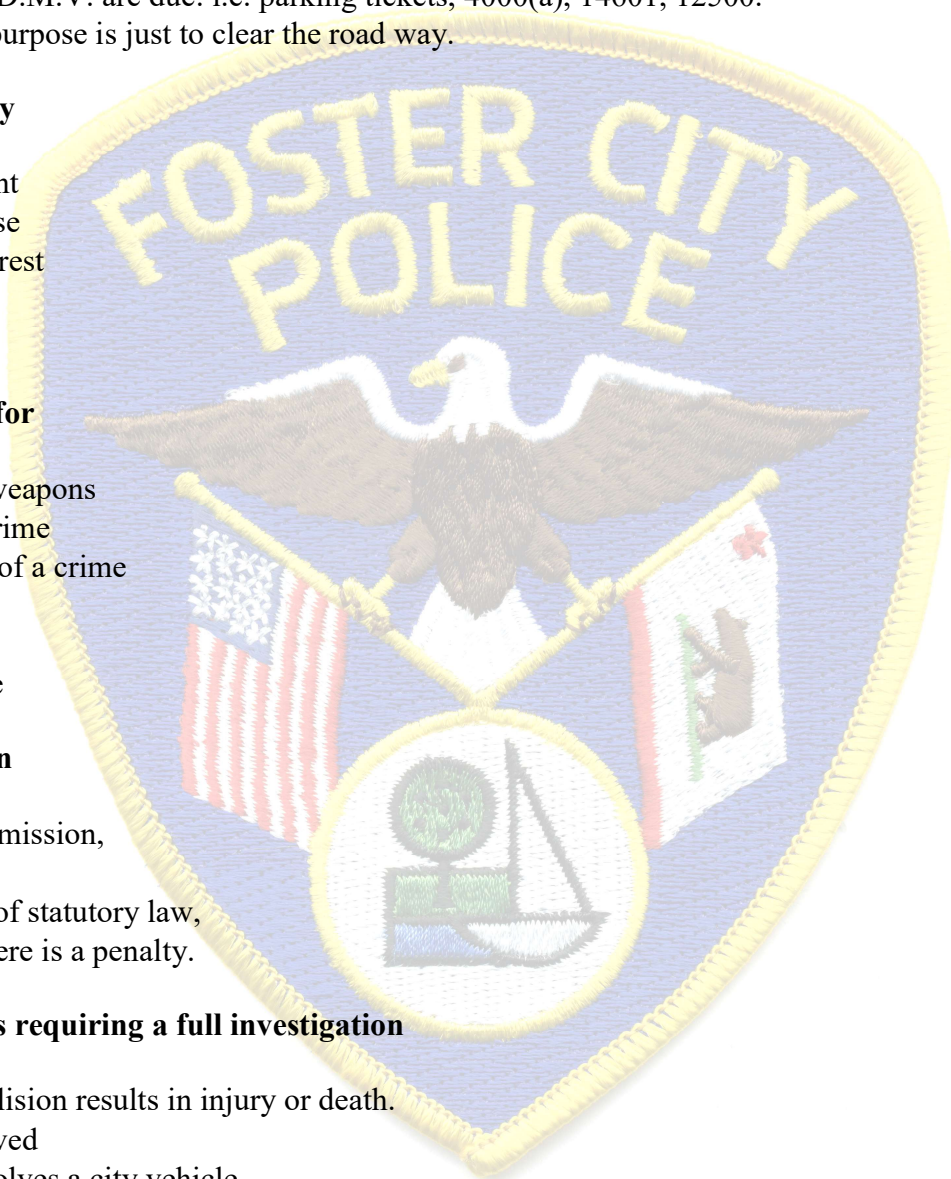
- Any act or omission,
- by a person,
- in violation of statutory law,
- for which there is a penalty.

Traffic collisions requiring a full investigation

- When the collision results in injury or death.
- Officer involved
- Collision involves a city vehicle.
- When the collision results in an arrest for 2800.1, 20001, 20002, or 23152 V.C. or any other prosecutable VC violation.

Use of Chemical Agents:

- Should only be used in situations where such force reasonably appears justified and necessary.
- In order to carry OC, an Officer must 1) Have received chemical agent qualification training and 2) must receive training in its use at least once every two years.



- After applying OC on a suspect, the Officer should 1) Expose the person to fresh air as soon as practical 2) Verbally calm the person 3) Cleanse the affected area with water or the proper solution 4) Provide the appropriate level of medical attention by qualified medical personnel.
- All uses of chemical agents shall be documented in the related arrest/crime report and the Resistance Management Survey should be completed.

Barking dogs

- Whenever possible resolve this situation by gaining compliance from the involved parties.
- If the animal is barking excessively as determined by the officer, call animal control and have the animal impounded.
- If the complainant wants to pursue a violation of the city ordinance, provide animal nuisance form and document as a non-reportable incident.

Leash law violations

Use limited discretion. If the animal is not being controlled by its owner then advise them of the city ordinance. If the dog owner fails to comply, cite them and submit a case to the city attorney.

Impact Weapons

- When a decision has been made to restrain or arrest a violent or threatening suspect, an approved control device may only be used when its use appears reasonable under the circumstances.
- As with any other use of force, the incident must be documented in a Police report and the subject must be provided the appropriate level of medical attention by qualified medical personnel. Some examples of impact weapons: Baton, ASP, Beanbag ammunition, Police Orcutt Nunchakus, PR24, flashlight or other similar striking weapons, etc.

Definition of Serious Bodily Injury

- Serious Bodily Injury is defined as serious impairment of physical condition such as a concussion, bone fracture, protracted loos or impairment of function of any bodily member or organ, or serious disfigurement.

Loud party complaints

- Contact responsible, advise of situation, mediate a solution.
- If violator is not cooperative, advise of possible alternative action in accordance with applicable law and the fact that they could be billed for a second and subsequent response
- If the party is deemed to be an unruly gathering, they will be notified of the unruly gathering ordinance and given a written warning of the potential violation and be requested to sign it.

Injured deceased animals

Call the SPCA (Humane Society) and have them take possession of it.

BEAT dividing line?

Start at E. Third and Foster city Blvd., Go South on Foster City Blvd., make right on E.H.B., then make a left on Shell, then make a left on Beach Park and the line ends between Sand Harbor South and Harbor Side.

Mandatory appearance section of the Vehicle Code

V.C. 40302

211 Bank protocol

CVC section can you cite for at the scene of a collision you did not witness

PER 40300.6 VC you may cite a person for 23152(a) V.C.

How to obtain an Emergency Protective Order

- The officer shall fill out an E.P.O.
- Supervisor approval is required to contact the on call judicial officer.
- The officer shall contact the on call judicial officer via the County Communications Center (363-4987) and assert the grounds for belief that an E.P.O. is appropriate.

Upon issuance the officer shall:

- Provide a copy of the E.P.O. to the protected party.
- Advise that it will terminate after the fifth full court day.
- Read page two "Protected Person", of the E.P.O to them.
- Advise on how to receive a more permanent order.
- Serve the restrained party.
- Read page two "Restrained Person," to restrained party.
- ***While on duty carry a copy of the Order.***
- Deliver a copy to the records bureau.

Arrestable misdemeanors (Not committed in your presence).

1. Domestic Violence incident P.C. 243(e) (1) or D.V. protective order violation.
2. Warrant
3. When arresting a D.U.I. suspect after an incident, but in reasonably close proximity (both time and space).
4. Juvenile suspected of committing a misdemeanor.
5. When suspect has committed assault & battery on school grounds.
6. When you have probable cause to believe that suspect violated the law against carrying a concealed or loaded weapon, P.C. 12025/P.C. 12031
7. When you have probable cause to believe that the suspect has committed battery upon a fire fighter, E.M.T., M.I.C., or paramedic.

Cite and release on misdemeanor arrests *except*:

1. When person is so intoxicated they are a danger to themselves or others.
2. When person is in need of medical care.
3. Anything under V.C. 40302:
 - Failure to present D.L. or other acceptable I.D.
 - Refusal to sign promise to appear.
 - When person demands to be taken before a magistrate.
4. One or more outstanding arrest warrants.
5. If the prosecution of one or more offenses would be jeopardized by their release.
6. There is a reasonable likelihood that the offenses would continue.
7. There is reason to believe that the person would not appear, which must be specifically stated.
8. The safety of persons or property would immediately be endangered by their release.

POWERS OF ARREST

When can you make an arrest?

1. With warrant
2. When the officer has probable cause to believe that the person being arrested has committed a public offense in the officer's presence.
3. The person has committed a felony, although not in the officer's presence.
4. The officer has probable cause to believe that the person to be arrested has committed a felony, whether or not a felony, in fact, been committed.
5. Exceptions to the rule. (juveniles, domestic violence, battery on school grounds etc.)

What is necessary for a citizen's arrest?

1. Private persons may arrest for public offense committed in their presence.
2. When the person arrested has committed a felony, although not in his presence.
3. When a felony has in fact been committed, and he has reasonable cause for believing the person arrested to have committed it.

Ramey arrest warrant (Ramey v. State of Ohio)

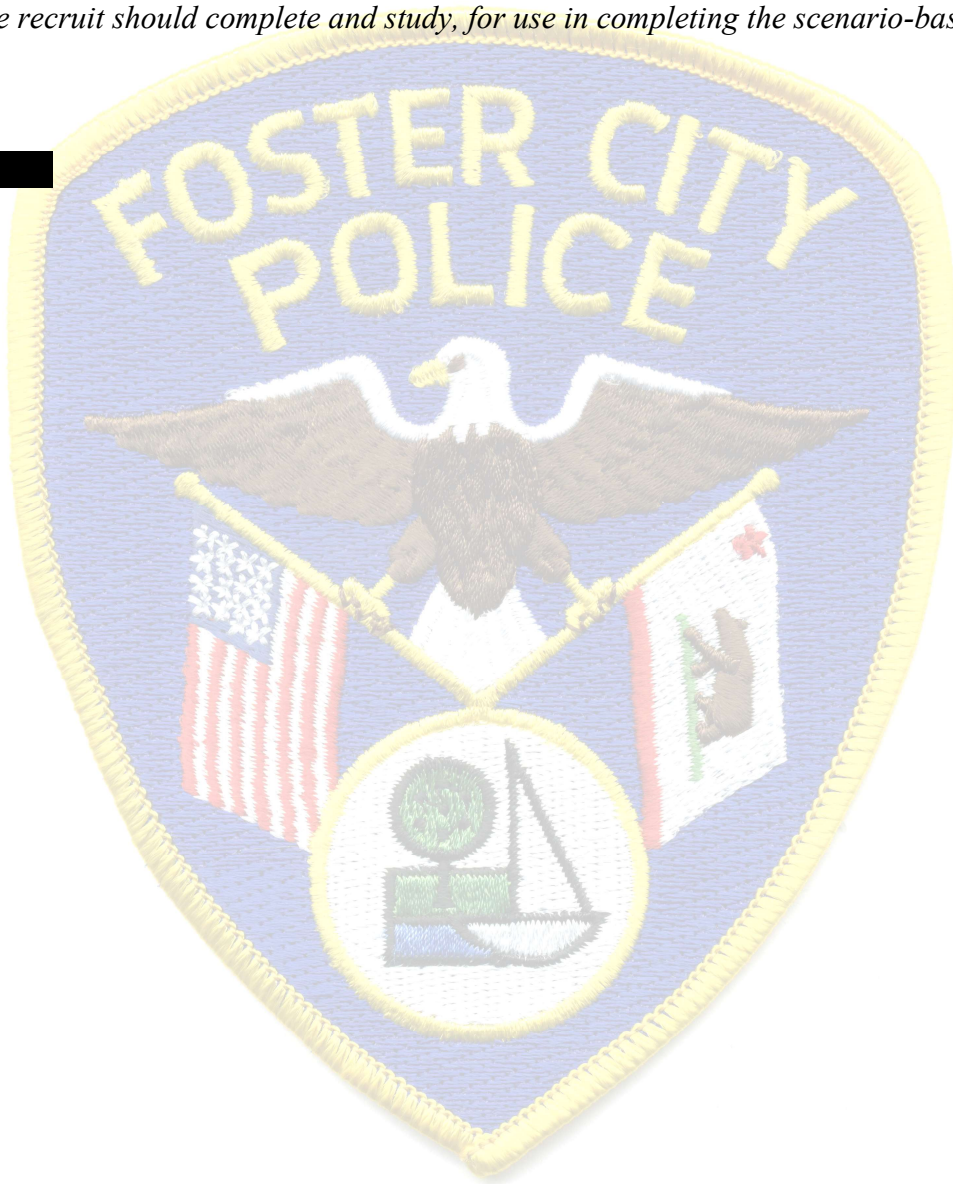
A Ramey arrest warrant is a ***pre-complaint*** warrant issued based on ***probable cause***. Ramey warrants are useful when there are specific time constraints and the formal complaint process would take too long. A Ramey arrest warrant also shifts the burden of proof (regarding the probable cause for the warrant) from the prosecution to the defense.

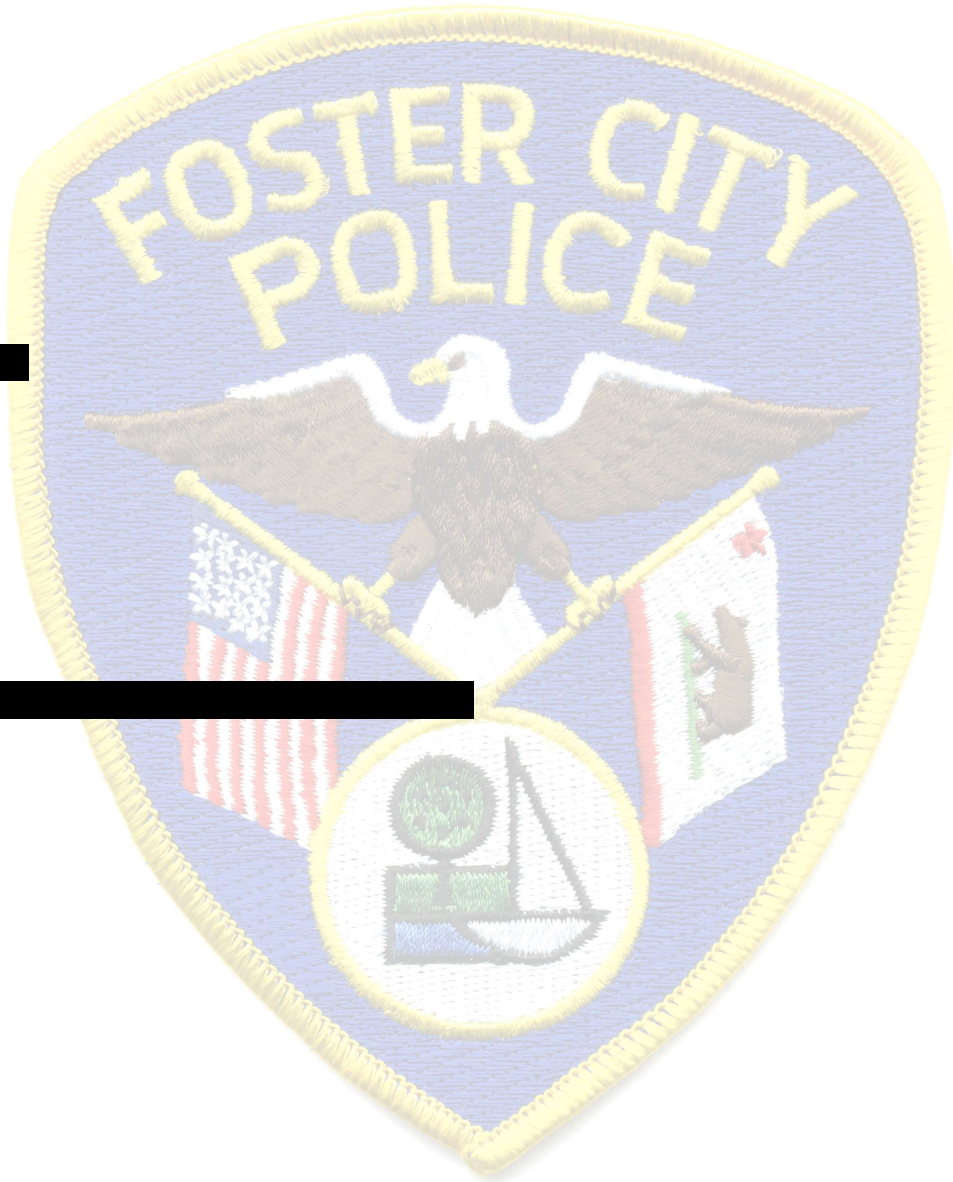
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CODE REFERENCE TEST

This is a guide the recruit should complete and study, for use in completing the scenario-based code test.





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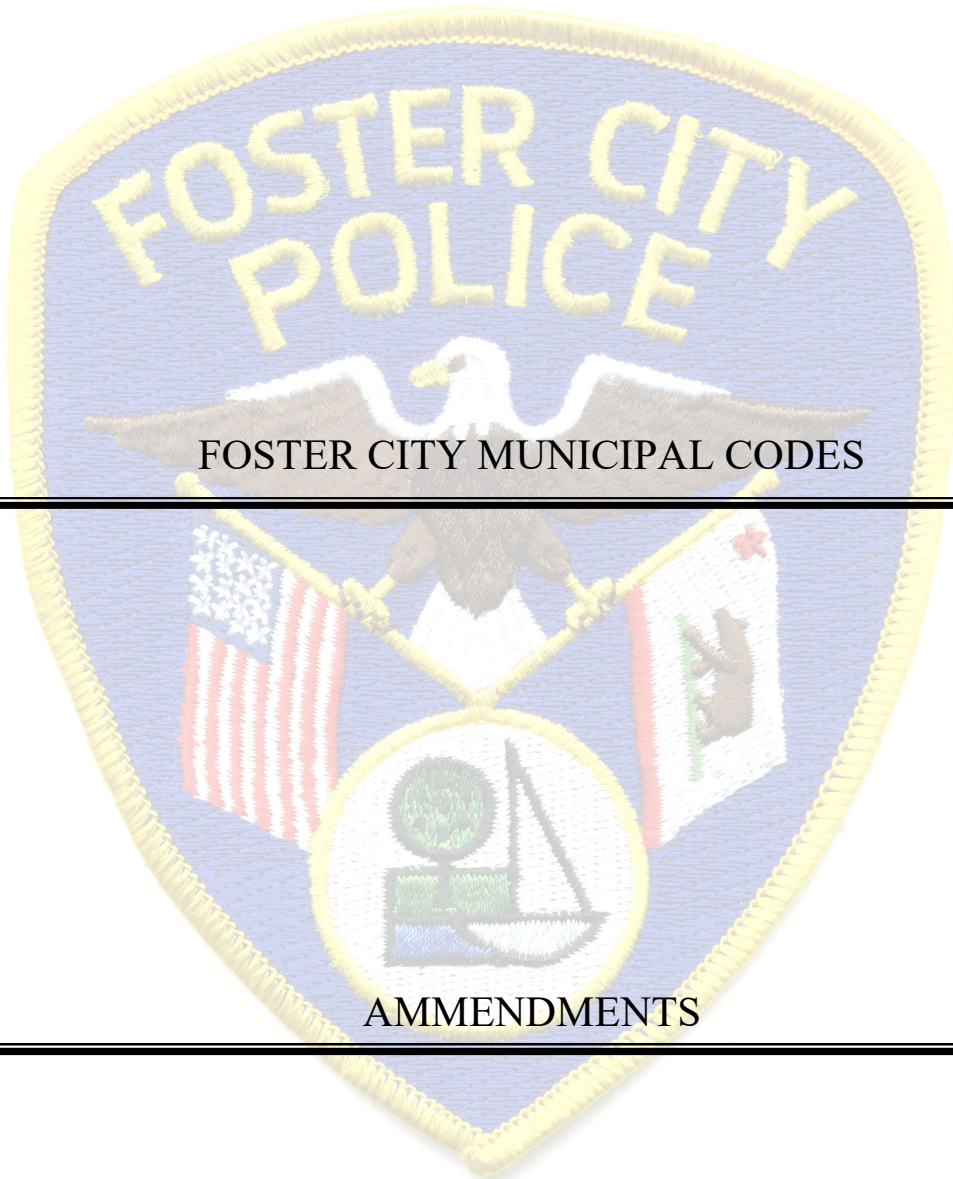
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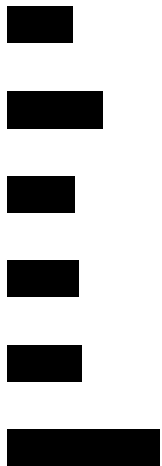
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FOSTER CITY MUNICIPAL CODES

AMMENDMENTS



LEGAL TERMS

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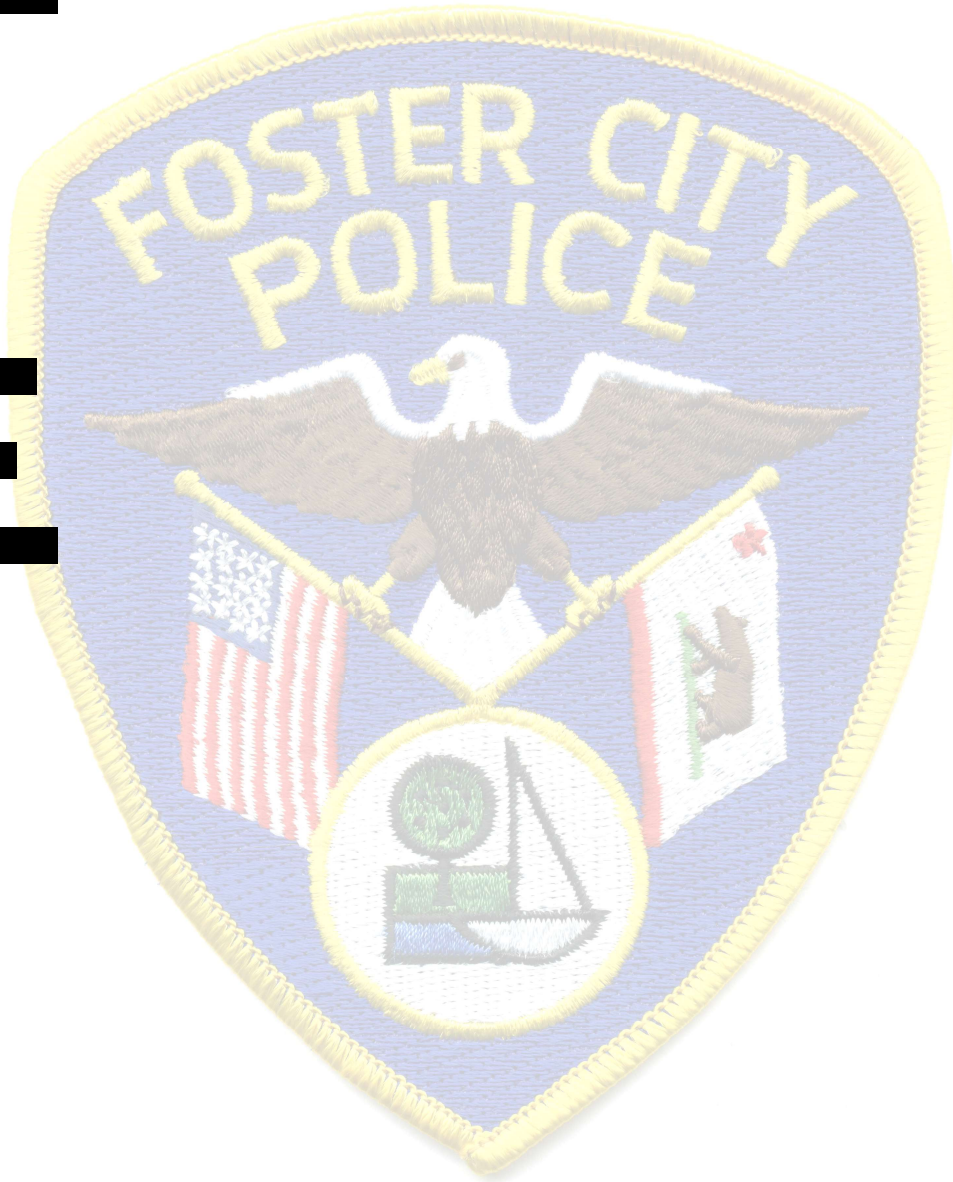
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Radio Code Test

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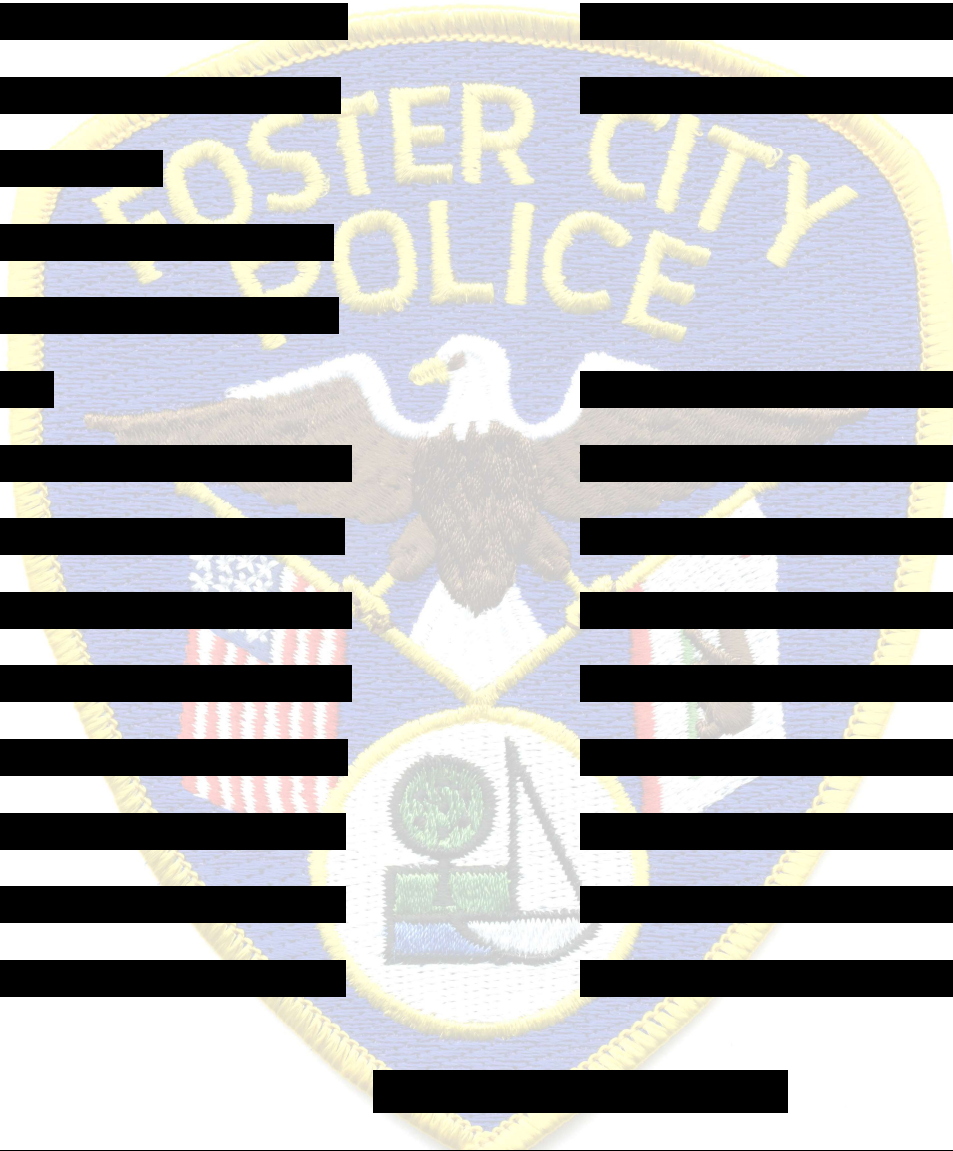
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END OF PHASE QUESTIONS

The following lists of questions are similar in nature to the types of questions a recruit can expect to be asked during an End of Phase Oral Board. During, the Phase oral board the recruit will be asked questions relevant to the material covered in that phase. The oral board panel may ask questions about material covered in earlier phases but would generally not ask questions about phases not yet completed.

Phase 1

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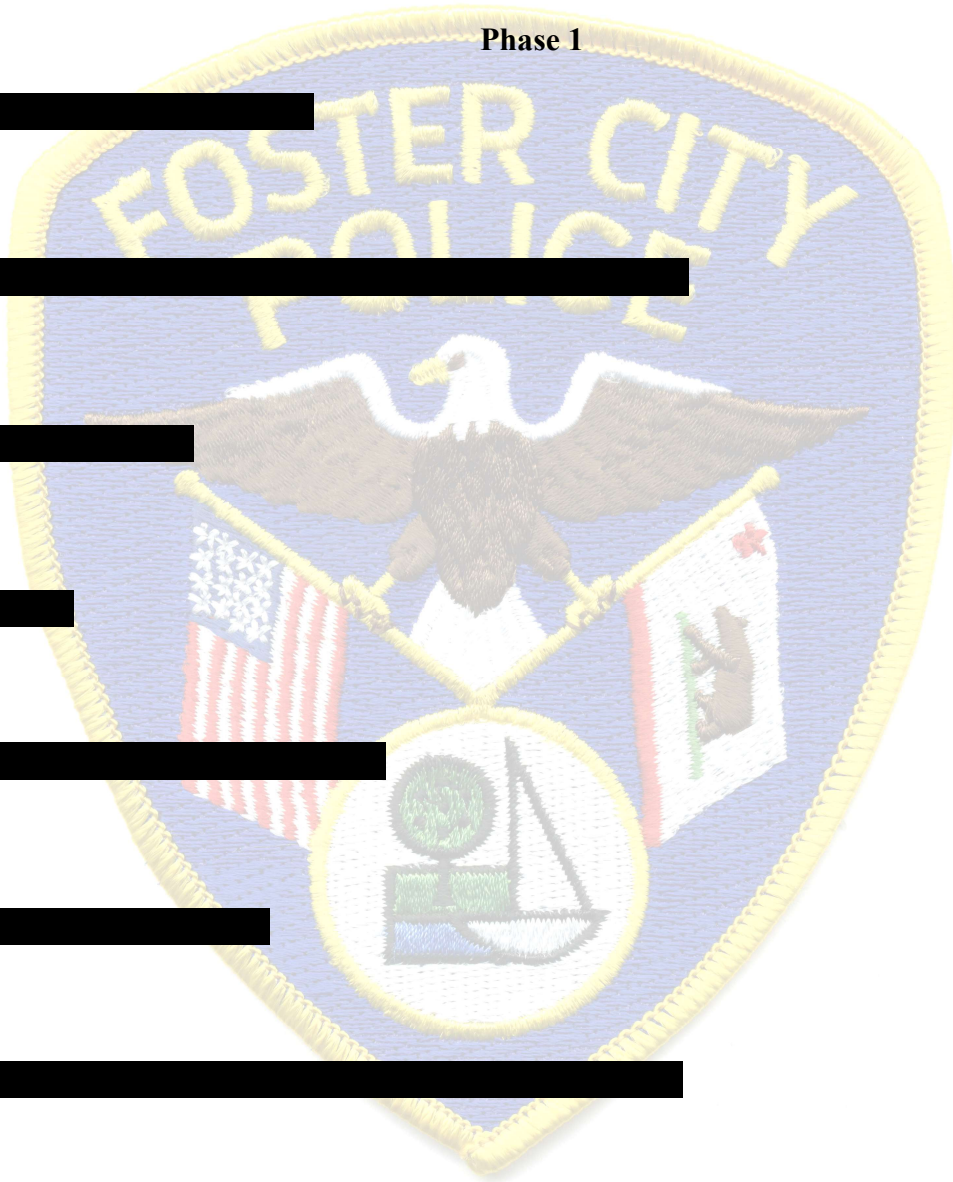
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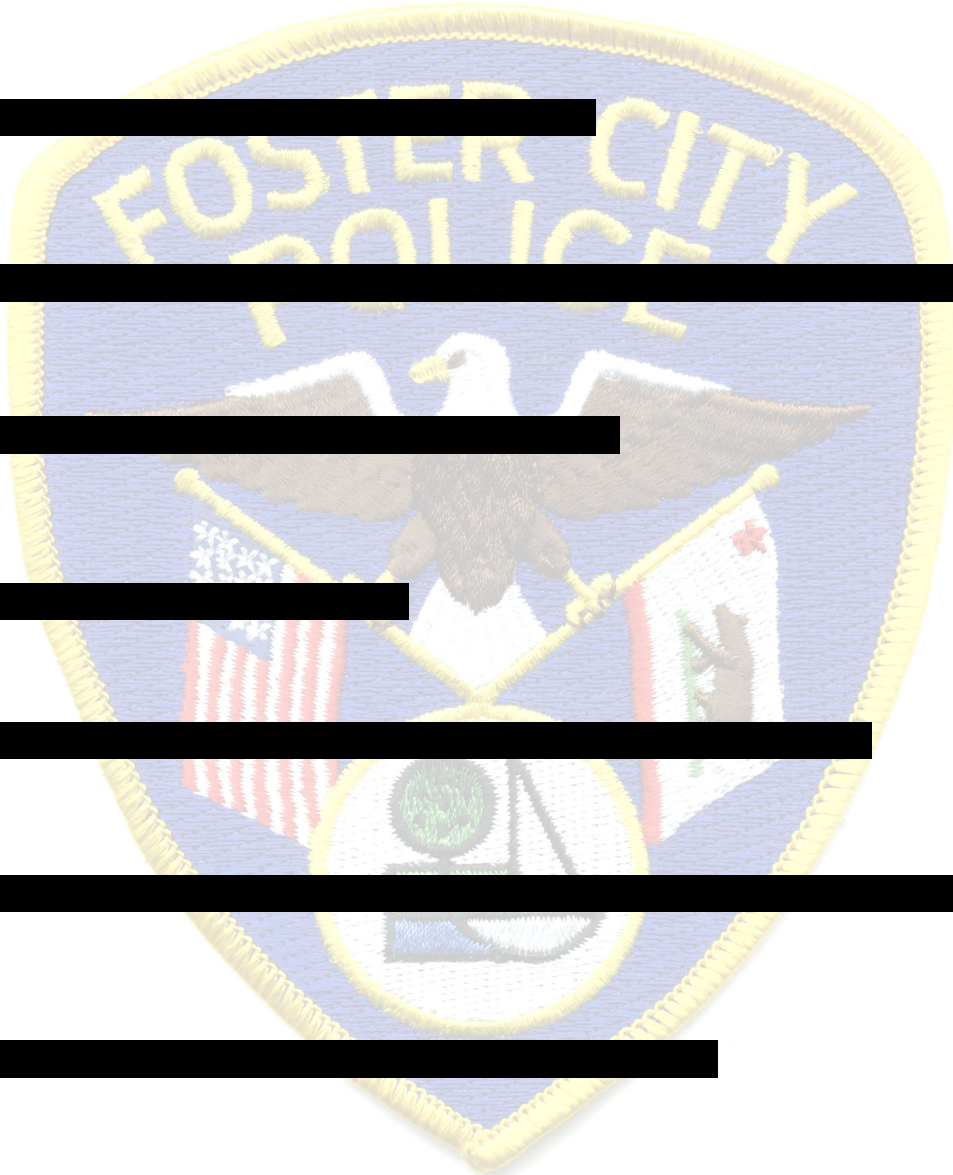
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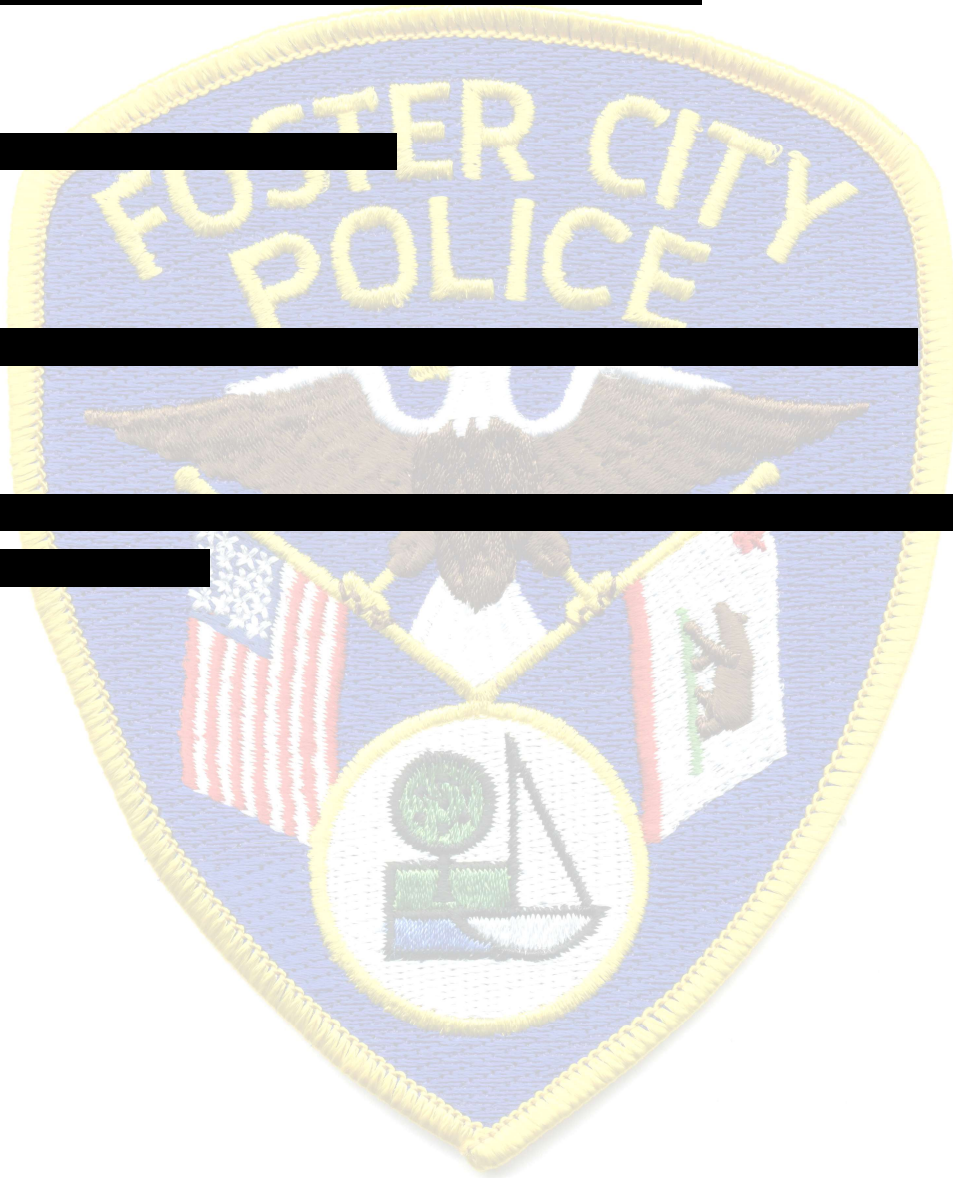
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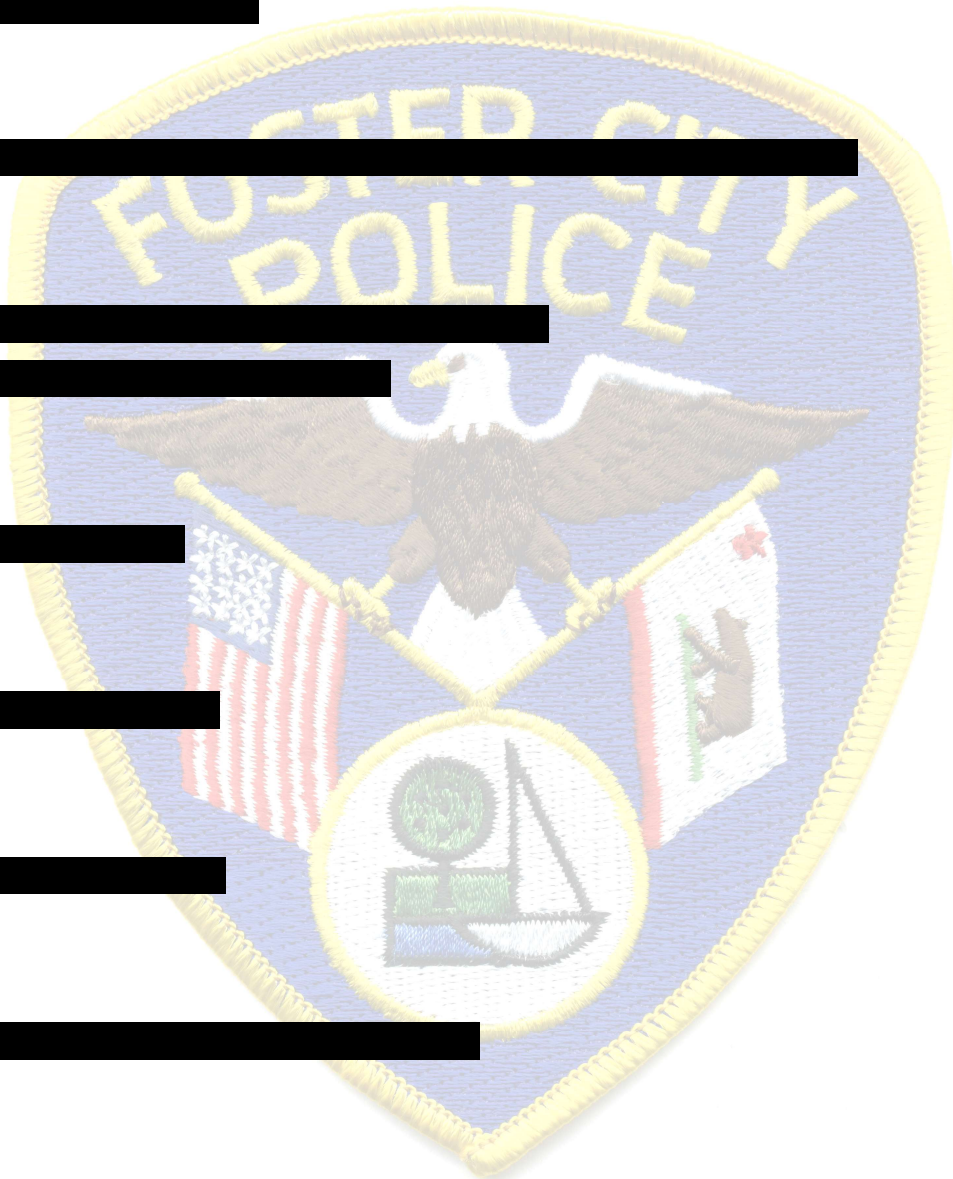
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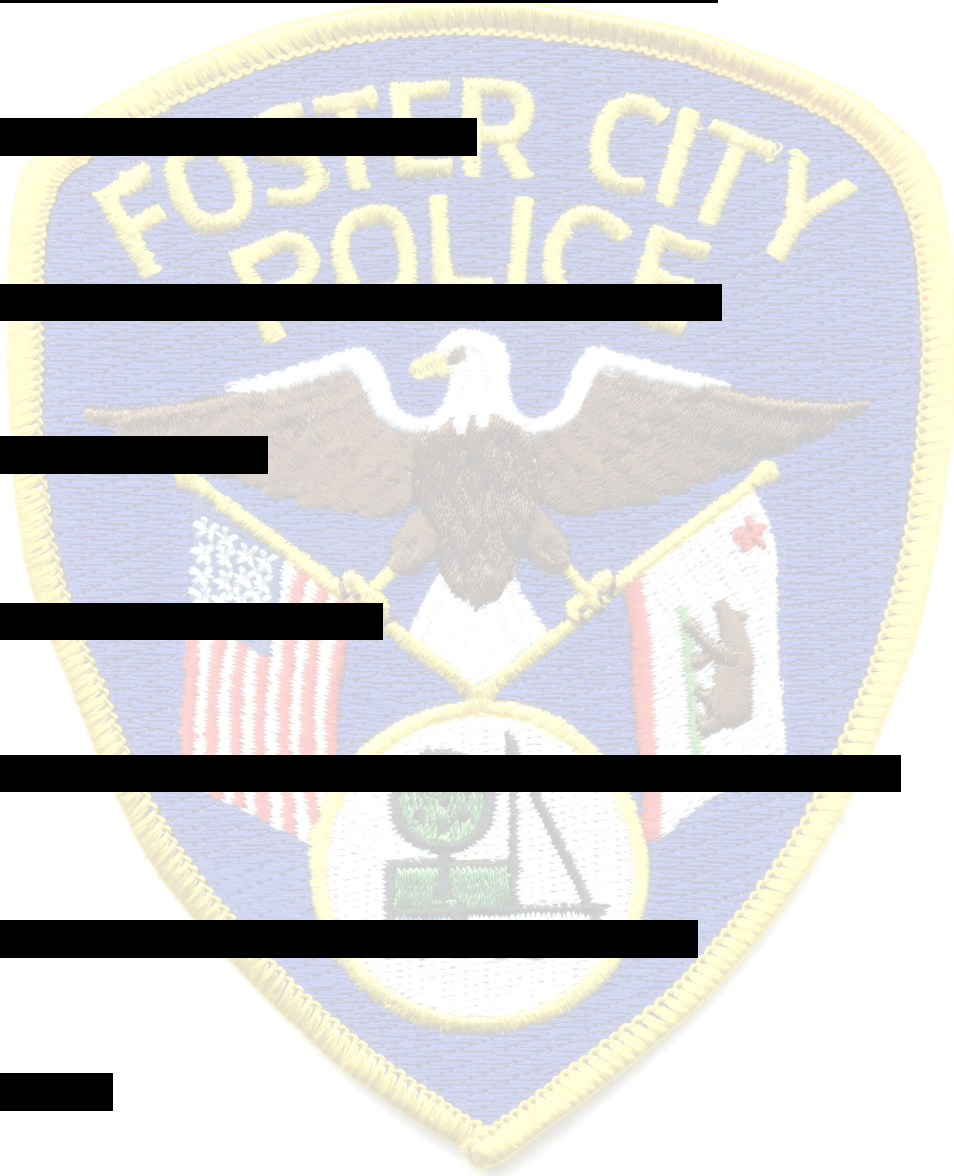
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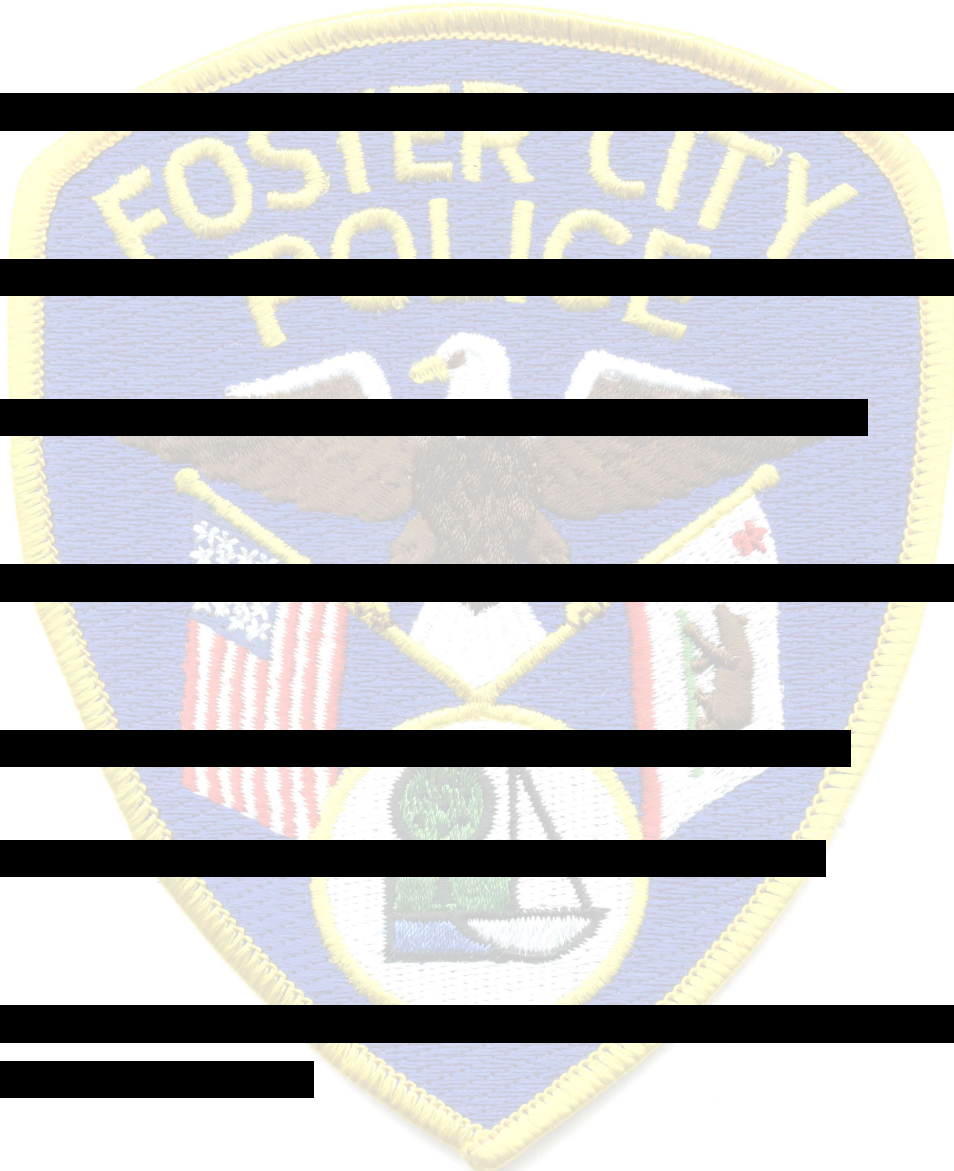
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[REDACTED]

[REDACTED]

[REDACTED]

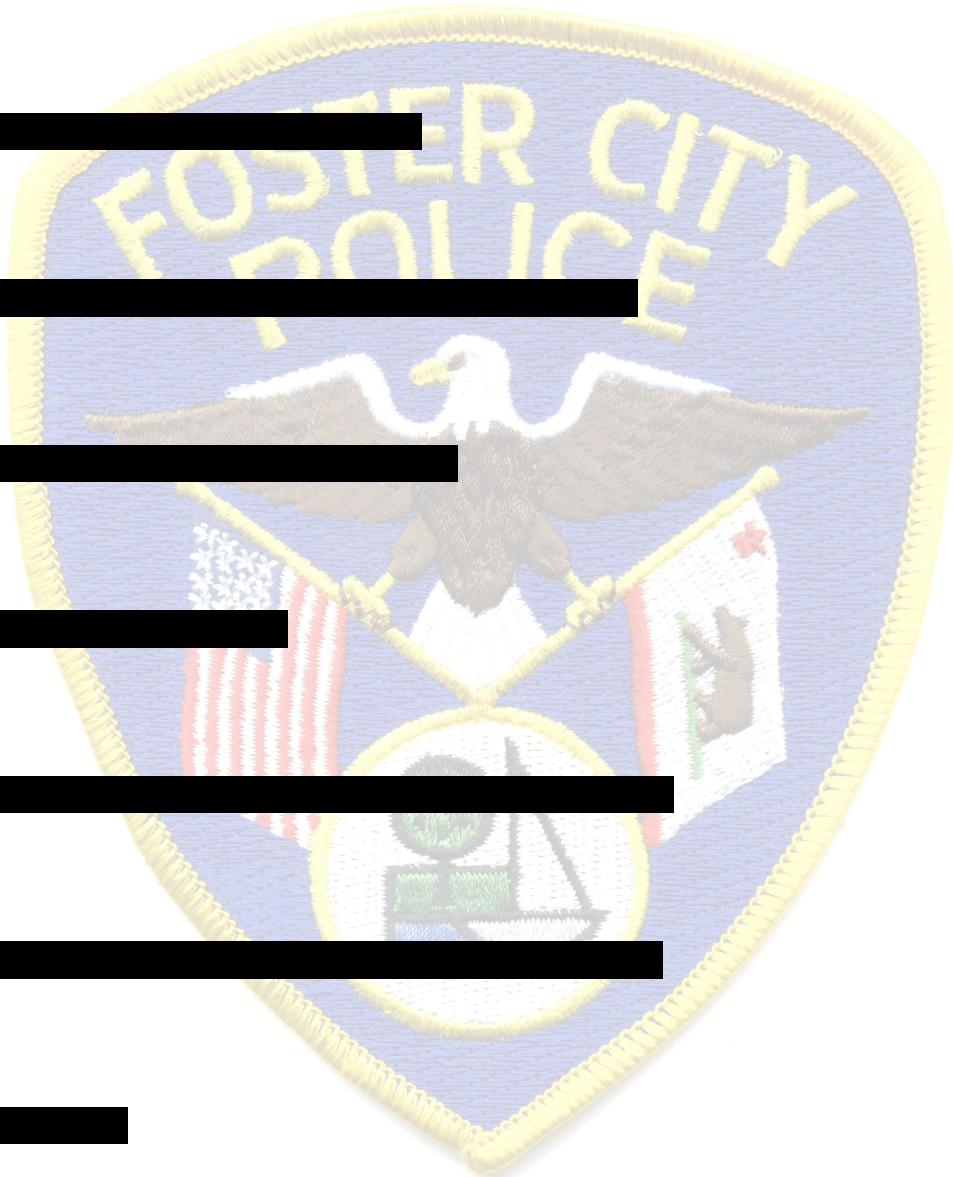
[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]



[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]



Foster City Police Department Field Training Officer Critique Form

In an effort to ensure that each Field Training Officer (FTO) maintains a high level of skill, performance, and interest, this critique form is to be completed by the trainee. The purpose of the form is to provide objective feedback to the FTOs so they can use the information to enhance their teaching/training skills. It is imperative these questions be answered honestly and directly. Field training officers will benefit by knowing the impression they have made on you, their trainee.

Your comment in each category is important. Please take time to provide details about why you rated the FTO as you did. The more information that you can provide, the better the picture we will have of each FTO's level of skill and their continued suitability for the position.

This critique form is confidential and will only be reviewed by field training program administrative personnel. The general content (not your identity) of the feedback will be relayed to the FTOs to assist with improving training methods.

This critique is for FTO: _____ Phase: _____

1. The Field Training Program's emphasis is on both training **and** evaluation. Assign percentages (to total 100%) to the amount of effort your FTO exerted in each area. (Example: Training 50% - Evaluation 50%; Training 70% - Evaluation 30%; etc.)

Training _____% Evaluation _____%

2. Using percentages, indicate how you perceived your FTO related to you.

I am one of a number of recruits _____% I am an individual _____%

Circle the response below that best answers the question or comment.

3. What type of role model was the FTO for you?

POOR FAIR AVERAGE GOOD EXCELLENT

4. Was the FTO attentive to your needs, problems, or concerns?

NEVER SELDOM OCCASIONALLY USUALLY ALWAYS

5. Rate the FTO's knowledge of the training material covered.

POOR FAIR AVERAGE GOOD EXCELLENT

6. How would you describe the FTO's skill as a trainer and his/her training methods such as handouts, visual aids, scenarios, role-plays, etc?

POOR FAIR AVERAGE GOOD EXCELLENT

7. Rate the FTO's ability to communicate with you.

POOR FAIR AVERAGE GOOD EXCELLENT

8. Rate the FTO's honesty, fairness, and objectivity in rating you.

POOR FAIR AVERAGE GOOD EXCELLENT

9. Describe the FTO's method of critiquing your performance, whether verbally or in writing.

TOO NEGATIVE TOO CRITICAL UNFAIR GOOD VERY POSITIVE

10. Did the FTO work with you on areas he/she identified as deficient or where improvement was needed?

NEVER SELDOM OCCASIONALLY USUALLY ALWAYS

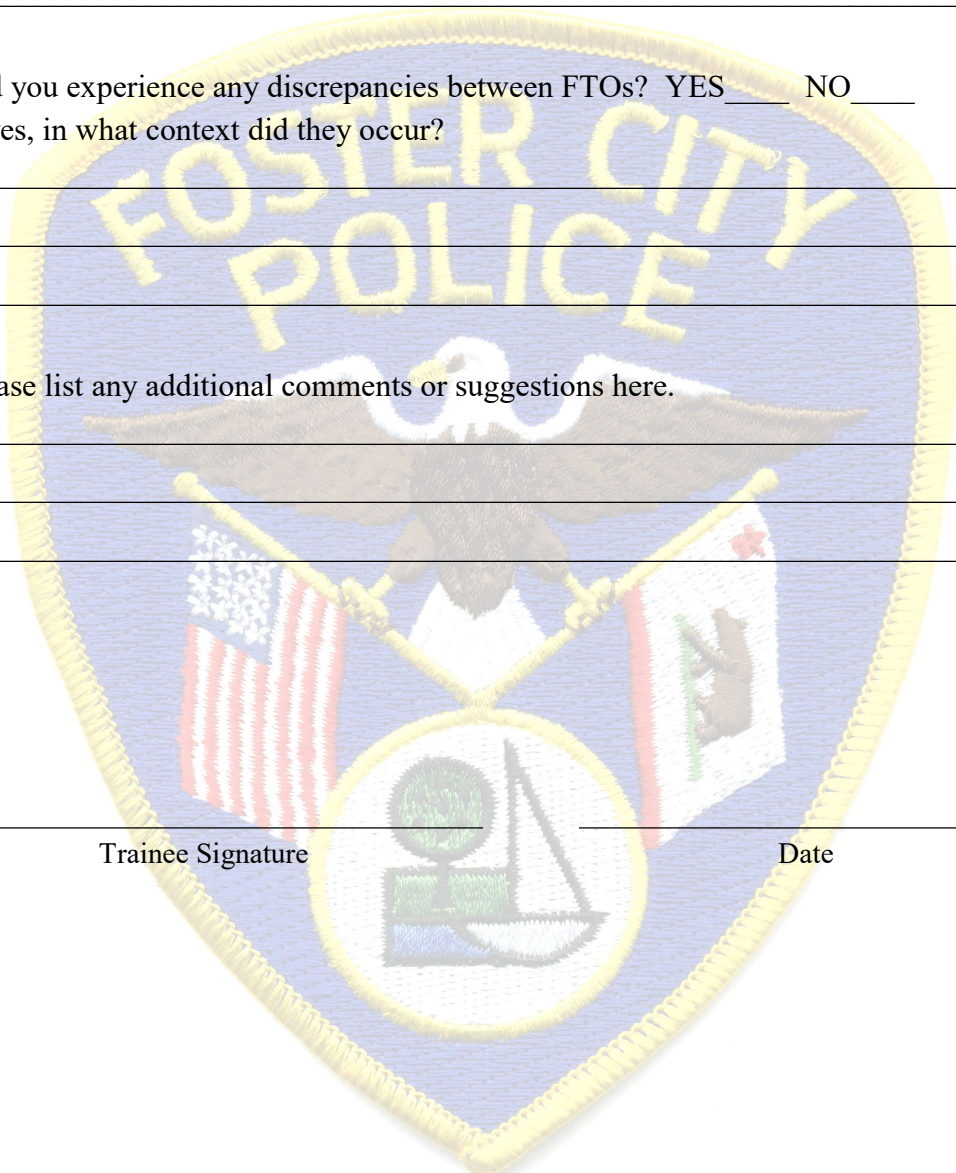
11. List the area(s) you consider to be the FTO's greatest strengths (i.e. training skills, officer safety tactics, codes and law knowledge, report writing, etc.).

12. List the area(s) in which you feel the FTO needs improvement.

13. Were there any conflicts with the FTO's training and your academy training? YES ___ NO ___
If there were conflicts/discrepancies, please explain.

14. Did you experience any discrepancies between FTOs? YES ___ NO ___
If yes, in what context did they occur?

15. Please list any additional comments or suggestions here.



Trainee Signature

Date

Foster City Police Department

Field Training Program Critique Form

The Field Training Program personnel are determined to provide new employees with an effective training experience. Below is a list of questions pertaining to the training you received while involved in the Field Training Program. The purpose of the form is to present objective feedback to program personnel to be used to improve and enhance the program's effectiveness. Please read each question carefully and respond honestly and directly. Your candidness and comments will be appreciated. Once completed, please return the form to the FTP SAC.

YES NO 1. Did the orientation process help you prepare for the Field Training Program and did you understand the program's expectations of you?
Please comment:

YES NO 2. Was the length of the program adequate?
Please comment:

YES NO 3. Do you feel that the training you received in the program was meaningful in relation to the job you are now doing?
Please comment:

YES NO 4. Were there any areas of training you felt were ignored which should have been included or extended?
If so, which areas?

YES NO 5. Was the instruction and training provided by the FTOs generally consistent with one another?
Please comment:

YES NO 6. Do you feel the evaluations in the Field Training Program (DORs, Supervisor Weekly Reports, etc.) were necessary for your development as a police officer?
Please comment:

YES NO 7. Do you feel program personnel were objective in making evaluations, judgments, and decisions about you?
Please comment:

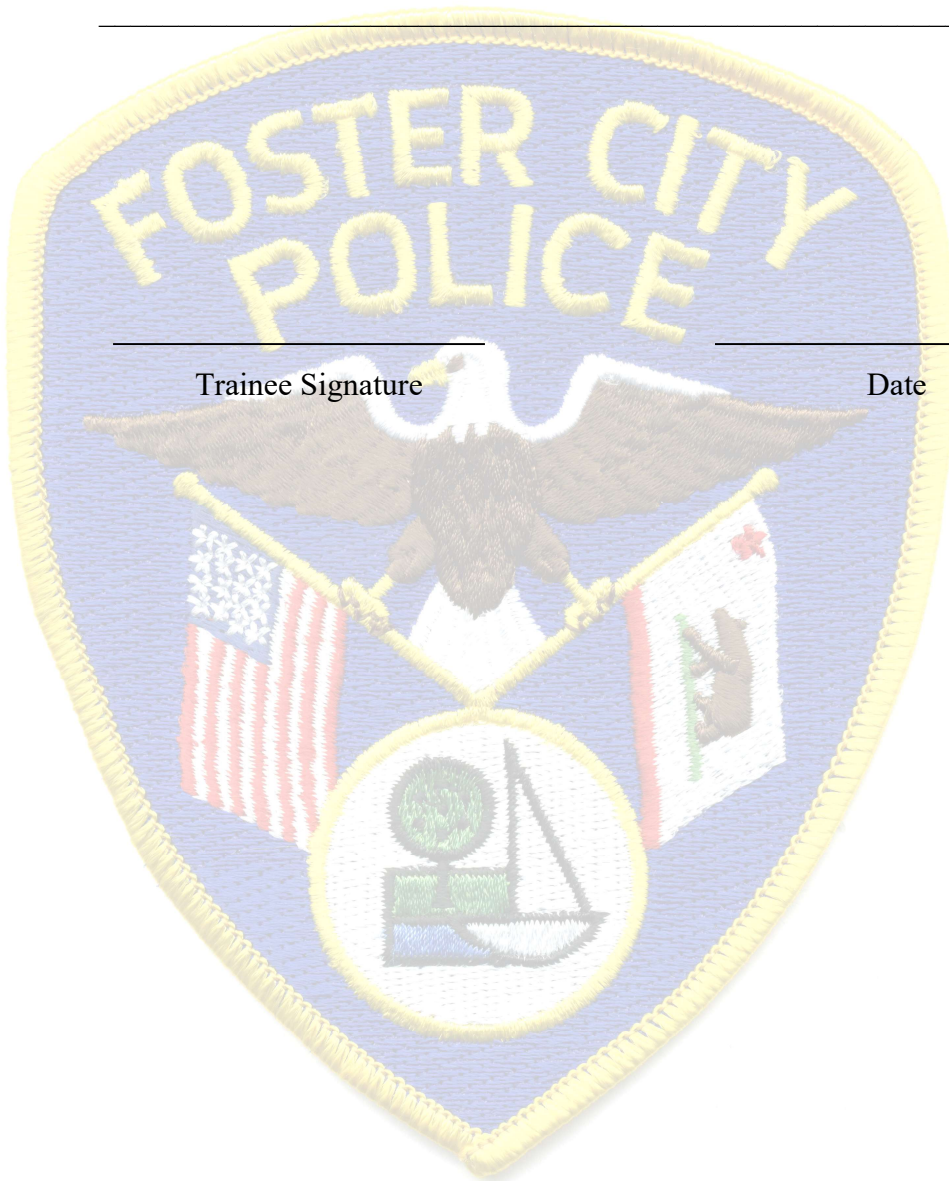
YES NO 8. Do you feel there was sufficient time available for special activities such as COPS projects or other beat activities?
Please comment:

9. Upon completion of the Field Training Program, do you feel you were proficient in each of the following areas?

A.	Department Policies and Procedures	YES	NO
B.	Patrol Vehicle Operations	YES	NO
C.	Officer Safety	YES	NO
D.	Report Writing	YES	NO
E.	Codes and Law	YES	NO
F.	Patrol Procedures	YES	NO
G.	Handcuffing & Searching Techniques	YES	NO
H.	Use of Force	YES	NO
I.	Traffic (including DUI & Accident Inv.)	YES	NO
J.	Search and Seizure	YES	NO
K.	Radio Procedures	YES	NO
L.	Investigations and Evidence	YES	NO
M.	Conflict Resolution	YES	NO
N.	COPPS/POP	YES	NO
O.	Courtroom Procedures	YES	NO

10. Are there any changes that need to be made to improve the program?

11. Use the space below to add anything that may not have been covered above.



COMPLETION RECORD AND ATTESTATION FORM

MEMORANDUM

TO: James C. Hardy, City Manager
FROM: Matthew Martell, Chief of Police
DATE:
SUBJECT: Field Training Program Completion – Officer _____

The purpose of this memorandum is to notify you of Officer _____ successful completion of the field training program.

POST certified academy

Name of academy attended:

Date of successful completion:

Signature of Manager monitoring academy progress

Academy was completed prior to employment with the City/District. Yes ___ No ___

Field Training

Officer: # _____

Training Phase	Training Officer	Patrol Team	Dates
Orientation			
Phase 1 (2 weeks)			
Phase 2 (3 weeks)			
Phase 3 (3 weeks)			
Phase 4 (3 weeks)			
Phase 5 (3 weeks)			
Phase 6 (2 weeks)			

Training Verification

I certify that the officer named above has received the basic instruction as outlined in the Field Training Manual and that the officer understands and has met the acceptable standards in all of the functional areas and categories. I also certify that all tests have been completed and meet acceptable standards. I further certify that the officer is now prepared to work as a solo probationary police officer.

Primary FTO

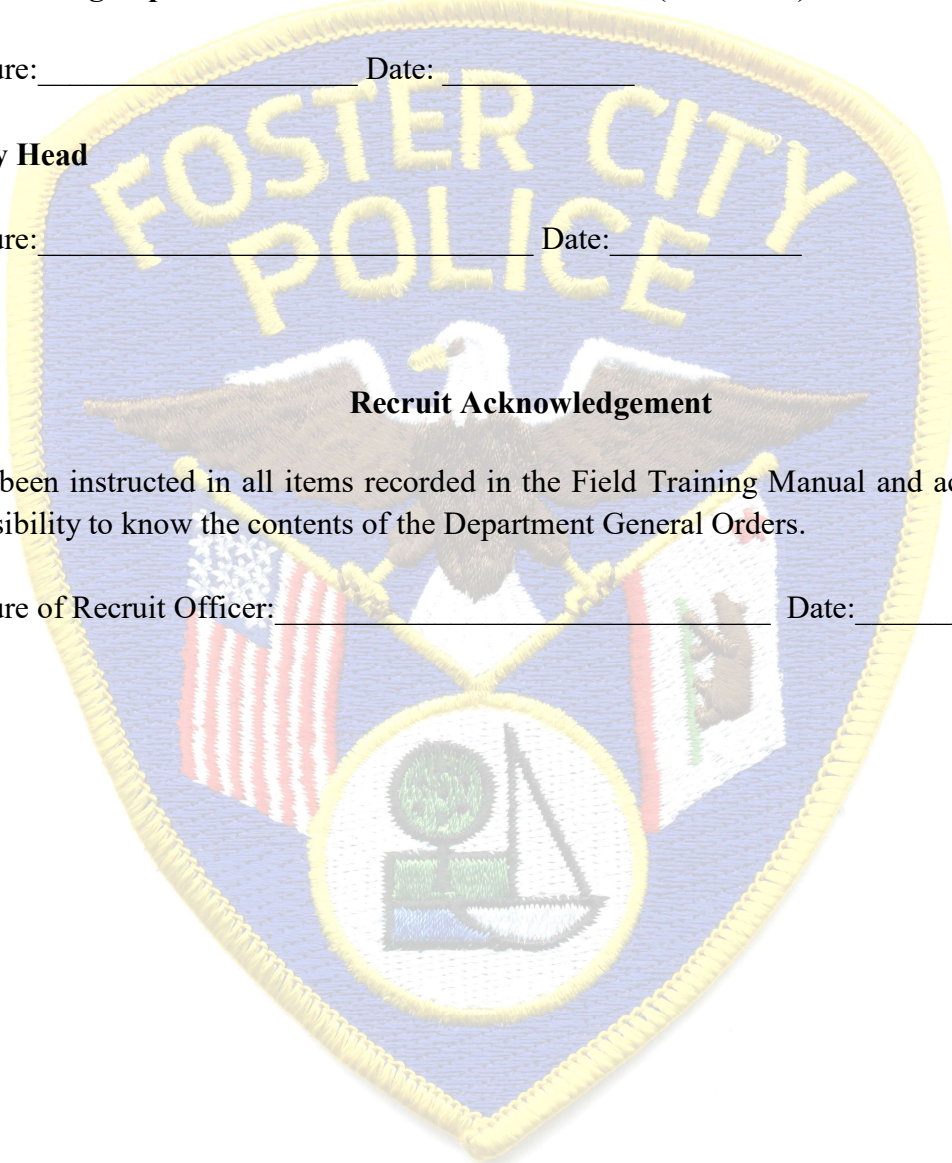
Signature: _____ Date: _____

Field Training Supervisor/Administrator/Coordinator (FTP SAC)

Signature: _____ Date: _____

Agency Head

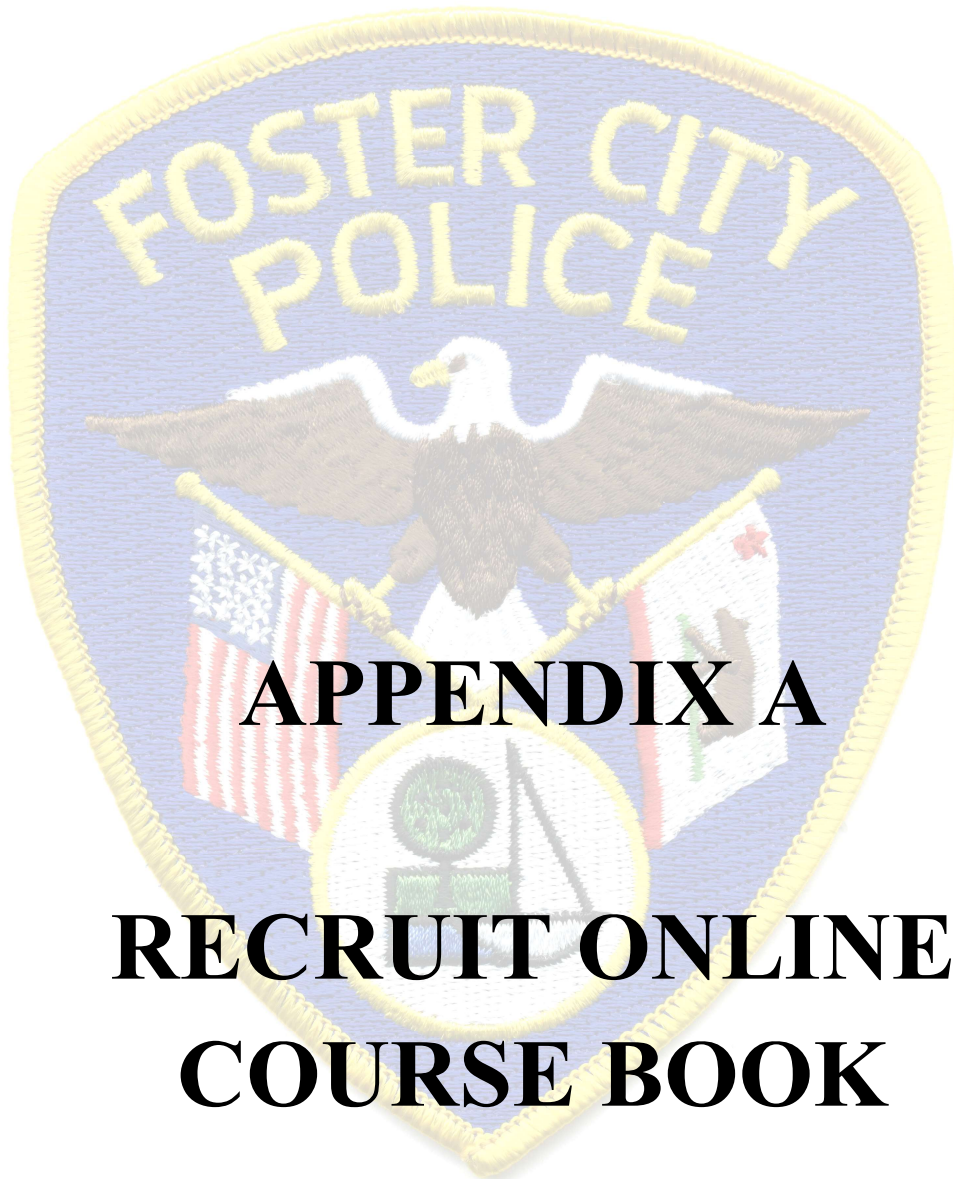
Signature: _____ Date: _____

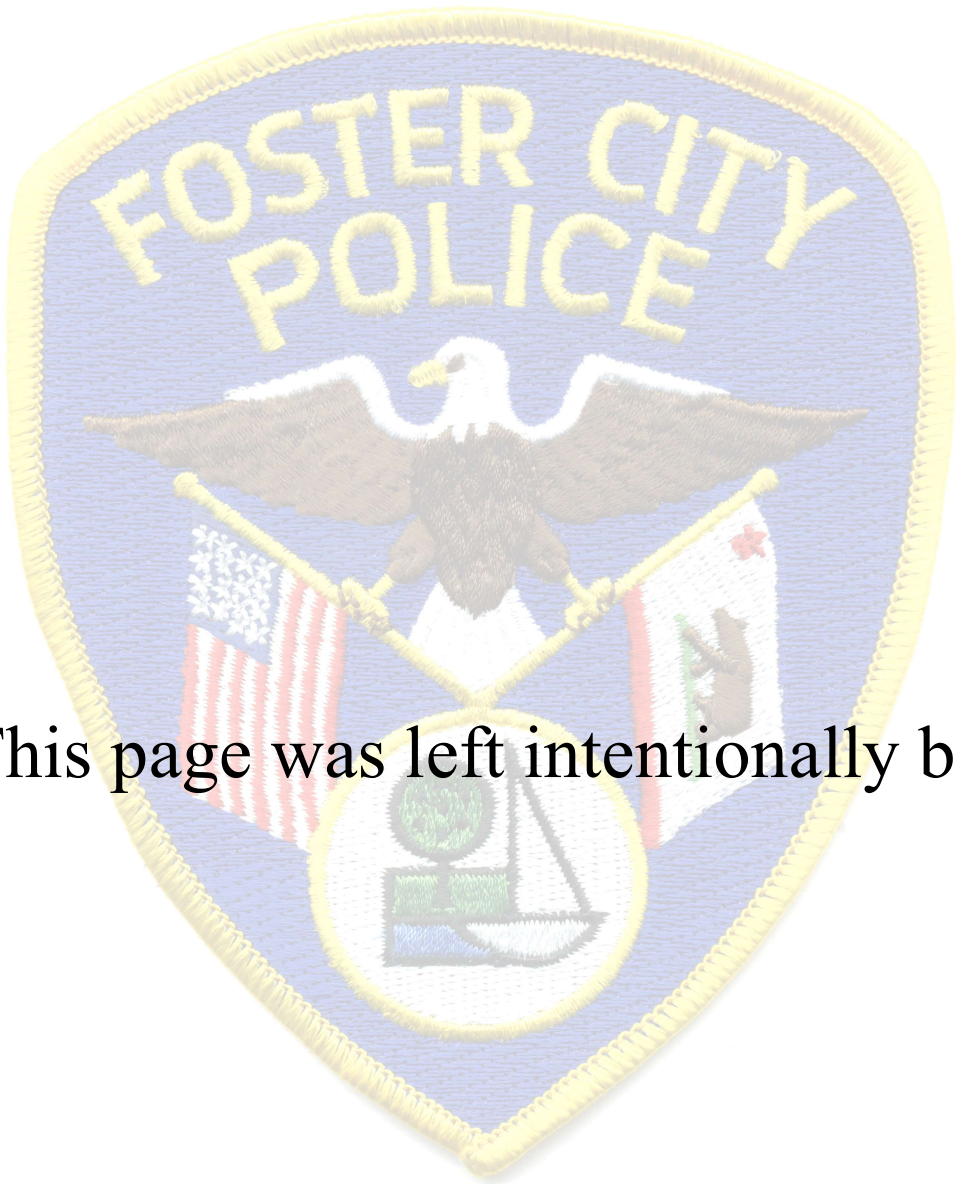


Recruit Acknowledgement

I have been instructed in all items recorded in the Field Training Manual and acknowledge my responsibility to know the contents of the Department General Orders.

Signature of Recruit Officer: _____ Date: _____





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