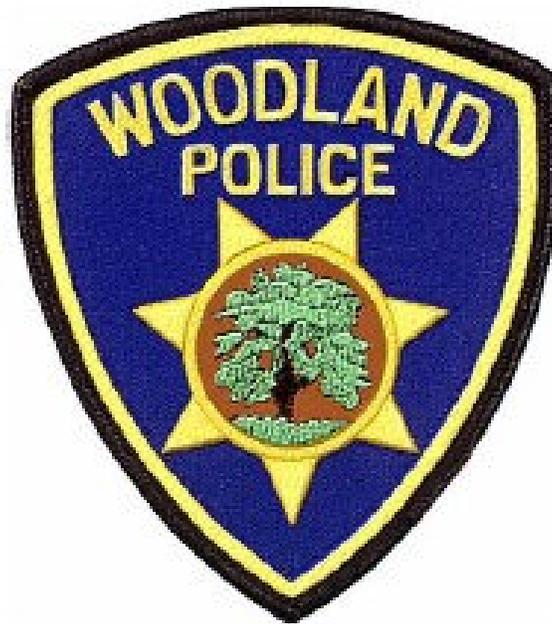


**WOODLAND
POLICE DEPARTMENT
FIELD TRAINING
PROGRAM**



Proud to Serve

*Revised FEB 2016
Sgt. Jason Brooks*

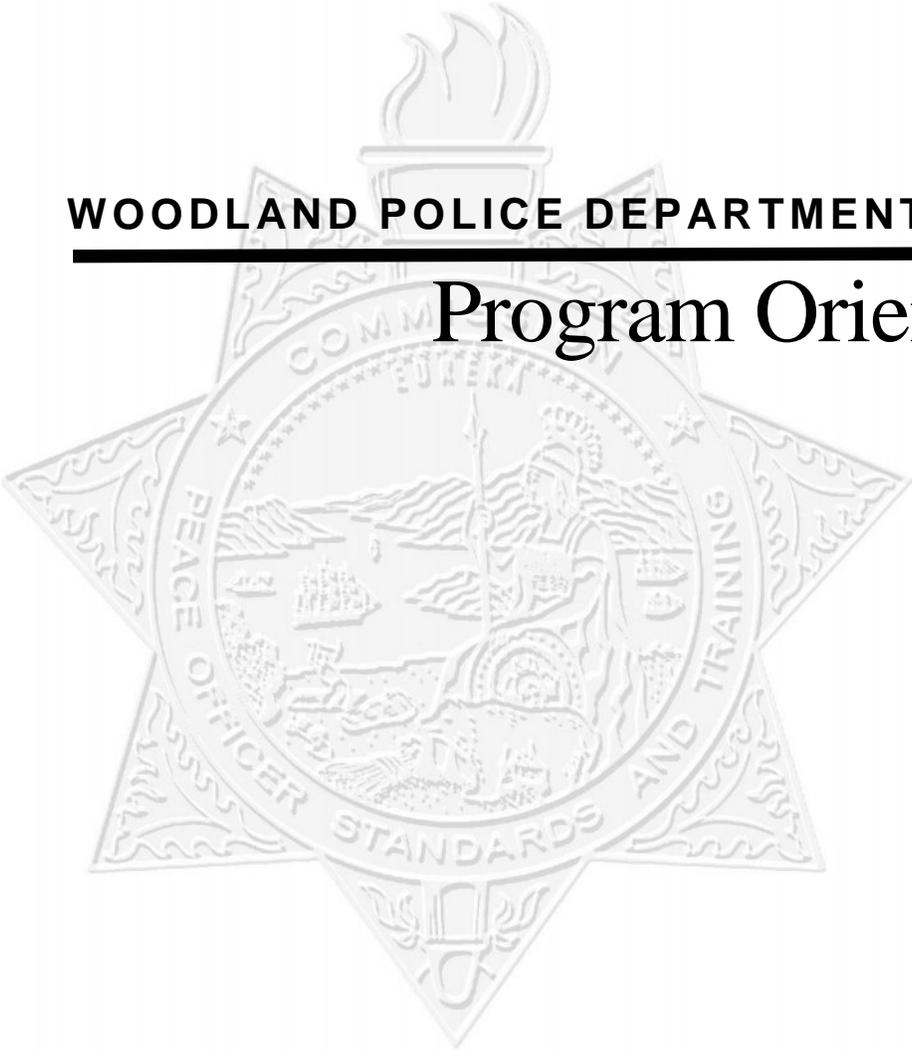
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The seal of the Woodland Police Department is a five-pointed star. At the top point is a torch with a flame. The central circle of the star contains a landscape with a figure holding a staff, a building, and a tree. The words "COMMUNITY" and "SERVICE" are at the top of the circle, and "PEACE OFFICER STANDARDS AND TRAINING" is at the bottom. The star has decorative scrollwork on its points.

WOODLAND POLICE DEPARTMENT ■ PART I

Program Orientation

■ FIELD TRAINING OVERVIEW

The Woodland Police Department's (WPD) Field Training Program (FTP) is intended to facilitate your transition from the academic setting to the performance of general law enforcement uniformed patrol duties. Although, as an officer graduating from the POST Regular Basic Course (Academy), you have received a thorough introduction to basic law enforcement subjects, you cannot be expected to immediately assume the full responsibilities of an experienced officer. You will receive additional training in the field, on actual calls for service, where you will learn from officers who already have practical patrol experience. The FTP will introduce you to the personnel, procedures, policies, and purposes of WPD and provide the formal and informal training specific to the day-to-day duties our officers encounter.

In order to make your training as effective as possible, you will be assigned to a primary Field Training Officer (FTO) and two or more additional FTOs over the 16 weeks of field training. Your FTOs are experienced officers, selected and trained to conduct this type of training. It is the responsibility of your FTO to thoroughly review the field training program guide materials with you and demonstrate proper patrol procedures. You will be required to perform various law enforcement duties under the guidance and supervision of your assigned FTOs. Your performance will be evaluated by your FTOs, and monitored by the FTP Sergeant and Lieutenant, through daily reviews. This one-on-one style of training, in actual law enforcement situations, sets it apart from your prior academy training.

You will receive two weeks of Agency Orientation and perishable skills training, followed by 16 weeks of Field Training. The individualized training you receive during this time will help imprint upon you the attitudes, styles, values, and ethics of your training officers, and will lay the foundation for your career. The energy you put into the FTO program may well be the most effective measure of the influence you will have on the future direction of this department. Everyone at WPD, is dedicated to helping you develop the necessary technical skills that will help you fulfill the policing philosophy of the department and the community that it serves.

The field training staff has the responsibility of shaping the future of WPD, through the people we train. The FTP staffs' training philosophy ensures that each trainee is given the maximum opportunity to show that he/she can do the job. We strive to create a positive environment in which learning is maximized and in which each trainee is able to perform to the best of their ability.

POST FIELD TRAINING PROGRAM GUIDE

Our approach is fair, firm, friendly, and professional and we endeavor to set an example that is beyond reproach. Our evaluations are sincere and given in a straightforward manner, emphasizing the positive as well as the negative aspects of performance. Trainees are never to be demeaned, ridiculed, or treated in a way that deprives them of their dignity. Every effort will be made to ensure that any stress felt by the trainee is caused by the job and not by the words or actions of the FTO.

FTP staff have a responsibility to the community we serve. This responsibility requires that we train and retain only the most competent officers. Although every FTO anticipates that their trainees will successfully pass the program, not all trainees are capable of performing the myriad, complex, and demanding tasks demanded of a solo patrol officer. If, after sufficient training, a trainee does not meet acceptable standards, he/she must be removed from patrol duties and their employment terminated. To do otherwise would be an injustice to the department, the community it serves, and to the trainee.

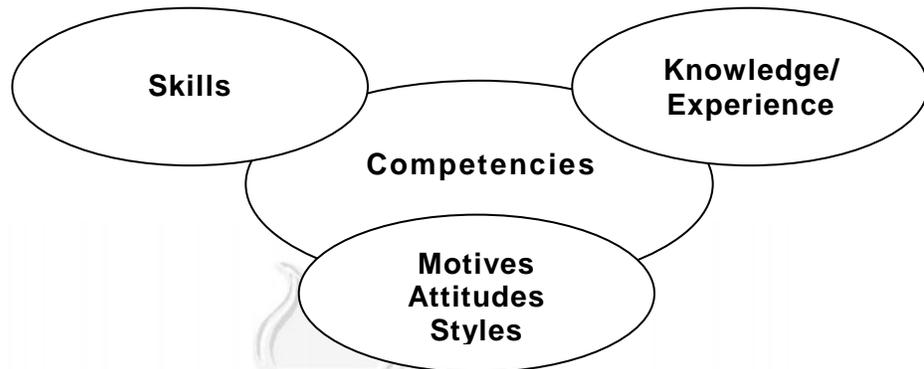
The success of the FTP requires the utmost in dedication and patience from all members of the department. Every level must support the training mission and accommodate the program's training needs. The future of WPD rests upon the implementation of a well organized and administered FTP. Firm support for the program and its staff will result in successful trainees who can perform the duties of a patrol officer in a safe, effective, and competent manner.

POST's Role/Expectations of Field Training Programs

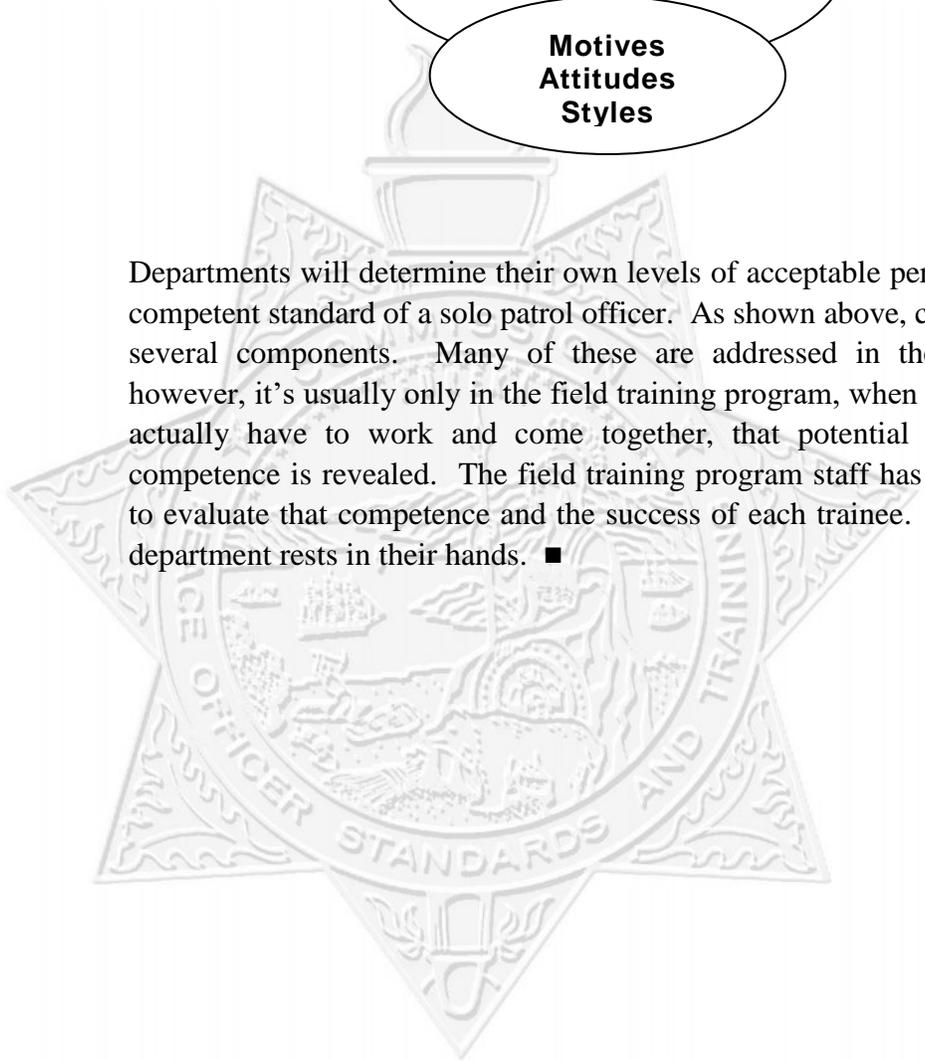
Objectives of Competency-based Training System

The POST Field Training Program and the collaborative field training regulations are intended to support a competency-based training system. The program helps trainees develop skills, knowledge, abilities, and attitudes at a personal and professional level, to become successful in their new role. In this program, competency includes behaviors that demonstrate effective (acceptable) or superior performance.

These behaviors may not always include specific knowledge (i.e., exact penal code references) but do include learned or practical experience, or the behavioral application of knowledge that produces a successful result. Competencies are not necessarily specific skills but, rather, the application of skills that produces a successful result.



Departments will determine their own levels of acceptable performance and the competent standard of a solo patrol officer. As shown above, competencies have several components. Many of these are addressed in the hiring process; however, it's usually only in the field training program, when these components actually have to work and come together, that potential success and true competence is revealed. The field training program staff has the responsibility to evaluate that competence and the success of each trainee. The future of the department rests in their hands. ■



Woodland PD Field Training Program Outline

- 1. Orientation – 2 weeks**
 - a. Classroom training – perishable skills**
 - b. Department / City orientation**
- 2. Phase I – 5 weeks**
 - a. Basic skills**
 - b. Introduction to Patrol Duties**
- 3. Phase II – 5 weeks**
 - a. Intermediate skills**
 - b. Transition to Primary Officer Duties**
- 4. Phase III – 5 weeks**
 - a. Advanced skills**
 - b. Assumption of Primary Officer Duties**
- 5. Shadow – 1 week**
 - a. Solo Officer**
 - b. Release to full duties upon completion**
- 6. Probation Continues**

Until successful completion of 1 year

■ FIELD TRAINING PROGRAM ELEMENTS

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

Scope of the Program

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

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

Length of the Program

POST-Approved Field Training Programs must minimally be 10 weeks long. Research and experience in presenting similar programs have shown that a minimum of 10 weeks is required to provide a trainee time to become minimally proficient in general law enforcement uniformed patrol duties to the extent that he/she can operate independently of a field training officer.

Most California programs are between 12 and 16 weeks long. This period allows sufficient time for the FTO and Field Training Program (FTP) Supervisor to provide department-specific training, guidance and meaningful evaluation to the trainee. It is incumbent upon the field training staff, within acceptable limits, to individualize the training approach for each trainee.

Standardized Phase Training

In order to maintain uniformity, a concentrated effort has been made to standardize the basic aspects of the FTP. During each phase, the trainee will complete a defined portion of the program, including specific performance objectives, designed to ensure that the trainee has learned specified skills. FTOs must have confidence in the training that has preceded their phase, to effectively evaluate the progress of the trainee.

To minimize problems that arise from inconsistent training, and to ensure maximum uniformity in the training process, WPD is using a POST approved training program based on a structured learning content. It provides:

1. A systematic approach that can be duplicated for each trainee.
2. Consistent and standardized training modules to prepare the trainee to perform competently as a solo patrol officer.
3. Consistent and standardized evaluations to evaluate the trainee's capability to perform competently as a solo patrol officer.
4. The opportunity to train with various FTOs, and be exposed to their unique methods and techniques, while operating within standardized guidelines.

Orientation – 2 Weeks

POST requires that field training programs begin with an orientation period, of at least one week, to allow for a smooth transition from the academy, or prior department, to the field training program. Woodland PD provides two weeks of Orientation to help set the stage for learning and development.

POST recommends that departments establish an initial classroom setting, under the direction of the FTP Supervisor, to address performance objectives and agency-specific needs that are more appropriate for a classroom setting, such as:

- Firearms qualification.
- Impact weapon and less than lethal qualification.
- Demonstrated proficiency in arrest and control techniques.
- Discuss the goals of the program, the procedures by which these goals are met, and what is expected of the trainee to attain those goals.
- Familiarizing the trainee with WPD personnel and equipment.
- Understand the rich cultural diversity in our community.

The skills reviewed in this orientation period are documented, but **not** evaluated. The goal of the orientation phase is to provide each trainee with a solid foundation upon which they can begin to build a successful career.

Phase I – 5 weeks **Basic Skills**

In this introductory phase, the trainee will be taught certain basic skills. These include officer safety, ethics, use of force and other areas of potential liability to the organization and the trainee. FTOs assigned to Phase I are primarily senior FTOs and are identified as the “Primary FTO.”

Two important elements of this phase are the molding of the trainee’s attitude toward the more experienced officers and making it clear that the program is not just something else they have to endure and get through. The FTO’s function as a role model is particularly important here, because the trainee’s ultimate success may hinge on his/her attitude toward the training program.

Phase II – 5 weeks **Intermediate Skills**

Somewhat more complex than the first phase, phase II is where trainees become more adept at their new role. During this phase, it is expected that trainees will begin handling calls for service with less input from their FTO. They should begin to show their mastery of the skills they have been learning, knowing how to do something as well as the rationale and case law that supports it. The FTO must acknowledge and encourage the trainee’s growing assertiveness, while remaining aware of the trainee’s workload. While exposing the trainee to as many types of calls as possible, the FTO will still need to guard against both sheltering them and overloading them, to ensure a proper learning environment.

Phase III – 5 weeks **Advanced Skills**

During the last phase of formal training, trainees will be expected to handle all patrol procedures, except those they have not yet been exposed to, without FTO assistance. Trainees should be initiating all patrol activities on their own, completing all but the most complex investigations without assistance and resolving calls for service in a timely manner consistent with solo officer conduct.

Training continues to a lesser extent in an environment where critical evaluation takes on ever increasing importance. This is also an opportunity for the FTO to review those tasks previously accomplished and to be sure the trainee is prepared for Shadow Phase.

Shadow Phase – 1 week

Solo Officer Competency Confirmation

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

1. *Officer Safety* – If the actions of the trainee constitute a hazard or potentially dangerous situation to officers or citizens, the FTO must take whatever action is necessary to reduce the hazard and ensure proper safety practices are followed.
2. *Illegal and Unethical Activity* – The FTO must ensure that the trainee’s actions are legal and ethical at all times. Neither of these conditions shall be sacrificed for training purposes.
3. *Embarrassment to a Citizen, the Department, or the FTO* – The FTO must not allow an incident to get to the point where the trainee embarrasses or brings discredit to a citizen, the Department, the FTO, or himself/herself at any time.

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

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

Phase I FTO "A" PRIMARY FTO	Phase II FTO "B"	Phase III FTO "C"	Phase IV FTO "A" PRIMARY FTO
<ul style="list-style-type: none"> • Orientation (no evaluation) • Daily Evaluations • Weekly Progress Reports • End of Phase Report 	<ul style="list-style-type: none"> • Daily Evaluations • Weekly Progress Reports • End of Phase Report 	<ul style="list-style-type: none"> • Daily Evaluations • Weekly Progress Reports • End of Phase Report 	<ul style="list-style-type: none"> • Daily Evaluations • Weekly Progress Reports • End of Phase Report • Completion Record/Competency Attestation

Rotating Trainers/Trainees

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

Evaluation Frequency

Each trainee's progress, as he/she proceeds through the field training program, is recorded by means of written evaluations. The evaluation process is as important as the training process. One without the other would make the learning process unachievable. Evaluations have many purposes. The obvious is to document a trainee's progress, but there are other purposes as well. Evaluations are excellent tools for informing trainees of their performance level.

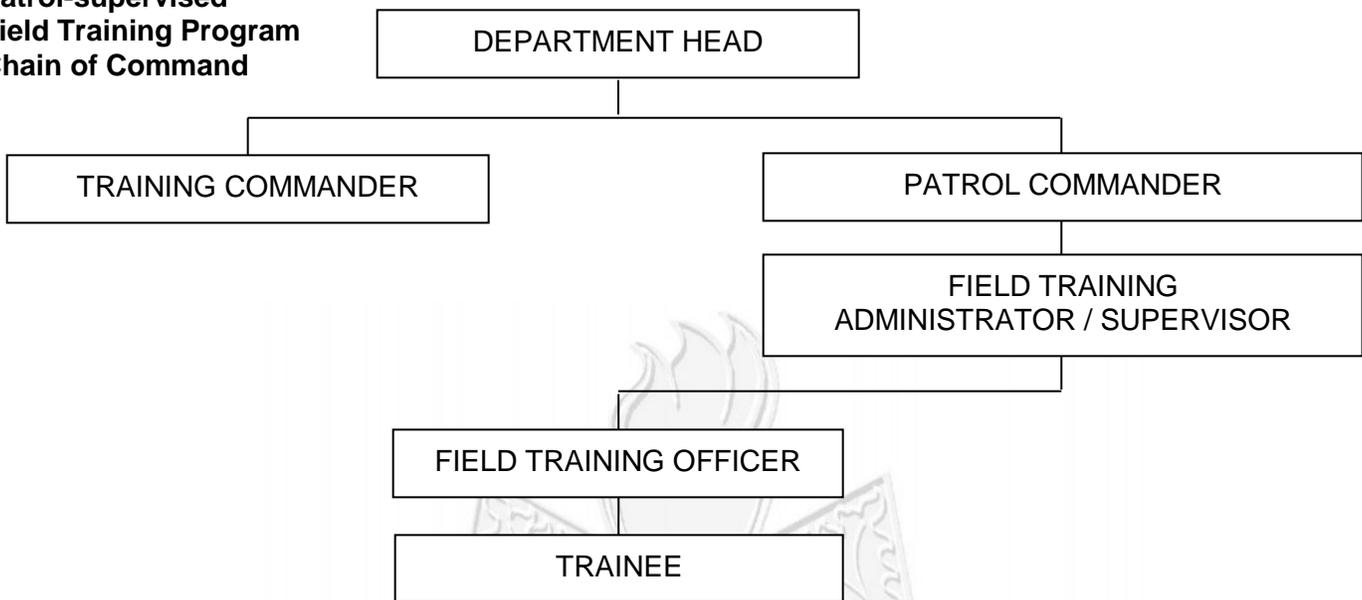
They are also used for identifying training needs and documenting training efforts. Further, they chronicle the skills and efforts of the trainers. In essence, evaluation represents feedback on many aspects of the program.

Evaluation should be immediate, constant, and fair. POST field training regulations require that evaluation come in several ways from several levels of involvement in the field training program. FTOs are expected to complete Daily Observation Reports (DORs), Daily Training Notes with Weekly Progress Reports, and End of Phase Reports on each trainee while FTP SACs are expected to review and sign each DOR or Weekly Training Progress Report and/or complete their own Supervisor's Weekly Report (SWR). Collectively, over the duration of the program, these written evaluations relate a chronological story of performance. These evaluations describe the trainee's successes, failures, improvements, digressions, and attempts to manage each of these occurrences. Honest and objective evaluations of trainees must be a prime consideration of all members of the field training staff. Part II of this guide contains more information on evaluation.

Organizational Structure/Chain of Command

Most field training programs are administered/supervised by the patrol division. This usually includes the selection, training, and daily supervision of the FTOs, as well as the day-to-day operation of the program. Each department must assign at least one FTP SAC to coordinate tasks such as trainee/FTO assignments, remediation, review of the DORs and other weekly, and end of phase reports. Patrol provides the framework and virtually all of the opportunity for trainees to apply the skills they learned in the academy. Patrol also has a chain of command that can be adapted to administering a field training program. The patrol division can effectively handle administration of the field training program as long as there is communication with other interested divisions (i.e., personnel, training, etc.) and the FTP SAC has time to manage the program. Figure 2 represents a patrol supervised chain of command for the field training program.

Fig 2.
Patrol-supervised
Field Training Program
Chain of Command



In some departments, another division or service bureau may oversee the field training program. Regardless of the bureau or division assigned to manage the program, a chain of command must exist for the field training program. This chain of command 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 program administrator or a field training sergeant is not available. In this case, a departure from this procedure is allowable if a matter of urgency exists and action must be taken immediately. In most cases, however, time is not a factor and the chain of command should be followed.

It is important that each member of the field training program staff have a sense of organizational loyalty. As information flows up and down the chain of command, decisions are made and the program runs smoothly. Decisions made at an inappropriate level may interfere with program staff and department goals and create feelings of anxiety among the staff as well as with the trainees. The field training program staff operates as a team and, consequently, decisions made affect every member of that team. Decisions made at the proper level, with sufficient input, benefit all.

Program Staff/Personnel Training

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

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

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

FTOs must successfully complete a POST-certified Field Training Officer Course prior to training new officers **and** complete 24 hours of update training every three years. This update training can be satisfied by completing a POST-certified Field Training Officer Update Course or by completing 24 hours of department-specific training in the same field training topics contained in the Field Training Officer Update Course.

Every reassigned FTO, after a three-year or longer break in service as a FTO, must successfully complete a POST-certified Field Training Officer Update Course prior to training new officers and then complete the same 24 hours of update training, described above, while they remain in the FTO assignment.

Special Assignments

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

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

Remedial Extension(s)

As mentioned before, a program length should be pre-determined (POST minimum is 10 weeks). It should be understood, however, that situations might occur which make it difficult to always adhere to a set time limit. These situations may have their source in the trainee's performance; other times they are administrative in nature. For whatever reason(s) they occur, trainees must be given a fair opportunity to prove themselves.

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

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

Termination

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

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

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

FTO and Program Critique

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

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

Competency Attestation/Completion Record

Departments must document a trainee's successful completion of the training program per POST regulations. Usually at the end of the final evaluation phase, the final phase FTO will attest to the trainee's competence and successful completion of the field training program. A statement that releases the trainee from the program, with the signed concurrence of the department head, or his/her designee, shall be retained in department records. A sample Completion Record/Competency Attestation form can be found in Appendix XI.

Documentation

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

Field Training Staff Meetings

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

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

Field Training Program Revisions

FTP SACs must establish a procedure for reviewing their field training program structure, goals, policies, related written materials, etc. Traditionally, a committee is established to review the program elements annually. Any changes should be made in compliance with POST regulations. ■

■ ROLE/EXPECTATIONS OF TRAINEES

Role of the Trainee

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

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

Expectations of Trainees

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

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

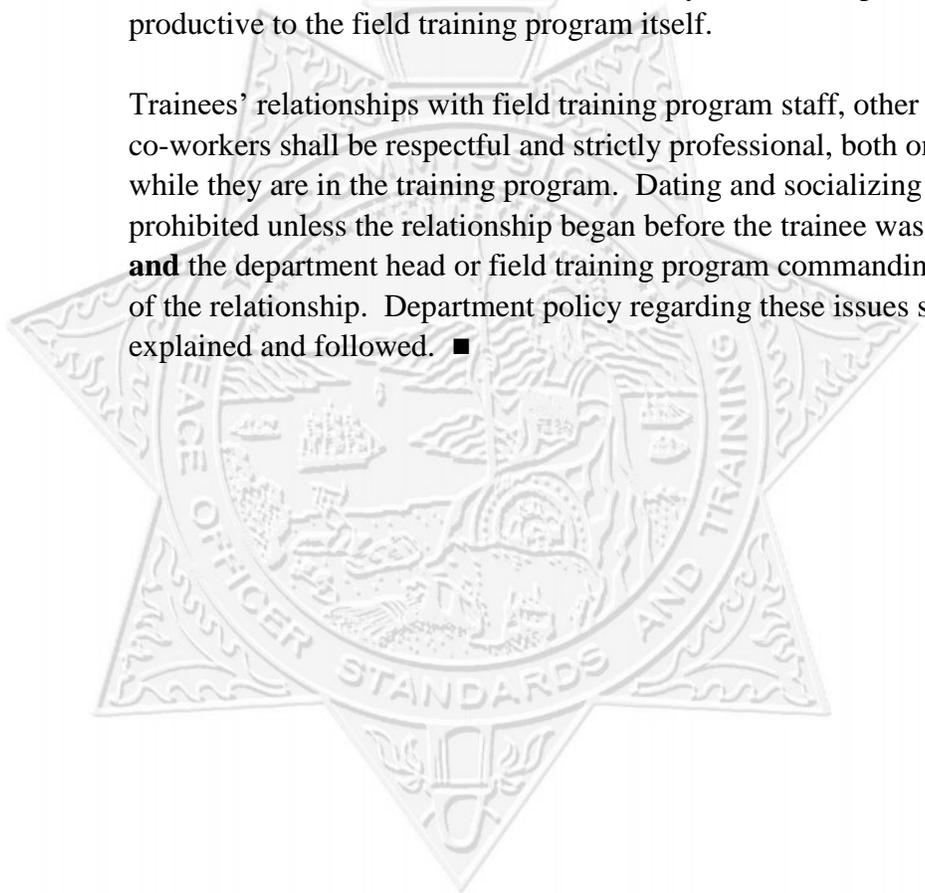
Trainees should ask questions when they arise. FTOs are an information resource and trainees should not wait for the FTO to cover an area of concern they may have. **Trainees are expected to make mistakes.** They should not be overly concerned with errors when they are made. Instead they must channel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

POST FIELD TRAINING PROGRAM GUIDE

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

Trainees will receive evaluations (Daily Observation Reports, Weekly Training Progress Reports, Supervisor Weekly Reports, and End of Phase Reports). Trainees should use these forms to track their progress and to help identify any areas requiring additional effort on their part. Trainees should be open and honest during the review of these evaluations. Trainees shall be receptive to constructive criticism given by FTOs and field training program staff. They may verbalize an explanation for their action; however, repeated rationalization, excessive verbal contradictions, and hostility are not acceptable and are counter productive to the field training program itself.

Trainees' relationships with field training program staff, other trainees, and co-workers shall be respectful and strictly professional, both on and off duty, while they are in the training program. Dating and socializing should be prohibited unless the relationship began before the trainee was hired or assigned **and** the department head or field training program commanding officer is aware of the relationship. Department policy regarding these issues should be fully explained and followed. ■



■ **ROLE/EXPECTATIONS OF FIELD TRAINING OFFICERS**

Role of the Field Training Officer

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

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

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

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

Expectations of Field Training Officers

Teacher/Trainer

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

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

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

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

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

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

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

Role Model

FTOs must be positive role models! They must lead by example exhibiting integrity, honesty, and ethical behavior. Maintaining a professional demeanor and appearance; adhering to department rules and regulations; supporting the department's vision, mission, and values; adhering to program guidelines in terms of policies and confidentiality; and having a positive attitude toward the department, the training program, the job, and the trainee accomplish the best aspects of role modeling. FTOs dedicated to the goals and success of the field training program will be respectful of, and respected by, trainees, peers/co-workers, and supervisors.

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

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

It is particularly important that FTOs maintain a positive and objective attitude when assigned a trainee who has not performed well with another FTO. The subsequent FTO must give the trainee every opportunity to succeed in that:

- 1) the trainee should not be stereotyped or be discriminated against, and
- 2) judgments should be based on independent observations, not on the comments of others.

It is entirely possible that the change of FTOs and the application of a positive attitude by the subsequent FTO may be sufficient to elicit an acceptable performance from the trainee. The emphasis should be placed on developing a competent, proactive solo patrol officer, rather than on finding a way to discharge the trainee.

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

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

Evaluator

FTOs are also expected to be evaluators. They must develop and use skills to determine if learning is occurring and whether or not remedial training is necessary. Evaluation skills are of primary importance to the field training program. FTOs must give critical feedback and clear direction to guide the trainee to an acceptable level of competence. If FTOs cannot evaluate, they cannot train. Evaluation is accomplished by the use of Daily Observation Reports, Standardized Evaluation Guidelines, Weekly Training Progress Reports, End of Phase Reports, and through the use of worksheets, remedial training, evaluation sessions, and verbal feedback. The principle element of effective evaluation is objectivity. Use of Standardized Evaluation Guidelines (SEGs) when completing the Daily Observation Reports (DORs) and frequent field training staff meetings are several ways to ensure standardization of evaluations in the training program.

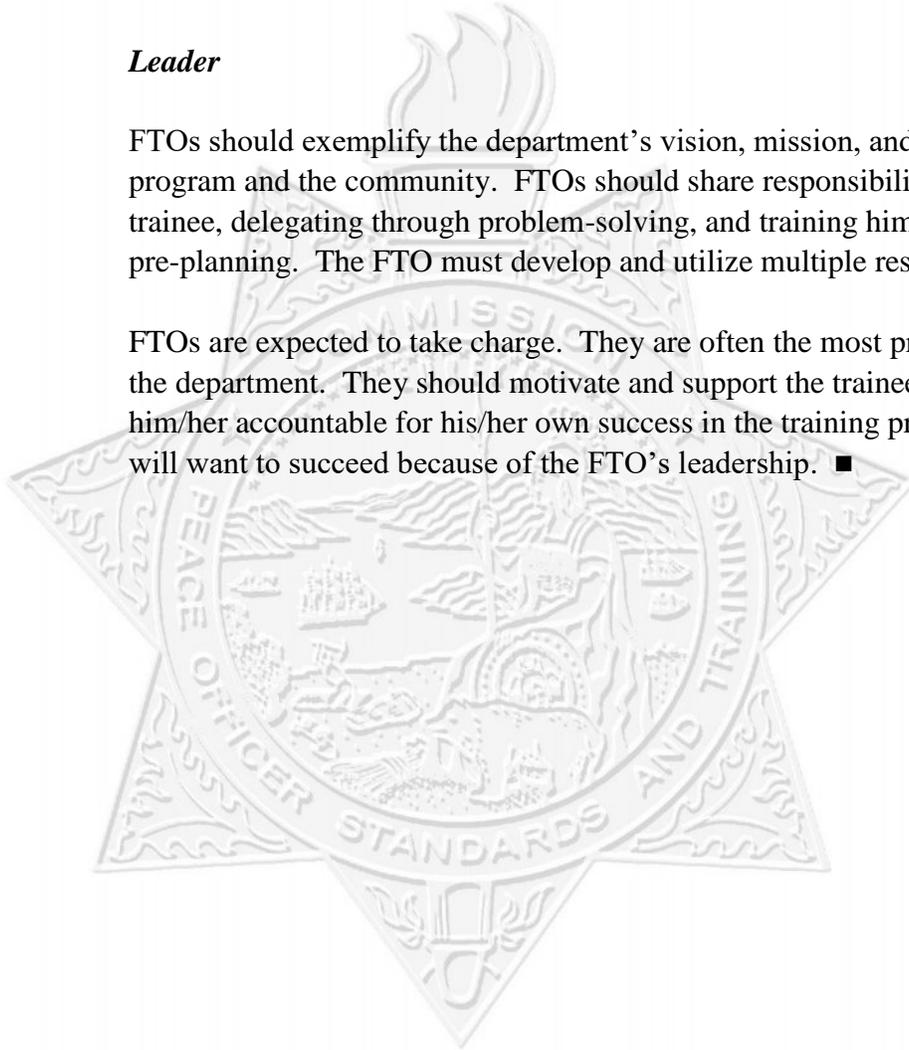
FTOs should not discuss their trainee's progress with other department personnel, other than those who have a need and right to know. Supervisors involved in evaluations should ensure that positive as well as negative aspects of a trainee's performance are discussed and documented. They should also ensure that the comments are based on direct observation and not on speculation.

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

Leader

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

FTOs are expected to take charge. They are often the most proactive officers in the department. They should motivate and support the trainee while holding him/her accountable for his/her own success in the training program. Trainees will want to succeed because of the FTO's leadership. ■





■ **ROLE/EXPECTATIONS OF THE FIELD TRAINING PROGRAM SUPERVISOR/ADMINISTRATOR/ COORDINATOR (SAC)**

Role of the Field Training Program SAC

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

Expectations of the Field Training Program SAC

Observation

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

Feedback

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

Counsel

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

Trainee Assignments

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

Extending/Terminating Trainees in the Program

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

Program and FTO Evaluation

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

FTO Selection/Deselection

Selection, training, and supervision of FTOs are key elements to successful field training programs. FTP SACs are expected to develop, maintain, and oversee

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

Academy Liaison

In order to closely ally field training with the Regular Basic Course (Academy), the FTP SAC should carefully analyze how both are organized, administered, and evaluated. A more detailed orientation may be required for departments that rely on regional training centers for new hires. Insight on special training needs of individual trainees can be gained by contacting academy staff.

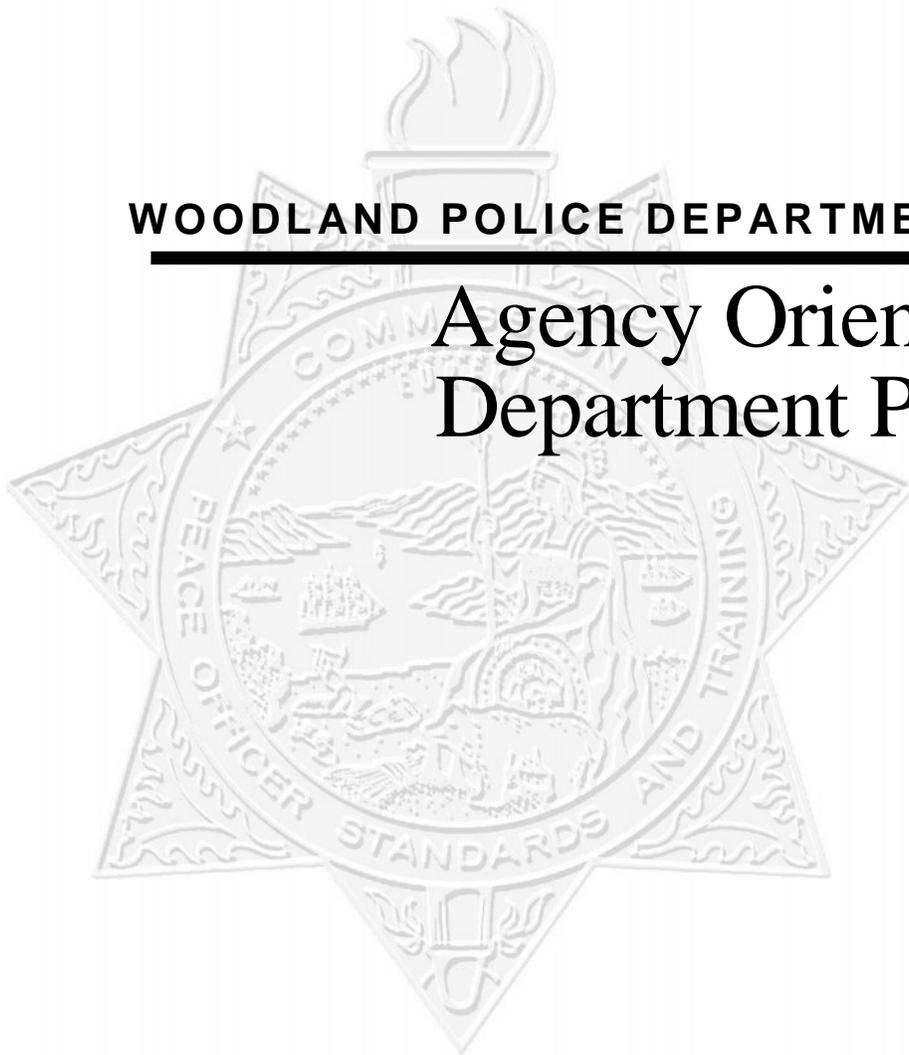
Departments are encouraged to develop a system whereby FTOs and FTP SACs can monitor academy training techniques. This would be intended to ensure continuity and relevance between the academy and the department's field training program.

POST also suggests that the FTP SAC establish liaisons with people involved in other aspects of the program and profession such as the D.A.'s Office, Parole, Probation, Public Works, Mental Health, etc. It serves as an invaluable resource to have an established liaison within each of these areas and more. ■



WOODLAND POLICE DEPARTMENT ■ FTP

Agency Orientation/ Department Policies



AGENCY ORIENTATION / DEPARTMENT POLICIES

AGENCY-SPECIFIC TRAINING

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

1.1.01 Firearms/Weapons/Less Lethal qualification

Reference: POST LD 35; Policy §§300, 306-310, 312, 388, 408

Firearms/Weapons – 2-day course shotgun and rifle

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated?	REMEDIATED		How Remediated?
	Name		Name		_____	Name		_____
F.T.O.					_____			_____
Trainee					_____			_____

Taser – 1-day course

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated?	REMEDIATED		How Remediated?
	Name		Name		_____	Name		_____
F.T.O.					_____			_____
Trainee					_____			_____

1.1.02 Arrest and control techniques

Reference: POST LD 33; 4 hours of review and qualification.

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated?	REMEDIATED		How Remediated?
	Name		Name		_____	Name		_____
F.T.O.					_____			_____
Trainee					_____			_____

1.1.03 Impact weapon qualification

Reference: POST LDs 20, 33; 4 hours of review and qualification.

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated?	REMEDIATED		How Remediated?
	Name		Name		_____	Name		_____
F.T.O.					_____			_____
Trainee					_____			_____

AGENCY ORIENTATION / DEPARTMENT POLICIES

AGENCY ORIENTATION

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

Reference: Policy §§200, 1036; Unit MOU; Policy Manual; Org. Chart (Intranet), TeleStaff

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated?	REMEDIATED		How Remediated?
	Name		Name			Name		
F.T.O.					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee								
Comments:								Case/Report No.:

1.1.05 The trainee shall review and briefly explain Department General Orders and City of Woodland Rules and Regulations pertaining to:

- A. Standard of conduct on and off duty (values, ethics, principles)
- B. Rules governing outside employment
- C. Regulations for carrying weapons off duty
- D. Hours of all patrol shifts
- E. Sick leave requirements
- F. Interaction with associated law enforcement agencies
- G. News media release laws, rules, and regulations
- H. Security and maintenance of agency facilities
- I. Ability to locate agency directives and City of Woodland rules and regulations

Reference: Policy §§312, 340, 346, 1014, 1036, 1038, 1040, 1058; City Rules & Regulations; Unit MOU; LE Code of Ethics; Intranet; TeleStaff; Public Library

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated?	REMEDIATED		How Remediated?
	Name		Name			Name		
F.T.O.					<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test			<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
Trainee								
Comments:								Case/Report No.:

AGENCY ORIENTATION / DEPARTMENT POLICIES

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

- A. Use of force
- B. Use and discharge of firearms
- C. Domestic violence
- D. Vehicle operations – basic requirements & emergency operations
- E. Sexual harassment
- F. Protective orders
- G. Hate crimes
- H. Child abuse investigations
- I. Any additional agency-specific General Orders

Reference: Policy §§300, 308-310, 312, 315-316, 320, 326, 328, 330, 338, 380, 502, 704, 706; City of Woodland Policy #16-101

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated?	REMEDIED		How Remediated?
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F.T.O.								
Trainee								
Comments:								Case/Report No.:

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

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

Reference: Agency Orientation

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated?	REMEDIED		How Remediated?
	Name		Name		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	Name		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
F.T.O.								
Trainee								
Comments:								Case/Report No.:

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

Reference: Policy §§388, 413, 700, 1016, 1046

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated?	REMEDIED		How Remediated?
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F.T.O.								
Trainee								
Comments:								Case/Report No.:

AGENCY ORIENTATION / DEPARTMENT POLICIES

1.1.09 The trainee shall review and explain what constitutes unauthorized equipment.

Reference: Policy §§306, 308-309, 312, 1046

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name		Name			Name		
F.T.O.								
Trainee								
Comments:								Case/Report No.:

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

Reference: Policy §§700, 1044, 1046

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name		Name			Name		
F.T.O.								
Trainee								
Comments:								Case/Report No.:

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

- A. Vehicle
- B. Handheld radio
- C. Firearms/Weapons
- D. Ammunition
- E. Special equipment (i.e., helmet, pepper spray, gas mask, etc.)
- F. Report forms
- G. Flares/Cones/Crime Scene Tape/Film/Spray Chalk/etc.

*Reference: Policy §§308-309, 312, 315, 412-413, 416, 446, 448, 502, 702, 704, 706, 1016, 1022;
Agency Orientation*

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name		Name			Name		
F.T.O.								
Trainee								
Comments:								Case/Report No.:

AGENCY ORIENTATION / DEPARTMENT POLICIES

COMMUNITY ORIENTATION / GEOGRAPHIC LOCATIONS

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

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

Reference: City Map; Beat & District Maps; Fire Maps; Apartment Guide

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated?	REMEDIATED		How Remediated?
	Name		Name		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	Name		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
F.T.O.								
Trainee								
Comments:								Case/Report No.:

1.1.13 The trainee shall know the names and locations of important types of roadways in the community or assigned area. These shall include:

- A. Major arteries
- B. Through streets
- C. Dead-end streets
- D. Freeways
- E. Fire trails or other special access routes

Reference: City Map; Beat & District Maps; Fire Maps

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated?	REMEDIATED		How Remediated?
	Name		Name		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	Name		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
F.T.O.								
Trainee								
Comments:								Case/Report No.:

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

Reference: Beat & District Maps

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated?	REMEDIATED		How Remediated?
	Name		Name		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	Name		<input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
F.T.O.								
Trainee								

AGENCY ORIENTATION / DEPARTMENT POLICIES

Comments:	Case/Report No.:

SUPPORT SERVICES

- 1.1.15 The trainee shall identify the location and general function of each of the following:
- A. City Hall and County Administration Building
 1. Code Enforcement
 2. Planning & Building Inspectors
 - B. Traffic, Superior, and Juvenile Courts
 - C. Yolo County District Attorney's Office
 - D. County Probation Department
 - E. Health Department and/or Coroner's Office
 - F. Emergency Hospital (including emergency entrance, psychiatric facilities and entrance, police parking area, and other agency-utilized rooms or departments)
 - G. County Jail (Monroe Detention Center & Leinberger Detention Center)
 - H. County Welfare Department
 - I. County Juvenile Hall
 - J. State and Federal law enforcement agencies, including:
 1. California Highway Patrol – CHP
 2. Department of Motor Vehicles – DMV
 3. Federal Bureau of Investigations – FBI
 4. Postal Inspectors
 5. Bureau of Narcotic Enforcement (YONET) – BNE
 6. U.S. Secret Service
 7. U.S. Citizenship and Immigration Services – USCIS
 8. Bureau of Alcohol, Tobacco, and Firearms – ATF
 9. Military Police
 10. U.S. Marshals Service
 11. Railroad Police
 12. California Department of Corrections & Rehabilitation
 13. California Department of Fish & Wildlife
 14. Department of Homeland Security – DHS
 - K. Additional support services (Child Protective Services, Social Services, SACCATS, etc.)

Reference: City Map; Agency Orientation; Internet

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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AGENCY ORIENTATION / DEPARTMENT POLICIES

- 1.1.16 The trainee shall explain the proper utilization of agency special teams/units, including:
- A. CNT/SWAT
 - B. K-9
 - C. School Resource Officers
 - D. Bike Patrol
 - E. Yolo Gang Task Force
 - F. Traffic Division
 - G. Investigations Division
 - H. Crime Scene Investigation Team
 - I. Volunteer Program
 - J. Reserve Program
 - K. Field Training Program
 - L. Animal Control (by contract with the Yolo County Sheriff)
 - M. Chaplain Program

Reference: Policy §§318-319, 350, 358, 376, 384, 405, 407-408, 415, 436, 454, 500, 600, 1028

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- 1.1.17 The trainee shall understand the role of the Department's Crime Analysis Unit and the information flow necessary for it to assist Patrol and Investigations.

Reference: Policy §§353, 400, 440, 442, 800, 1030

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WORKPLACE WELLNESS

- 1.1.18 The trainee shall understand ways and means of protecting themselves from becoming infected by Bloodborne Pathogens, Airborne Pathogens, and other transmittable diseases.

Reference: Policy §§388, 413, 1016

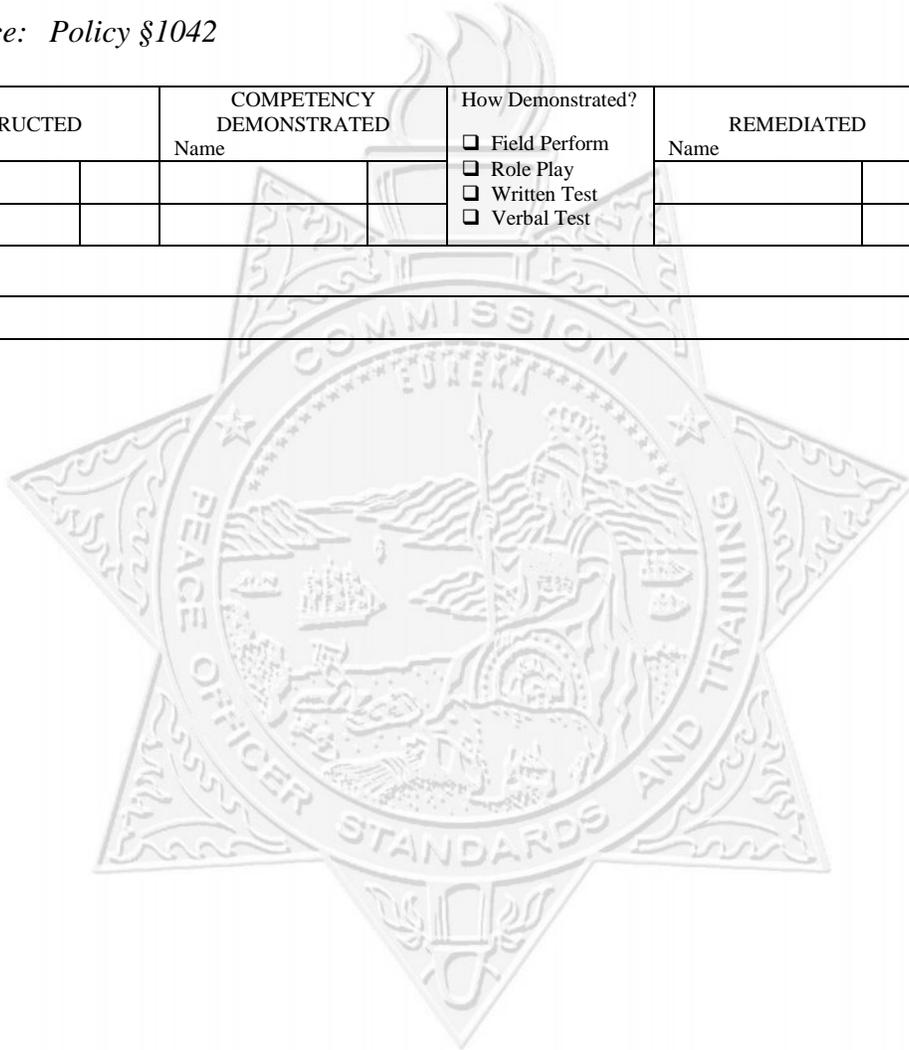
AGENCY ORIENTATION / DEPARTMENT POLICIES

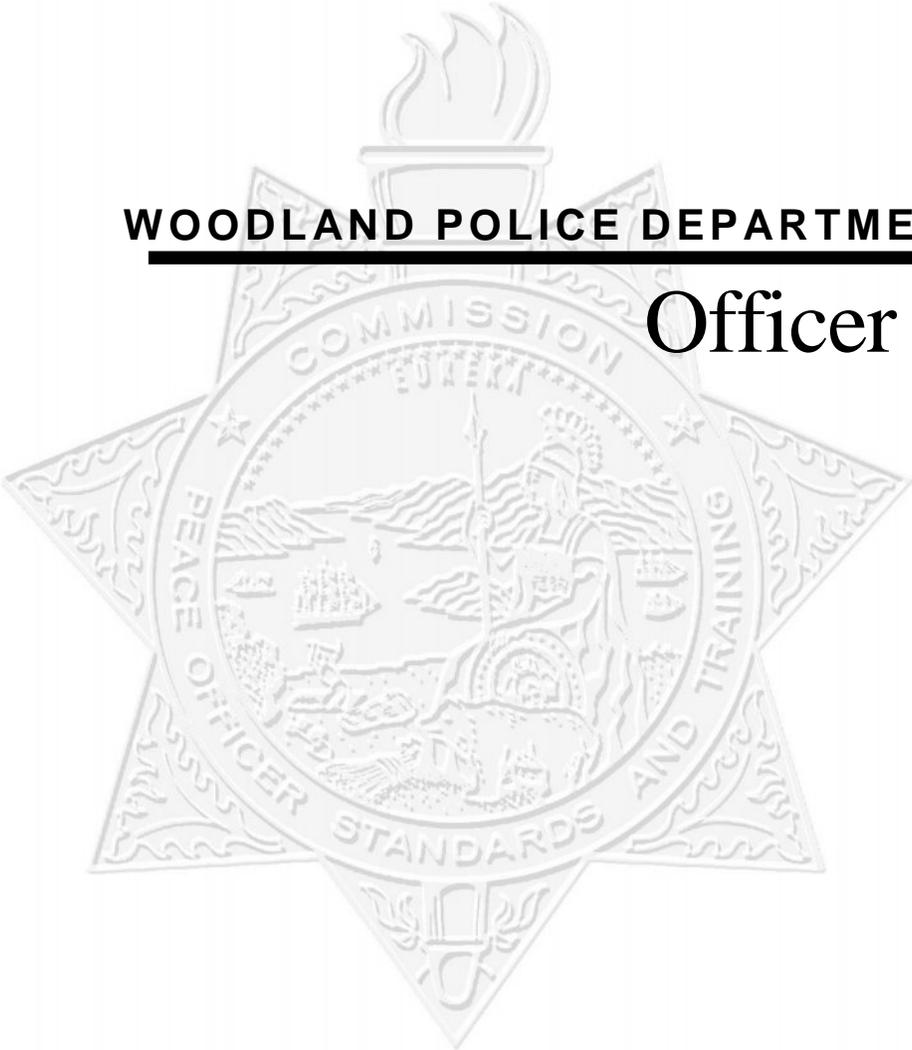
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1.1.19 The trainee shall understand the Departments requirements for reporting Workplace Related Injuries and the treatment and counseling options available to them.

Reference: Policy §1042

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WOODLAND POLICE DEPARTMENT ■ FTP

Officer Safety

CONTACT AND COVER (PRIMARY/BACKUP)

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

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

Reference: POST LD 21, 33

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

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

Reference: POST LD 21, 33

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

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

Reference: POST LD 21, 33; Policy §§315, 352, 451, 461; High-Risk Vehicle Stop Training

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

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

Reference: POST LD 21, 33; Policy §§315, 352, 451, 461

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BODY ARMOR

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

Reference: Policy §1024

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OFFICER SURVIVAL

- 1.2.06 The trainee shall identify and explain the importance of physical, mental, and emotional conditioning in officer survival. These shall minimally include:
- A. Concept of tactical retreat
 - 1. Pre-planning (mental scenarios)
 - 2. Reduction of unnecessary risks (stress management, “keeping your cool”)
 - B. Mental conditioning
 - 1. Will to live
 - 2. Continue to fight, regardless of odds
 - 3. Mental alertness
 - 4. Self-confidence
 - C. Physical conditioning
 - 1. Agency policy on physical fitness and officer standards
 - 2. Role of good health and nutrition
 - D. Weapon retention

Reference: Policy §§1013, 1032-1033; Book: “Emotional Survival for Law Enforcement Officers”

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WOODLAND POLICE DEPARTMENT ■ FTP

Ethics

ETHICS

ETHICS

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

Reference: POST LD 1; Policy §Preface – “Law Enforcement Code of Ethics”

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ETHICS

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

Reference: FTO Discussion

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

1. An officer shall not engage in any conduct or activities on or off duty that reflect discredit on the officer, bring the department into disrepute, or impair its efficient and effective operation.
2. Officers shall conduct themselves in a manner that will foster cooperation among members of the department, showing respect, courtesy, and professionalism in their dealings with one another.
3. Officers shall not use language or engage in acts that demean, harass, or intimidate another. (*City of Woodland Policy #16-101*)
4. Officers shall conduct themselves toward the public in a civil and professional manner that implies a service orientation and that will foster public respect and cooperation.
5. Officers shall treat violators with respect and courtesy, guard against employing an officious or overbearing attitude or language that may belittle, ridicule, or intimidate the individual, or act in a manner that unnecessarily delays the performance of duty.
6. While recognizing the need to demonstrate authority and control over criminal suspects and prisoners, officers shall adhere to the department's use-of-force policy and shall observe the civil rights and protect the well being of those in their charge.

Reference: POST LD 1; Policy §Preface – “Law Enforcement Code of Ethics”; Policy §§340, 1058; International Association of Chiefs of Police Model Policy for Standards of Conduct

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ETHICS

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

Reference: POST LD 1; PC §§31, 32, 70, 118, 118.1, 127, 141, 142, 146, 147, 149, 153, 170, 237, 661, 673, 835a; Policy §340

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1.3.05 The trainee shall identify and evaluate methods for handling unethical or criminal conduct on the part of a fellow officer.

Reference: POST LD 1; Policy §340

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

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

Reference: POST LD 1; Policy §Preface – “Law Enforcement Code of Ethics”; Policy §§340, 1014

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

Reference: Policy §340

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DECISION MAKING

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

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

Reference: FTO Discussion

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ETHICS

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

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

Reference: POST LD 1; FTO Discussion

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

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

Reference: FTO Discussion

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WOODLAND POLICE DEPARTMENT ■ FTP

Use of Force

USE OF FORCE

LEGAL AND ETHICAL ISSUES

1.4.01 The trainee shall review and discuss the legal and ethical considerations pertaining to the use of force, including “reasonable force.”

Reference: POST LD 1, 20; PC §§149, 197, 198, 835, 835a, 843; Policy §§300, 306

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1.4.02 The trainee shall explain agency policy, legal ramifications, and civil liabilities attached to both the officer and the agency through the use of physical force or deadly force.

Reference: POST LD 20; Policy §§300, 306, 308-310

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1.4.03 The trainee shall identify and evaluate situations that justify the use of deadly force and those situations that do not justify such use.

Reference: POST LD 20; PC §§196, 198, 835a, 843; Policy §§300, 306, 308-310, 312, 436

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USE OF FORCE

FORCE OPTIONS

- 1.4.04 The trainee shall explain what is meant by ‘force options’ and provide examples of each that would fall within legal and moral limits, to minimally include:
- A. Non-verbal/police presence
 - B. Verbal (Tactical communication)
 - C. Physical (Weaponless)
 - D. Less lethal weapons, including:

CHEMICAL AGENTS

The trainee shall explain the regulations governing the use of chemical agents, including the follow-up procedures for persons who have had it applied to them, and the reporting procedures in cases where it is used.

IMPACT WEAPONS

1. The trainee shall know when and how to effectively use the police baton/impact weapon in an authorized manner.
2. The trainee shall identify the vital body points and bone edges recognized as baton/impact weapon “target” areas.
3. The trainee shall identify those body points that are potentially lethal when struck by a baton/impact weapon.

ADDITIONAL AGENCY APPROVED LESS-LETHAL WEAPONS (including Tasers, Extended Range Impact Weapons (Sage), etc.)

- E. Deadly force

The trainee shall explain considerations to be made when determining whether or not to resort to the use of deadly force. These considerations shall minimally include:

1. Type of crime and suspect(s) involved
2. Threat to the lives of innocent persons
3. Law and agency policy
4. Officer’s present capabilities
5. Capabilities of officer’s weapon

Reference: POST LD 20, 33, 35; Policy §§300, 306, 308-310, 312, 436

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The seal of the Woodland Police Department is a five-pointed star. At the top point is a torch with a flame. The central circle of the star contains a landscape with a figure holding a staff, a building, and a tree. The words "PEACE OFFICER STANDARDS AND TRAINING" are written around the inner circle. The outer points of the star contain decorative scrollwork.

WOODLAND POLICE DEPARTMENT ■ FTP

Patrol Vehicle Operations

PATROL VEHICLE OPERATIONS

PATROL VEHICLE INSPECTION

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

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

Reference: POST LD 19; Policy §§502, 704, 706; City Rules & Regulations

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

- | | |
|--|-------------------------|
| A. Door locks | J. Fire extinguisher |
| B. Trunk and hood release | K. The WRAP |
| C. Shotgun & rifle release systems | L. Cameras & film |
| D. Emergency lights and siren switches | M. Car cam video system |
| E. Flares and traffic cones | N. Cell phone |
| F. First aid equipment | O. Rol-A-Tape |
| G. Radio | P. Marking paint |
| H. Spike strip | Q. Crime scene tape |
| I. Gas & Car Wash cards | R. Spit sock |
| J. Fire extinguisher | S. Computer |

Reference: Policy §704; FTO Discussion

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PATROL VEHICLE OPERATIONS

1.5.03 The trainee shall explain agency policy regarding requests for vehicle service in the field.

Reference: Policy §§704, 706

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

- A. The procedure for regular maintenance and service of patrol vehicles
- B. The procedure for turning in a damaged or mechanically deficient vehicle for repair
- C. The proper documentation to be completed

Reference: Policy §704; Vehicle Repair Log; Vehicle Service Tags; "Out of Service" Placards; "FASTER" Online Vehicle Fleet Services

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PATROL VEHICLE OPERATIONS

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

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

Reference: Policy §§502, 706

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PATROL VEHICLE OPERATIONAL SAFETY

1.5.06 The trainee shall review and explain agency policy on approved driving techniques, including:

- A. Backing
- B. Parking
- C. Right-of-way violations
- D. Passing
- E. Excessive speed

Reference: Policy §§316, 706

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PATROL VEHICLE OPERATIONS

1.5.07 The trainee shall discuss the factors which influence the overall stopping distance of a vehicle, including:

- A. Driver condition
- B. Vehicle condition
- C. Environmental conditions, including road surfaces
- D. Vehicle speed
- E. Reaction time and distance
- F. Braking distance
- G. Knowledge of anti-lock braking systems

Reference: POST LD 19; FTO Discussion

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1.5.08 The trainee shall identify the components of “defensive driving.” These shall include:

- A. Driver attitude
- B. Driver skill
- C. Vehicle capability
- D. Seat belt usage

Reference: POST LD 19; Policy §1022; FTO Discussion

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PATROL VEHICLE OPERATIONS

1.5.09 The trainee shall identify driver attitudes that can contribute to the occurrence of traffic accidents, including:

- A. Over-confidence
- B. Impatience (including “road rage”)
- C. Self-righteousness

Reference: POST LD 19; FTO Discussion

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1.5.10 The trainee shall discuss the effects of driver fatigue, including:

- A. Lower visual efficiency
- B. Slower reaction time

Reference: POST LD 19; FTO Discussion

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

Reference: POST LD 19; Policy §316; VC §§21055-21056; FTO Discussion

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PATROL VEHICLE OPERATIONS

EMERGENCY VEHICLE OPERATIONS/PURSUIT

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

Reference: POST LD 19; Policy §§315-317

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1.5.13 The trainee shall identify the tactics that should be utilized by the driver of an emergency vehicle while in a pursuit or any other emergency response. These tactics shall minimally include:

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

Reference: POST LD 19; Policy §§315-316; FTO Discussion

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PATROL VEHICLE OPERATIONS

1.5.14 The trainee shall discuss those factors to consider in determining whether to continue or abandon a pursuit. These factors shall minimally include:

- A. Amount of other traffic, both vehicular and pedestrian
- B. Road hazards and road conditions
- C. Environmental conditions
- D. Capability and condition of patrol vehicle and driver
- E. Seriousness of the crime(s) in relation to potential likelihood of causing injury to innocent persons or damage to property
- F. Whether vehicle or driver can be identified

Reference: POST LD 19; Policy §315; FTO Discussion

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

Reference: POST LD 19; Policy §§315-316; FTO Discussion

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VEHICLE OPERATION LIABILITY

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

Reference: Policy §§316, 706

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PATROL VEHICLE OPERATIONS

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

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

Reference: Policy §§315-316; VC §§21055-21056

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

Reference: Policy §§315-316, 706; VC §§21055(b), 21806-21807

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PATROL VEHICLE OPERATIONS

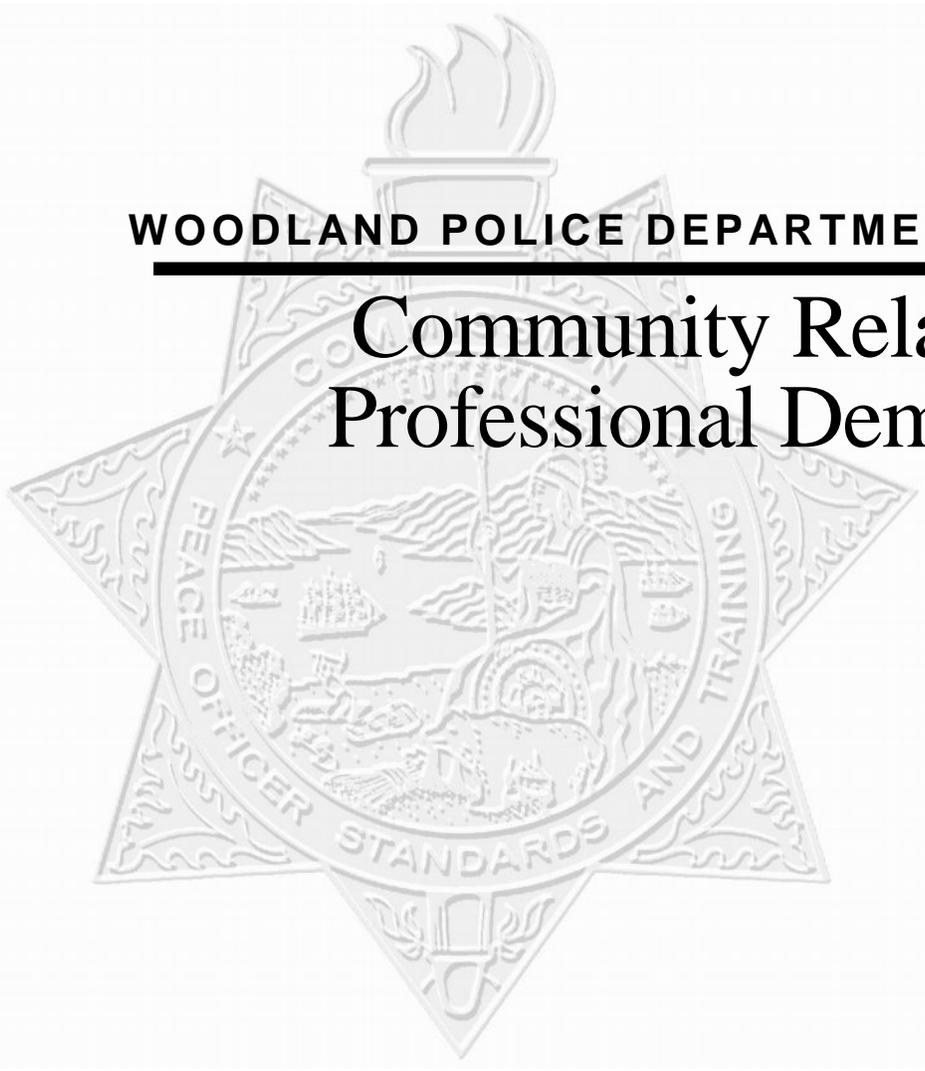
1.5.19 The trainee shall explain the conditions under which he/she or their agency may be held liable for deaths, injury, or property damage which occur while an emergency vehicle is being operated with red lights and siren (Code 3), including:

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

Reference: Policy §§315-316, 706; VC §§17001, 17004, 17004.7, 21055-21056

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The background of the page features a large, faint, light-gray watermark of the Woodland Police Department seal. The seal is a five-pointed star with a central circular emblem. The emblem depicts a landscape with a mountain, a river, and a building. Above the landscape is a torch with a flame. The words "WOODLAND POLICE DEPARTMENT" are written around the top inner edge of the seal, and "PEACE OFFICER STANDARDS AND TRAINING" is written around the bottom inner edge. The seal is centered on the page.

WOODLAND POLICE DEPARTMENT ■ FTP

Community Relations/ Professional Demeanor

POST FIELD TRAINING PROGRAM GUIDE
Program Sample – 1.6



COMMUNITY RELATIONS / PROFESSIONAL DEMEANOR

COMMUNITY RELATIONS AND SERVICE

1.6.01 The trainee shall explain the agency’s responsibilities to community service.

Reference: POST LD 1, 3; Policy §Preface – “Mission Statement”; Policy §§314, 340, 400, 500

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1.6.02 The trainee shall identify roles encompassed in the agency’s responsibilities to provide community service. Those roles may include:

- A. Protect life and property
- B. Maintain order
- C. Crime prevention
- D. Public education
- E. Delivery of service
- F. Enforcement of law(s)
- G. Community partnerships, such as:
 - 1. VIPS
 - 2. Neighborhood Watch
 - 3. DARE

Reference: Policy §Preface – “Mission Statement”; Policy §384; FTO Discussion

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COMMUNITY RELATIONS / PROFESSIONAL Demeanor

PROFESSIONAL Demeanor AND COMMUNICATIONS

1.6.03 The trainee shall identify the basic principles of a profession and discuss the professional aspects of law enforcement.

Reference: POST LD 1, 3

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1.6.04 The trainee shall explain the various methods by which citizens evaluate law enforcement agencies and their officers.

Reference: FTO Discussion

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1.6.05 The trainee shall identify verbal factors which could contribute to a negative response from the public, including:

- A. Profanity
- B. Derogatory language
- C. Ethnically offensive terminology

Reference: Policy §§340, 1058

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COMMUNITY RELATIONS / PROFESSIONAL DEMEANOR

1.6.06 The trainee shall identify non-verbal factors which could contribute to a negative response from the public, including:

- A. Officious and disrespectful attitude
- B. Improper use of body language
- C. Improper cultural response

Reference: FTO Discussion

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1.6.07 The trainee shall discuss why it may be beneficial to explain the reasons for actions taken to inquiring citizens.

Reference: FTO Discussion

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1.6.08 The trainee shall conduct telephone conversations in a professional manner.

Reference: FTO Discussion

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COMMUNITY RELATIONS / PROFESSIONAL DEMEANOR

1.6.09 The trainee shall demonstrate the ability to communicate with any segment of the public in such a way as to enhance police service and community attitudes toward the police. This can be demonstrated through:

- A. Community contacts
- B. Business contacts
- C. Community involvement
- D. Positive role modeling
- E. Mentoring

Reference: FTO Discussion

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CULTURAL DIVERSITY

1.6.10 The trainee shall explain how the culture of the community can have an affect on the community's relationship with his/her agency.

Reference: POST LD 42; WPD Orientation; FTO Discussion

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1.6.11 The trainee shall identify cultural motivations and biases that may affect professional ethics and the law.

Reference: FTO Discussion

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COMMUNITY RELATIONS / PROFESSIONAL DEMEANOR

1.6.12 The trainee shall assess and explain ways in which he/she can increase the trust of the community he/she serves.

Reference: FTO Discussion

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RACIAL PROFILING

1.6.13 The trainee shall distinguish that effective police work profiles behavior rather than race.

Reference: POST LD 42; Policy §402; FTO Discussion

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1.6.14 The trainee shall recognize that 13519.4 PC states, “a law enforcement officer shall not engage in racial profiling,” and that it applies to all protected classes including gender and religion.

Reference: PC §13519.4; FTO Discussion

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COMMUNITY RELATIONS / PROFESSIONAL Demeanor

1.6.15 The trainee shall explain the 4th and 14th amendments of the US Constitution and how they define law enforcement activities that pertain to racial profiling.

Reference: Fourth & Fourteenth Amendments to the U.S. Constitution; FTO Discussion

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1.6.16 The trainee shall discuss how the history of the community can have an affect on the community's relationship with his/her agency.

Reference: FTO Discussion

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1.6.17 The trainee shall be able to summarize and apply the agency's policy regarding racial profiling.

Reference: Policy §402

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COMMUNITY RELATIONS / PROFESSIONAL DEMEANOR

CRIME PREVENTION

1.6.18 The trainee shall demonstrate the knowledge and skills necessary to gain citizen support and participation in the prevention of crime.

Reference: POST LD 3; FTO Discussion

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1.6.19 The trainee shall give examples of general forms of crime prevention, including:

- A. Advice concerning mechanical devices (alarms, locks, and target hardening)
- B. Control of conditions (lighting, access, and architecture)
- C. Public awareness
- D. Property identification
- E. Neighborhood Watch programs

Reference: FTO Discussion

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COMMUNITY/PROBLEM-ORIENTED POLICING

1.6.20 The trainee shall review and explain the agency's concept of community/problem-oriented policing as it relates to community priorities and needs, focusing on specific violations, crimes, or circumstances.

Reference: POST LD 3; Policy §§314, 400; FTO Discussion

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COMMUNITY RELATIONS / PROFESSIONAL DEMEANOR

1.6.21 The trainee shall explain the crime triangle (offender, victim, and location).

Reference: FTO Discussion

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1.6.22 The trainee shall describe the advantages of working with the community to find solutions to problems related to community safety and quality of life issues.

Reference: FTO Discussion

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1.6.23 The trainee shall demonstrate leadership by becoming a facilitator who assists and motivates the community to develop solutions to their problems.

Reference: FTO Discussion

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COMMUNITY RELATIONS / PROFESSIONAL Demeanor

1.6.24 The trainee shall explain the agency's problem-solving model (e.g. SARA) and be able to:

- A. Learn the service needs and demands in their patrol area.
- B. Devise ways to manage information gleaned from various community sources.
- C. Learn how to identify crime and disorder problems and distinguish them from incidents.
- D. Develop plans with citizens to address crime and disorder problems.
- E. Work with citizens to assess the results of their efforts.
- F. POP projects

Reference: POST LD 3, 24; Policy §314

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Trainee								
Comments:								Case/Report No.:



COMMUNITY RELATIONS / PROFESSIONAL DEMEANOR



The seal of the Woodland Police Department is a five-pointed star. At the top point is a torch with a flame. The central circle of the star contains a landscape with a mountain, a river, and a building. The words "WOODLAND POLICE" are at the top, "PEACE OFFICER STANDARDS AND TRAINING" is at the bottom, and "EST. 1955" is on the left. The word "FOREVER" is written in a banner across the middle of the central circle.

WOODLAND POLICE DEPARTMENT ■ FTP

Radio Communications

POST FIELD TRAINING PROGRAM GUIDE
Program Sample – 1.7



RADIO COMMUNICATIONS

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

Reference: POST LD 21; Policy §§314, 316, 414, 416, 448, 702, 706; YECA Law Manual (Woodland PD); YECA Dispatch Guidelines (Woodland PD)

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

Reference: YECA Orientation Segment; YECA Dispatch Guidelines (Woodland PD)

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

- A. Waiting until the air is clear before pressing the transmit button.
- B. Pressing the transmit button firmly and speaking calmly and clearly into the microphone.
- C. Avoiding over-modulation by speaking moderately into the microphone.
- D. Knowing the meaning of “Code 33” and “EIP emergency in progress” and always saving routine and non-emergency transmissions until the termination of “emergency traffic only” status.
- E. Knowing the call signs, assignments and beat locations of other units.

Reference: Policy §316; YECA Dispatch Guidelines (Woodland PD); FTO Discussion

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RADIO COMMUNICATIONS

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

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

Reference: POST LD 21; Policy §316; FTO Discussion

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

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

Reference: POST LD 19; Policy §315; FTO Discussion

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RADIO COMMUNICATIONS

1.7.06 Given a situation involving an in-progress assignment, the trainee shall use the police radio to maintain control of the situation. This shall minimally include:

- A. Voice control so as not to escalate the situation
- B. Direct responding units to control possible escape routes and establish a perimeter
- C. Request additional units or response by Fire/Med Aid

Reference: Policy §§316-317; FTO Discussion

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INFORMATION SYSTEMS/TELECOMMUNICATIONS

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

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

Reference: POST LD 36; Policy §§332, 334, 342, 345

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RADIO COMMUNICATIONS

- 1.7.08 The trainee shall be able to identify the law enforcement information systems used by the agency including:
- A. Automated Property System (APS)
 - B. Stolen Vehicle System (SVS)
 - C. Wanted Persons System (WPS)
 - D. Automated Firearms System (AFS)
 - E. Domestic Violence Restraining Order System (DVROS)
 - F. Missing Unidentified Person System (MUPS)

Reference: POST LD 36; Policy §342; YECA Dispatch Guidelines (Woodland PD)

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Trainee								
Comments:								Case/Report No.:

- 1.7.09 Given an incident in which information is required to complete an investigation, the trainee shall demonstrate a knowledge of the minimum information requirements for generating a system inquiry related to the following categories:
- A. Wanted persons
 - B. Property, vehicles, and firearms
 - C. Criminal histories
 - D. DMV information
 - E. Miscellaneous information

Reference: POST LD 36; FTO Discussion

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- 1.7.10 The trainee shall review and explain agency policy regarding the proper use and/or misuse of Mobile Data Terminals (MDT's) and on-board laptop computers.

Reference: Policy §342; FTO Discussion

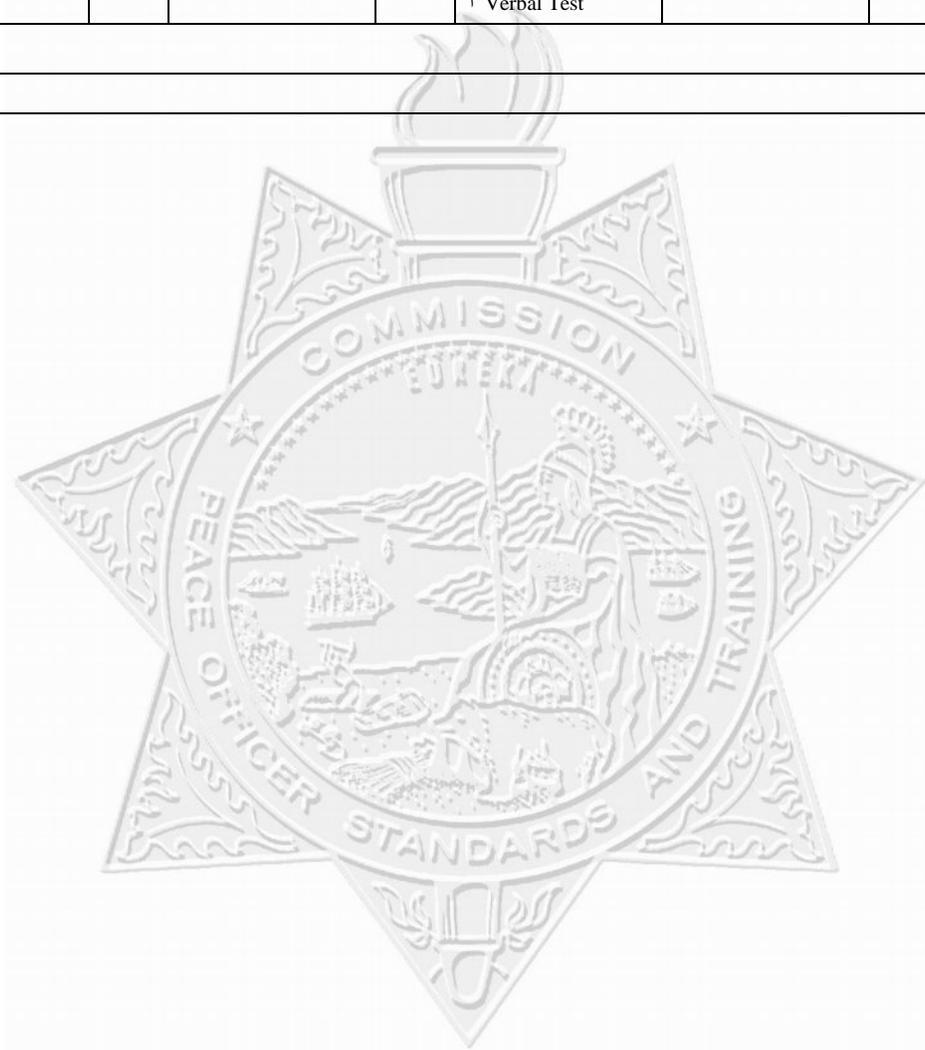
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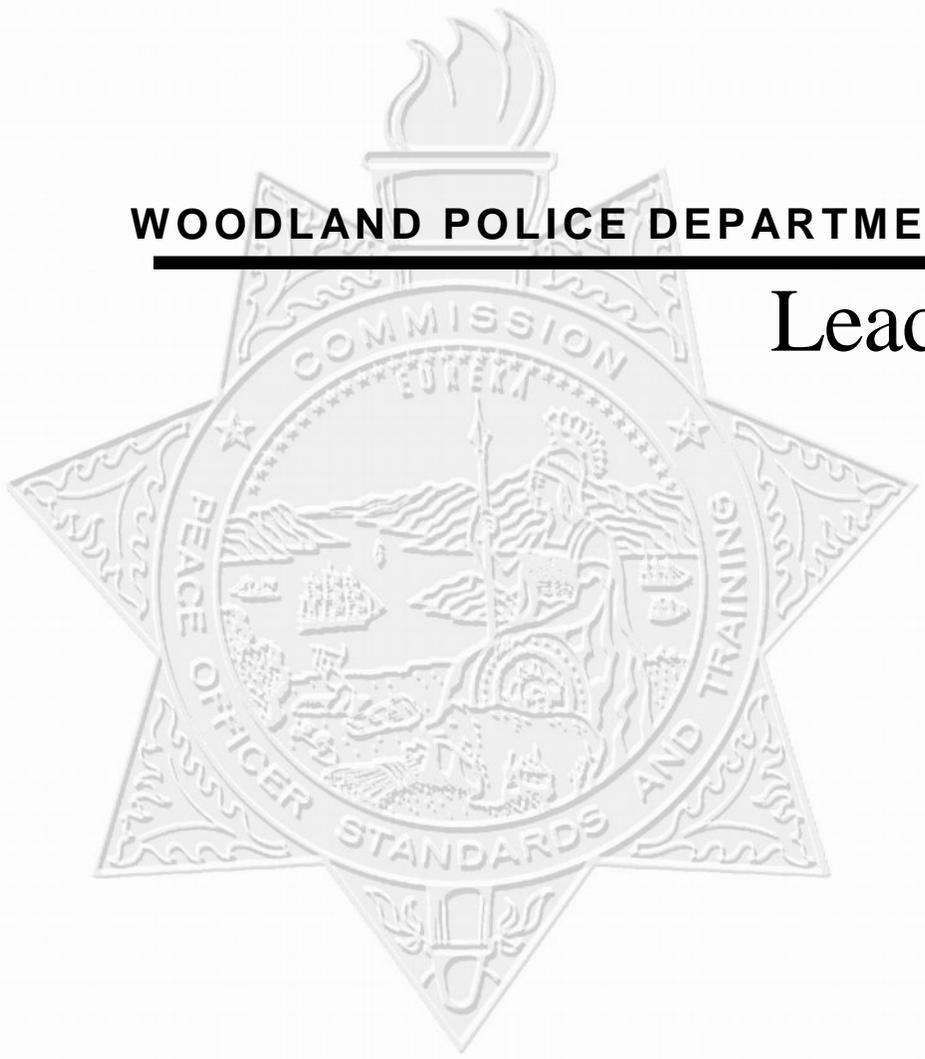
RADIO COMMUNICATIONS

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

Reference: POST LD 36; PC §§182.1, 502, 11140-11143, 13301-13304; VC §1808.45; Policy §342; Cal DOJ “Less Than Full Access Operator Proficiency Examination”

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WOODLAND POLICE DEPARTMENT ■ FTP

Leadership

POST FIELD TRAINING PROGRAM GUIDE

Program Sample – 2.8



LEADERSHIP

2.8.01 The trainee shall identify and develop effective leadership strategies that provide purpose, direction, and motivation to co-workers and community members.

Reference: POST LD 1; FTO Discussion

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2.8.02 The trainee shall illustrate through explanation or example how each of the following leadership competencies can affect his/her skills and abilities as an officer:

1. Integrity
2. Credibility
3. Trust
4. Discretion
5. Duty
6. Loyalty
7. Honesty

Reference: POST LD 1; Policy §340; FTO Discussion

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2.8.03 The trainee shall assess and explain his/her leadership role within the department with clear consideration of the organization’s vision, mission, and values statement.

Reference: Policy §Preface – “Mission Statement”; Orientation Meeting with the Chief

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LEADERSHIP





WOODLAND POLICE DEPARTMENT ■ FTP

California Codes and Law

POST FIELD TRAINING PROGRAM GUIDE
Program Sample – 2.9



CRIMINAL LAW

2.9.01 The trainee shall define certain terms as recognized in California criminal law. These shall minimally include:

- A. Accessory
- B. Accomplice
- C. Criminal negligence
- D. Corpus delicti
- E. Entrapment
- F. Implied intent
- G. Principal
- H. Specific intent
- I. Transferred intent

Reference: POST LD 5; PC §§7, 31, 32, 33

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2.9.02 The trainee shall identify the elements of a crime. These shall include:

- A. Any act or omission
- B. By a person
- C. In violation of statutory law
- D. For which there is punishment

Reference: POST LD 5; PC §15

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CALIFORNIA CODES AND LAW

2.9.03 The trainee shall describe those persons who are legally incapable of committing a crime in the state of California (PC 26).

Reference: PC §26

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2.9.04 Given any situation in which a possible crime has occurred, the trainee shall recognize those situations where the crime is complete and shall identify the crime by its common name, code number, and crime classification. These crimes shall minimally include California laws pertaining to:

- A. Obstruction of justice
- B. Homicide
- C. Robbery
- D. Assaults
- E. Criminal threats (formerly Terrorist threats)
- F. Stalking
- G. Restraining order violations
- H. Cruelty to animals
- I. Crimes against children
- J. Sex crimes
- K. Disturbing the peace
- L. Burglary
- M. Trespassing
- N. Arson
- O. Vandalism
- P. Theft (including Identity Theft)
- Q. Forgery and check offenses
- R. Disorderly conduct
- S. Control and use of dangerous weapons
- T. Use, possession, and sales of dangerous drugs (including under the influence)
- U. Receiving or possession of stolen property (including alteration of serial numbers)

Reference: POST LD 6-12; California Codes

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PROBABLE CAUSE

2.9.05 The trainee shall identify and explain the following elements of “reasonable suspicion” as those required to lawfully stop, detain, or investigate a person:

- A. Specific and articulable facts
- B. Crime related activity that has occurred, is occurring, or is about to occur
- C. Involvement by the person to be detained in a crime-related activity

Reference: POST LD 6-10, 12-13, 15-16; California Peace Officer’s Legal Sourcebook

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Comments:								Case/Report No.:

2.9.06 The trainee shall recognize and explain the police officer’s right to search a person when probable cause to arrest exists.

Reference: POST LD 16; California Peace Officer’s Legal Sourcebook

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2.9.07 Given various scenarios, simulated incidents, or calls for service depicting instances where probable cause for police action may or may not exist, the trainee shall recognize its presence or absence and explain the reasons behind that decision.

Reference: POST LD 15-16; California Peace Officer’s Legal Sourcebook

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↓ Field Perform ↓ Role Play ↓ Written Test ↓ Verbal Test	REMEDIED		How Remediated? ↓ Field Perform ↓ Role Play ↓ Written Test ↓ Verbal Test
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CALIFORNIA CODES AND LAW

LAWS OF ARREST

2.9.08 The trainee shall explain a peace officer’s authority to make an arrest.

Reference: POST LD 15; PC §836; VC §§40300.5-40302

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2.9.09 The trainee shall explain the various requirements related to arrests, to minimally include:

- A. Time of day or night that an arrest may be made
- B. The information the person arrested must be provided and at what time it must be provided
- C. What must be done with the person arrested
- D. Consular Notification

Reference: POST LD 15; PC §§825, 840-841, 848-849, 851.5, 853.5-853.6; California Peace Officer’s Legal Sourcebook

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2.9.10 The trainee shall explain the requirements placed upon a private person making the arrest of another and be able to determine if the “private persons” arrest is legal.

Reference: POST LD 15; PC §§837, 847; California Peace Officer’s Legal Sourcebook

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2.9.11 The trainee shall explain the requirements for advising a person of his/her Miranda rights.

Reference: POST LD 15; Policy §§324, 370; Case Law: Miranda v. Arizona, et al.; California Peace Officer's Legal Sourcebook

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2.9.12 The trainee shall explain the requirements regarding gaining admittance into a location to make an arrest.

Reference: POST LD 15; PC §844; California Peace Officer's Legal Sourcebook

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2.9.13 The trainee shall explain the amount of force that may be used when effecting an arrest.

Reference: POST LD 15, 20; Policy §300; PC §§835, 843

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2.9.14 The trainee shall explain the term “reasonable” as it applies to the use of force.

Reference: POST LD 15, 20; PC §§835 PC, 835a

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CALIFORNIA CODES AND LAW

2.9.15 The trainee shall review and explain California law and department policy concerning the use of physical force and deadly force.

Reference: POST LD 15, 20; Policy §§300, 306, 308-310; PC §§149, 196-198, 835, 835a, 843

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2.9.16 The trainee shall explain instances where he/she is not civilly liable for false imprisonment arising out of an arrest.

Reference: POST LD 15; PC §§142(c), 836.5, 847

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2.9.17 The trainee shall explain situations where legal exceptions to an arrest might exist, including:

- A. Diplomatic immunity (22 U.S. Const. 252)
- B. Stale misdemeanor rule (Hill v. Levy, 117 CA 2nd, 667) (Roynin v. Battin, 55 CA 2nd 861)
- C. Congressional exceptions (Art. 1, Section 6, US Const.) (Art. 4, Section 2, Cal. Const.)

Reference: POST LD 15; California Peace Officers' Legal Sourcebook

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Trainee								
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JUVENILE LAW AND PROCEDURE

- 2.9.18 The trainee shall explain applicable laws pertaining to the investigation of juvenile offenses and to the apprehension and detention of juvenile offenders. These shall minimally include:
- A. Miranda advisement
 - B. 300 W&I; 305 W&I; 601 W&I; 602 W&I; 625 W&I; 627 W&I; 707 W&I; and any additional local ordinances/curfews
 - C. Laws pertaining to schools, including 626 PC sections and Ed. Code sections 48906, 48260-66, etc.
 - D. Secure/Non-secure detention of juveniles (206 W&I; 207 W&I; 207.1 W&I; and 207.2 W&I)

Reference: POST LD 11; Policy §324

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Trainee								
Comments:								Case/Report No.:

ADDITIONAL LAWS

- 2.9.19 The trainee shall recognize violations of the Alcoholic Beverage Control Act and, given a copy of that act, will locate the applicable sections including those prohibiting:
- A. After-hours sale/consumption of alcoholic beverages on licensed premises
 - B. Selling/providing alcoholic liquor to any person under the age of 21 years
 - C. Selling/providing alcoholic liquor to a person who is visibly intoxicated

Reference: POST LD 13; ABC Handbook

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Trainee								
Comments:								Case/Report No.:

CALIFORNIA CODES AND LAW

2.9.20 The trainee shall review and explain the laws regarding parole and probation violations, searches, and holds including:

- A. 3056 PC
- B. 1203.2 PC

Reference: POST LD 16; Policy §322; PC §§3056, 1203.2; California Peace Officer's Legal Sourcebook; FTO Discussion

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Trainee								
Comments:								Case/Report No.:

2.9.21 The trainee shall recognize violations of local ordinances and, given reference text, will locate the applicable sections.

Reference: City of Woodland Municipal Code Redi-Ref; City of Woodland Website

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Trainee								
Comments:								Case/Report No.:

2.9.22 The trainee shall recognize the basic rights of all persons as granted by the United States Constitution and shall at all times adhere to those rights granted by the following amendments:

- A. First – Freedom of religion, speech, press, and public assembly
- B. Fourth – Search and seizure only by warrant or good cause
- C. Fifth – Right to trial; no double jeopardy; no self incrimination; no punishment without due process; and no confiscation without compensation
- D. Sixth – Right to a speedy trial
- E. Eighth – Excessive bail prohibited
- F. Fourteenth – Civil rights (see 18 USC, 242 – Color of law/authority)

Reference: U.S. Constitution & Amendments

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Comments:								Case/Report No.:

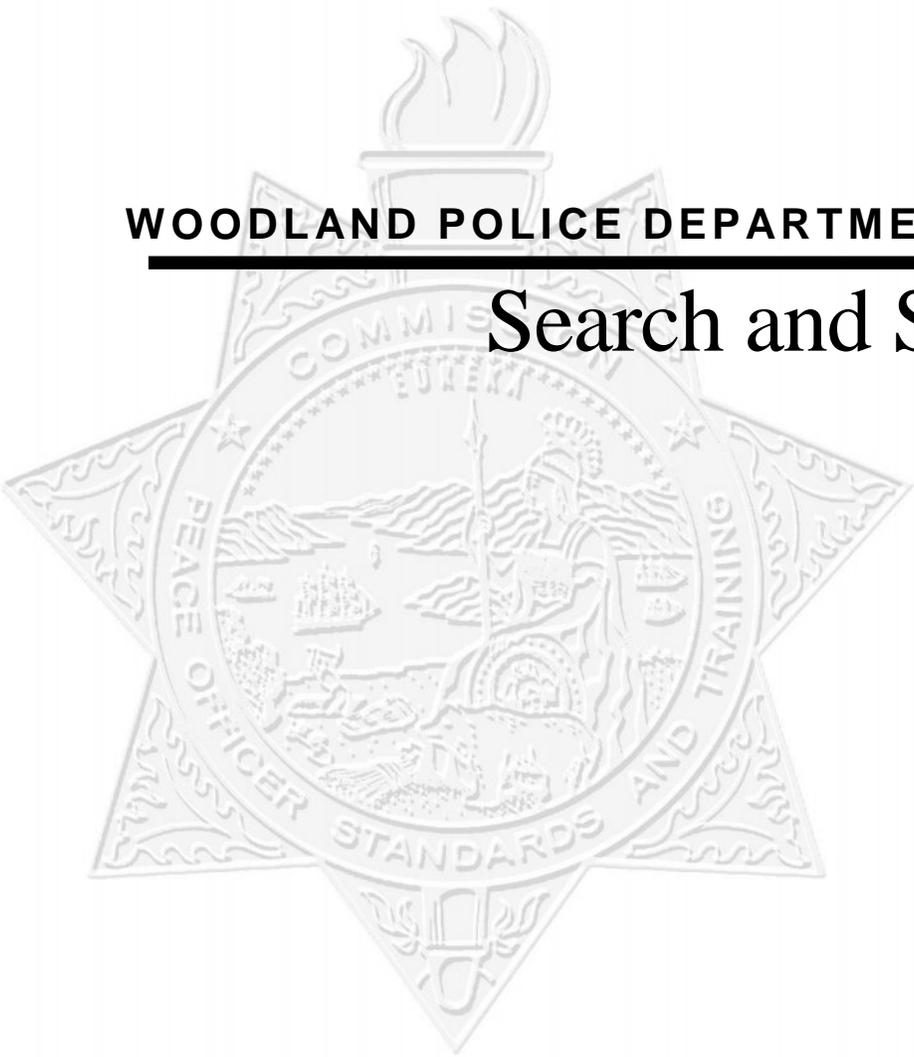
2.9.23 The trainee shall review, explain, and/or give examples of any new/revised state legislative mandates.

Reference: POST: Telecourses, CD ROMs, DVDs, Learning Portal, Legal Update

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Trainee								
Comments:								Case/Report No.:





The seal of the Woodland Police Department is a five-pointed star. At the top point is a torch with a flame. The central circle of the star contains a landscape with a figure holding a spear, a building, and a tree. The words "COMMISSION" and "ESTABLISHED" are at the top of the circle. The words "PEACE OFFICER STANDARDS AND TRAINING" are written around the bottom of the circle. The points of the star contain decorative scrollwork.

WOODLAND POLICE DEPARTMENT ■ FTP

Search and Seizure

POST FIELD TRAINING PROGRAM GUIDE
Program Sample – 2.10



SEARCH CONCEPTS

2.10.01 The trainee shall review and explain the following terms relative to searches:

- A. Consent
- B. Scope of searches
- C. Contemporaneous
- D. Probable cause
- E. Instrumentalities of a crime
- F. Contraband
- G. Knock and notice
- H. Container search doctrine

Reference: POST LD 16; Policy §322; California Peace Officer's Legal Sourcebook

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Trainee								
Comments:								Case/Report No.:

2.10.02 The trainee shall recognize and explain the circumstances under which the following types of legally authorized searches may be made. These circumstances shall minimally include:

- A. Pat searches for weapons
- B. Consent searches
- C. Probable cause searches
- D. A search warrant
- E. Plain sight
- F. Incident to arrest
- G. Exigent circumstances
- H. Probation/parole search

Reference: POST LD 16; Policy §322; Case Law; California Peace Officer's Legal Sourcebook

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Trainee								
Comments:								Case/Report No.:

SEARCH AND SEIZURE

2.10.03 The trainee shall identify those items for which an officer may legally search. These items shall minimally include:

- A. Dangerous weapons
- B. Fruits of the crime
- C. Instruments of the crime
- D. Contraband
- E. Suspects
- F. Additional victims

Reference: POST LD 16; Policy §322; California Penal Code; California Peace Officer's Legal Sourcebook

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Trainee								
Comments:								Case/Report No.:

2.10.04 The trainee shall discuss the limits of searches when conducted with persons, vehicles, and buildings including:

- A. Protective sweeps
- B. Closed containers
- C. Inventory searches

Reference: POST LD 16; Policy §322; Case Law; California Peace Officer's Legal Sourcebook

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SEARCH AND SEIZURE

2.10.05 The trainee shall explain the “exclusionary rule” and its effect upon police action and procedures including:

- A. Court filings
- B. Prosecution of suspects

Reference: POST LD 17; California Peace Officer’s Legal Sourcebook

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SEIZURE CONCEPTS

2.10.06 The trainee shall review and explain the concept of lawful evidence seizure, including instances where force may be justified, such as:

- A. Preventing a suspect from swallowing evidence
- B. Inducing a suspect to vomit
- C. Extracting blood evidence from a suspect
- D. Extracting fingerprint evidence from a suspect

Reference: POST LD 16; Policy §§322, 378, 514

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SEARCH AND SEIZURE

WARRANTS

2.10.07 The trainee shall explain the laws and procedures for obtaining search or arrest warrants, to minimally include:

- A. Probable cause necessity
- B. Allowable exclusions (including hot pursuit and emergency situations)
- C. Process for obtaining warrants during and after business hours

Reference: POST LD 16; California Penal Code; California Peace Officer's Legal Sourcebook

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Trainee								
Comments:								Case/Report No.:

2.10.08 The trainee shall describe the process for serving search and arrest warrants, including:

- A. Hours of service for felony arrest warrants
- B. Hours of service for misdemeanor arrest warrants
- C. Hours of service for search warrants
- D. Knock and notice for search warrants and exceptions to
- E. "Signing off" warrants/return

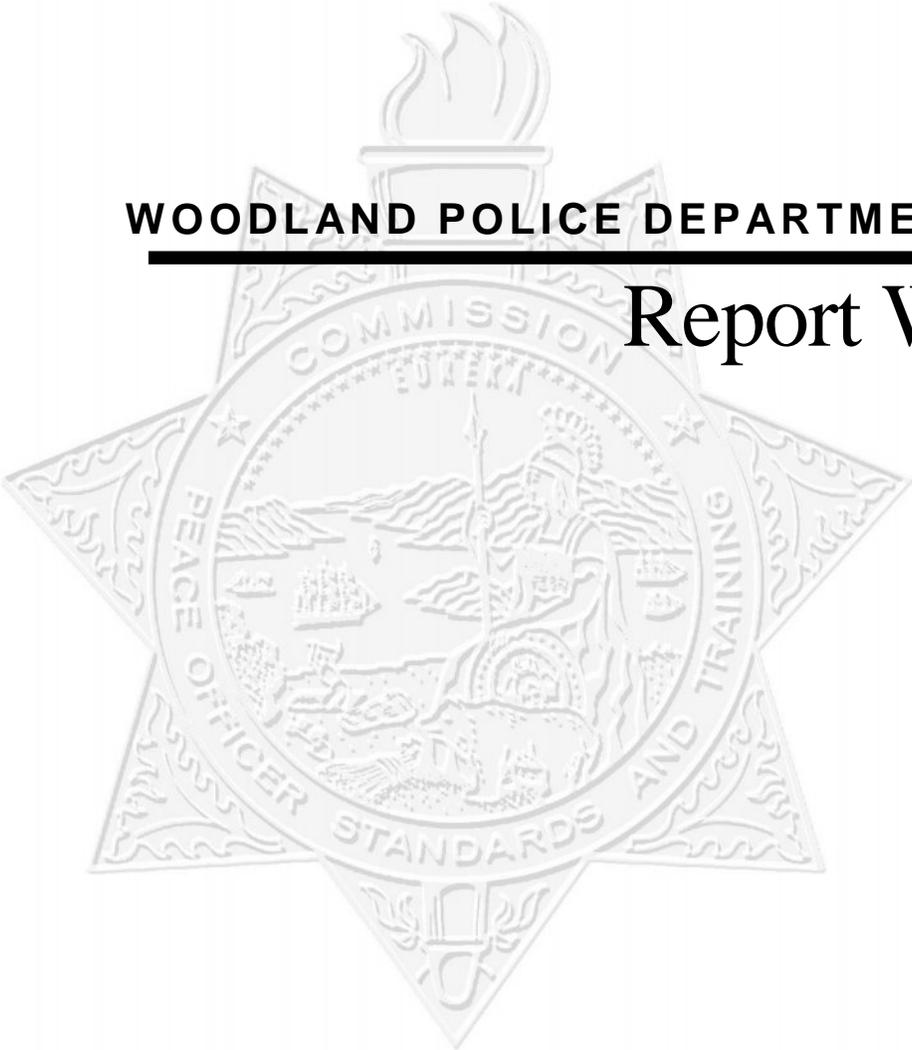
Reference: POST LD 16; Policy §§351-352; PC §§840, 1531, 1533; California Peace Officer's Legal Sourcebook

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Trainee								
Comments:								Case/Report No.:

2.10.09 Given an incident and necessary probable cause that calls for a search or arrest warrant, the trainee shall follow agency procedures for obtaining and serving the appropriate warrant(s).

Reference: Policy §322; California Peace Officer's Legal Sourcebook; FTO Discussion

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Trainee								
Comments:								Case/Report No.:



WOODLAND POLICE DEPARTMENT ■ FTP

Report Writing

POST FIELD TRAINING PROGRAM GUIDE
Program Sample – 2.11



FIELD NOTES AND NOTEBOOK

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

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

Reference: POST LD 18; FTO Discussion

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Trainee								
Comments:								Case/Report No.:

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

Reference: POST LD 18; PC §1054.1; People v. Cole (Dec. 9, 2005) 134 Cal. App. 4th 1049

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Trainee								
Comments:								Case/Report No.:

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

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

Reference: POST LD 18; FTO Discussion

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Trainee								
Comments:								Case/Report No.:

REPORT WRITING

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

Reference: POST LD 18; FTO Discussion

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Trainee								
Comments:								Case/Report No.:

REPORT WRITING

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

Reference: Policy §§344, 502; WPD Report Writing Manual; FTO Discussion

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Trainee								
Comments:								Case/Report No.:

2.11.06 The trainee shall give the location of the report repository.

Reference: Agency Orientation

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Trainee								
Comments:								Case/Report No.:

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

Reference: Agency Orientation

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Trainee								
Comments:								Case/Report No.:

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

Reference: Policy §600; FTO Discussion

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Trainee								
Comments:								Case/Report No.:

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

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

Reference: POST LD 18; Policy §344; WPD Report Writing Manual; FTO Discussion

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F.T.O.								
Trainee								
Comments:								Case/Report No.:

2.11.10 The trainee shall explain the qualities of a good police report. These shall include:

- A. Accuracy
- B. Brevity
- C. Completeness

REPORT WRITING

- D. Clarity
- E. Legibility/Neatness
- F. Objectivity
- G. Grammatical and structural correctness
- H. Timely
- I. First person/active voice/past tense

Reference: POST LD 18; Policy §344; WPD Report Writing Manual; FTO Discussion

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Trainee								
Comments:								Case/Report No.:

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

Reference: WPD Report Writing Manual; FTO Discussion

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Trainee								
Comments:								Case/Report No.:

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

Reference: WPD Report Writing Manual

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Trainee								
Comments:								Case/Report No.:

- 2.11.13 The trainee shall prepare a report that minimally includes:

- A. Organizing facts in chronological order
- B. Relating facts in appropriate sentence form
- C. Correctly filing in all appropriate boxes

REPORT WRITING

- D. Properly establishing who, what, when, where, why, how and how many
- E. Properly establishing the elements of the crime(s), when appropriate

Reference: POST LD 18; WPD Report Writing Manual; FTO Discussion

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F.T.O.								
Trainee								
Comments:								Case/Report No.:

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

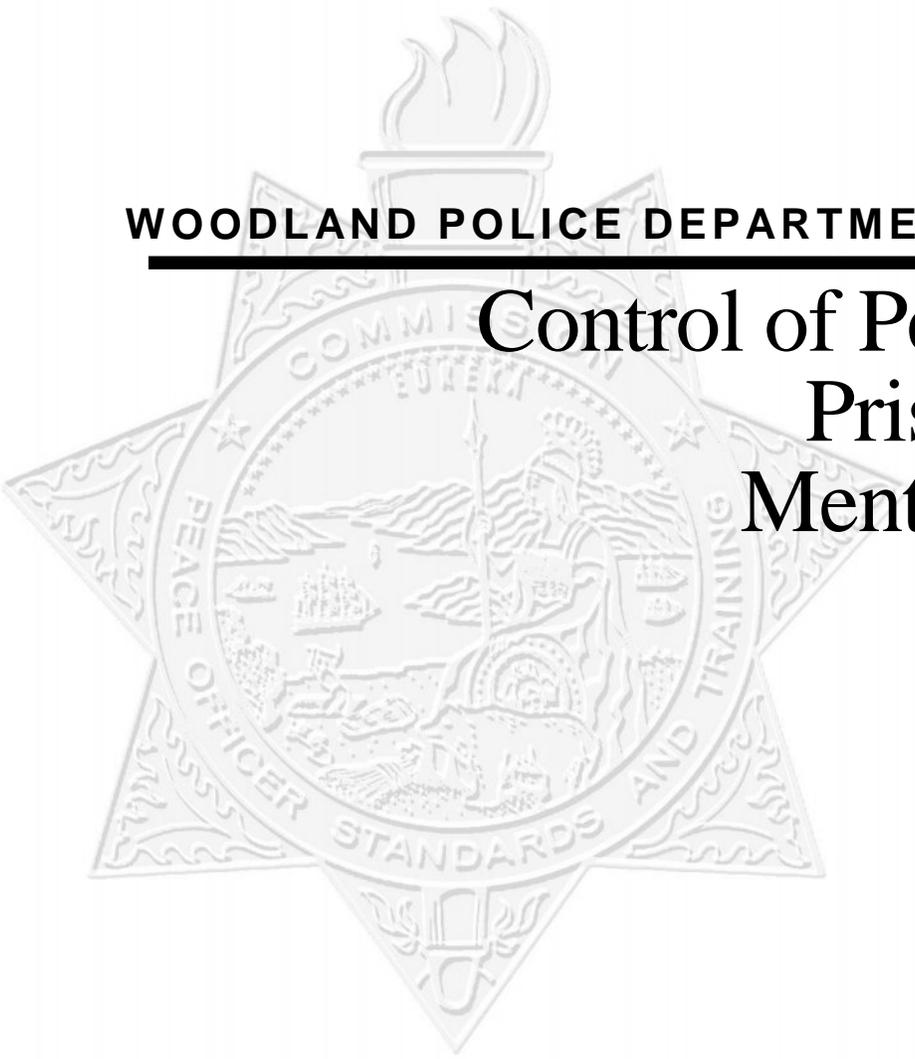
- A. The elements constituting the offense
- B. A complete documentation of reasonable/probable cause to arrest
- C. A complete description of all physical evidence, where it was found, and its disposition
- D. A complete listing of all suspects, including whether or not they are in custody.

Reference: POST LD 18; WPD Report Writing Manual; FTO Discussion

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F.T.O.								
Trainee								
Comments:								Case/Report No.:

REPORT WRITING



The seal of the Woodland Police Department is a five-pointed star. At the top point is a torch with a flame. The central circle of the star contains a landscape with a mountain, a river, and a building. The words "COMMISSION" and "ESTABLISHED" are at the top of the circle. The words "PEACE OFFICER STANDARDS AND TRAINING" are written around the bottom of the circle. The points of the star contain decorative scrollwork.

WOODLAND POLICE DEPARTMENT ■ FTP

Control of Persons/ Prisoners/ Mentally Ill

POST FIELD TRAINING PROGRAM GUIDE
Program Sample – 2.12



CONTROL OF PERSONS / PRISONERS / MENTALLY ILL

CONTROL / SEARCHING OF PERSONS

2.12.01 The trainee shall be able to safely and effectively control (verbally and physically), one or more suspects, applying all officer safety tactics.

Reference: POST LD 33; Agency Orientation

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Trainee								
Comments:								Case/Report No.:

2.12.02 The trainee shall be able to demonstrate effective search techniques for both male and female suspects, including:

- A. Constant alertness, including keeping hands in view
- B. Maintaining control and position of advantage
- C. Standing, kneeling, and prone position searches
- D. Safeguarding of weapons

Reference: POST LD 33; Policy §322; Agency Orientation

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F.T.O.								
Trainee								
Comments:								Case/Report No.:

2.12.03 The trainee shall review and explain agency policy regarding searching individuals of the opposite sex.

Reference: Policy §§322, 902

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F.T.O.								
Trainee								
Comments:								Case/Report No.:

CONTROL OF PERSONS / PRISONERS / MENTALLY ILL

HANDCUFFING

2.12.04 The trainee shall identify the purposes for handcuffing. These purposes shall minimally include the temporary restraint of a suspect to prevent:

- A. Attack
- B. Escape
- C. The destruction or concealment of evidence or contraband

Reference: POST LD 33; Policy §306

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Trainee								
Comments:								Case/Report No.:

2.12.05 The trainee shall discuss various handcuffing principles which should be met in order to reasonably guarantee the temporary restraint of a suspect. The principles shall minimally include:

- A. Control of the suspect(s) and the handcuffs
- B. Proper positioning of the suspect's hands, key outlets, and double locking mechanisms
- C. Reasonable degree of tightness
- D. Observation of restrained suspects
- E. Other approved restraint devices (i.e., flex cuffs, hobbles, etc.)
- F. Safe and controlled removal of handcuffs and other restraint devices

Reference: POST LD 33; Policy §§300, 306; Agency Orientation

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CONTROL OF PERSONS / PRISONERS / MENTALLY ILL

2.12.06 The trainee shall review and explain the agency policy regarding the handcuffing of prisoners, including males, females, juveniles, mentally ill, pregnant females, and all other types of detainees/prisoners.

Reference: Policy §§306, 900

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2.12.07 The trainee shall be able to safely and effectively handcuff single or multiple suspects and, if necessary, transport single or multiple suspects away from an arrest scene.

Reference: Policy §306

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LEGAL RESPONSIBILITIES AND REQUIREMENTS WITH PRISONERS

2.12.08 The trainee shall review and explain the legal responsibilities for protecting prisoners.

Reference: POST LD 31, Policy §900

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CONTROL OF PERSONS / PRISONERS / MENTALLY ILL

2.12.09 The trainee shall discuss the legal responsibilities for providing prisoners with shelter, food, and medical care.

Reference: POST LD 31, Policy §900

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2.12.10 The trainee shall review and explain prisoner's rights to telephone calls.

Reference: PC §851.5; Policy §900

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2.12.11 The trainee shall explain the requirements for issuing property receipts.

Reference: PC §1412

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2.12.12 The trainee shall review and explain local policy and the legal aspects pertaining to the rights and privileges of prisoners, including the constitutional rights of prisoners while in custody.

Reference: POST LD 31; Policy §900; PC §§147, 149, 851.5, 4000-4030

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CONTROL OF PERSONS / PRISONERS / MENTALLY ILL

2.12.13 The trainee shall identify the provisions of Penal Code Section 147 pertaining to willful inhumanity or oppression toward prisoners in the custody of an officer.

Reference: PC §147

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2.12.14 The trainee shall identify the provisions of Penal Code Section 149 pertaining to assaulting a prisoner "under color of authority."

Reference: PC §149

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TRANSPORTATION OF PRISONERS

2.12.15 The trainee shall review and explain the agency's policy regarding the transportation of prisoners. This explanation shall minimally include:

- A. Prisoners restrained with specialty devices (i.e., hobble, expectorant shields, etc.)
- B. Sick, injured, mentally ill, physically challenged, or pregnant prisoners
- C. Juveniles with/without adults
- D. Females
- E. Use of seat belts
- F. A search of the area in which the prisoner is about to be placed prior to transportation
- G. A search of the area where the prisoner has been following transportation
- H. The proper positioning of the officer(s) and the prisoner(s) within the vehicle
- I. Close and constant observation of the prisoner(s)

Reference: Policy §§306-307, 706, 900

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CONTROL OF PERSONS / PRISONERS / MENTALLY ILL

2.12.16 Given a situation in which prisoner(s) must be transported in a patrol vehicle, the trainee shall safely place the handcuffed (if according to agency policy) prisoner(s) into the vehicle and safely transport the prisoner(s) to the predetermined destination.

Reference: POST LD 31; Policy §§306-307, 900

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2.12.17 The trainee will review and explain the legal constraints, agency policy and procedure, and custody facility requirements relative to medical clearance/approval prior to booking.

Reference: POST LD 31; Policy §§307, 900

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BOOKING PRISONERS

2.12.18 The trainee shall explain how to properly book a juvenile prisoner in conformance with agency policy, legal codes, and minimum jail standards, including:

- A. Miranda advisement
- B. Right to phone calls
- C. What notifications are required
- D. Secure/Non-secure detention of juveniles
- E. Strip search of juveniles
- F. Requirements pertaining to the confinement of a child under 16 years of age with an adult accused or convicted of a crime
- G. Custody alternatives

Reference: POST LD 31; PC §§273b, 851.5, 4030; W&I §§206-207.2, 625-626.5; Policy §900

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CONTROL OF PERSONS / PRISONERS / MENTALLY ILL

2.12.19 The trainee shall acquire (preferably through a tour) an understanding of the basic functions, layout, organization, and staffing of the jail facility his/her agency utilizes most often.

Reference: Agency Orientation

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2.12.20 The trainee shall review and explain reasons and procedures for securing his/her weapon prior to entering any custody facility.

Reference: PC §4574(a); FTO Discussion

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2.12.21 The trainee shall explain his/her responsibilities to provide proper documentation to book an inmate into a facility, including:

- A. Complete and accurate Pre-booking form, Receiving Sheet, and/or Probable Cause Statement to include charges and sub-sections
- B. Confirm arrestee is adult versus juvenile
- C. Valid court and/or warrant paperwork
- D. Inmate is medically screened and has medical clearance/approval form
- E. Physical condition as to injuries and/or current medical problems (DT's, heart problems, etc.)

Reference: POST LD 31; Policy §§307, 900

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CONTROL OF PERSONS / PRISONERS / MENTALLY ILL

2.12.22 The trainee shall explain how to properly book adult prisoners in conformance with agency policies, legal codes, and minimum jail standards, including notifications and procedures for the following:

- A. Alcoholics
- B. Narcotic/Drug users
- C. Mentally ill
- D. Sex offenders
- E. Escape risks
- F. Non-conformists
- G. Civil bookings

Reference: POST LD 31; Policy §307, 900

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2.12.23 The trainee shall identify other prisoners who may warrant special considerations, including:

- A. Injured or sick
- B. Females (including pregnant females)
- C. Elderly
- D. Gang members or police informants
- E. Current or former police officers, judges, etc.
- F. High-profile prisoners
- G. Any other prisoner(s) who may need specialized classification/housing needs

Reference: POST LD 31; Policy §§307, 900

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2.12.24 The trainee shall explain the concept of inmate classification, to include:

- A. Sex
- B. Age
- C. Criminal sophistication
- D. Seriousness of offense
- E. Assaultive behavior

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- F. Medical disabilities
- G. Gang Affiliation
- H. Overt sexual behavior

Reference: POST LD 31; Policy §307, 900

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2.12.25 The trainee shall review and explain the legalities of prisoner/inmate searches, including:

- A. Search by same sex
- B. Clothed search
- C. Strip or skin search, including documentation

Reference: PC §4030; Policy §§322, 900

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2.12.26 The trainee shall review and explain methods and procedures for releasing a prisoner.

Reference: PC §849(b); Policy §§364, 421, 900

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CONTROL OF PERSONS / PRISONERS / MENTALLY ILL

2.12.27 The trainee shall discuss his/her agency's response, if any, to a jail emergency, including:

- A. Fire
- B. Earthquake
- C. Civil disorder
- D. Escape

Reference: Policy §900; FTO Discussion

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PEOPLE WITH DISABILITIES

2.12.28 The trainee shall recognize that the ADA (Americans with Disabilities Act) also covers people with developmental and mental impairments and impacts law enforcement as follows:

- A. Requires reasonable adjustments and modifications in policies and practices or procedures, on a case-by-case basis.
- B. Prohibits the arrest of an individual for behavioral manifestations of a disability that is not criminal in nature.
- C. Requires that the safety and civil rights of people with disabilities be protected during transport and while detained.
- D. Requires officers to make accommodations for persons with disabilities, except where safety is compromised.

Reference: POST LD 37; Americans with Disabilities Act of 1990

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CONTROL OF PERSONS / PRISONERS / MENTALLY ILL

2.12.29 The trainee shall acknowledge that some disabilities (including mental retardation, cerebral palsy, epilepsy, autism, and other neurological conditions) are not readily apparent and that sometimes people with developmental or cognitive disabilities may have little or no conscious ability to control their behavior.

Reference: POST LD 37

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2.12.30 The trainee shall recognize and demonstrate effective communications for persons with cognitive impairments, to minimally include:

- A. Give one direction or ask one question at a time.
- B. Allow the person to process what you have said and respond (10-15 seconds, then repeat).
- C. Avoid questions that tell the person the answer you expect (avoid questions with yes/no answers).
- D. Repeat questions from a slightly different perspective, if necessary.
- E. Avoid questions about time, complex sequences, or reasons for behavior.
- F. Use concrete terms and ideas. Avoid jargon or figures of speech.

Reference: POST LD 37

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2.12.31 The trainee shall explain how non-compliance is a warning sign that indicates a person may need more time to mentally grasp and respond to what is being said or asked of them and that it may be due to fear, confusion, auditory hallucinations, etc., rather than defiance.

Reference: POST LD 37

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2.12.32 Recognizing that safety (officer safety, public safety, and the safety of the person in crisis) is always the top priority when dealing with impaired people, the trainee shall explain and demonstrate standard tactical assessments and safeguards, including:

- A. His/her own abilities to physically control the person
- B. Escape routes
- C. Use of cover
- D. Call for backup
- E. The T.A.C.T. Model

Tone (Present a calm and firm demeanor/Maintain respect and dignity)

Atmosphere (Reduce distractions/Respect personal space)

Communication (Establish contact/Develop rapport)

Time (Slow down/Reassess)

Reference: POST Field Guide – Police Response to People with Mental Illness or Developmental Disability

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MENTAL ILLNESS CASES

2.12.33 The trainee shall review and explain state law and agency policy regarding mental illness cases.

Reference: POST LD 37; W&I §5150, 5585.50, 8102; Policy §§418, 466

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2.12.34 The trainee shall identify considerations to be made when handling and dealing with mentally ill or emotionally disturbed persons. These considerations shall minimally include:

- A. Ignoring verbal abuse
- B. Avoiding excitement
- C. Avoiding unnecessary deception
- D. Requesting backup to minimize resistance
- E. Requesting ambulance prior to confronting subject, if necessary

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- F. Keeping the disturbed person in sight constantly
- G. Continual alertness
- H. Seizing firearms for safekeeping

Reference: POST LD 37; Policy §§418, 466; W&I §8102

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- 2.12.35 The trainee shall identify the appropriate mental health facility or regional center within the agency's jurisdiction to be used for evaluation, treatment, counseling, or referral.

Reference: Agency Orientation; Policy §§418, 466

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- 2.12.36 The trainee shall identify and explain the criteria as set forth in the Welfare and Institutions Code by which an individual may be committed for a 72-hour hold:

- A. Danger to himself/herself
- B. Danger to others
- C. Gravely disabled

Reference: POST LD 37; W&I §§5150, 5585.50

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CONTROL OF PERSONS / PRISONERS / MENTALLY ILL

2.12.37 The trainee shall explain procedures required of officers for safeguarding the rights of a person detained under the authority of Section 5150 of the Welfare and Institutions Code, including:

- A. The circumstance under which the person's condition was called to their attention and the observation constituting probable cause for detention must be recorded on the Application for 72-Hour Detention For Evaluation and Treatment.
- B. Advisement of Miranda rights, as appropriate, when criminal action is involved.
- C. Reasonable precaution must be made to safeguard personal property in the possession of or on the premises occupied by the person.
- D. The person must be informed of the officer's name and agency and the reason the person is being detained.
- E. If taken into custody at a residence, inform person of personal items that may be brought along (with approval), right to a telephone call, and right to leave a note to friends or family.

Reference: W&I §5157

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2.12.38 The trainee shall discuss appropriate alternative methods for handling the situation if involuntary detention for evaluation and treatment is NOT appropriate, including:

- A. Urgent medical attention
- B. Arrest
- C. Referral for mental health services
- D. Referral to local developmental disabilities agency
- E. No police action required

Reference: Policy §§418, 466; FTO Discussion

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CONTROL OF PERSONS / PRISONERS / MENTALLY ILL

2.12.39 The trainee shall explain the warrant process for mentally ill persons. This discussion shall minimally include:

- A. Affidavit (who makes it, where, and to whom)
- B. Notice to Appear papers
- C. Commitment papers (warrant)

Reference: W&I §5346(a)

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2.12.40 The trainee shall identify the agency and mental health (if required) reports involved in a mental illness arrest both with and without a warrant.

Reference: Policy §418; WPD Report Writing Manual

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2.12.41 Given a scenario or an actual incident involving a mentally ill or emotionally disturbed person, the trainee shall take all necessary precautions in dealing with the person, safely take the person into custody (if necessary), assure safe transportation of the person, and properly complete all necessary forms and reports.

Reference: POST LD 37; Policy §§418, 466

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CONTROL OF PERSONS / PRISONERS / MENTALLY ILL



The seal of the Woodland Police Department is a five-pointed star. At the top point is a torch with a flame. The central circle of the star contains a landscape with a figure holding a spear, a building, and a tree. The words "COMMISSION" and "EUREKA" are at the top of the circle, and "PEACE OFFICER STANDARDS AND TRAINING" is at the bottom. The points of the star contain decorative scrollwork.

WOODLAND POLICE DEPARTMENT ■ FTP

Patrol Procedures

POST FIELD TRAINING PROGRAM GUIDE
Program Sample - 2.13



POLICE PATROL TECHNIQUES

2.13.01 The trainee shall explain the principle types of police patrol (preventative, directed enforcement, etc.) and their respective impacts on community relations.

Reference: POST LD 21

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2.13.02 The trainee shall review and explain basic preventative patrol methods utilized by an officer:

- A. Frequent checks and contacts with business premises
- B. Frequent checks of suspicious persons
- C. Fluctuating patrol patterns
- D. Maintenance of visibility and personal contact
- E. Daily individual patrol and community action plan

Reference: POST LD 21

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Trainee								
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2.13.03 The trainee shall discuss the advantage(s) of foot patrol and bicycle patrol, including:

- A. Increased personal contact between police and citizens
- B. Increased observation ability
- C. Increased ability to gather information

Reference: Policy §454

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Comments:								Case/Report No.:

PATROL PROCEDURES

2.13.04 The trainee shall discuss the advantage(s) of motorized patrol, including:

- A. Increased speed and mobility
- B. Increased conspicuousness
- C. Availability of additional equipment
- D. Increased transportation capability
- E. Decreased response time
- F. Communications

Reference: POST LD 21; FTO Discussion

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2.13.05 The trainee shall explain the importance of positive daily personal contact with citizens.

Reference: FTO Discussion

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OBSERVATION SKILLS

2.13.06 The trainee shall identify methods by which perception skills may be improved and demonstrate the ability to describe scene activity, persons, and vehicles with acceptable accuracy.

Reference: POST LD 16, 21

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PREVENTING AND DETECTING CRIME

2.13.07 The trainee shall explain and demonstrate techniques and procedures that improve a patrol officer’s capabilities in preventing and detecting crime.

Reference: POST LD 3, 21

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Trainee								
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2.13.08 The trainee shall identify factors to be considered in becoming familiar with the community:

- A. General population information
- B. Appropriate geographic information
- C. Recent criminal activity
- D. Specific factors that may influence patrol functions (i.e., location of emergency hospitals, high-crime areas, community habits, etc.)

Reference: Agency Orientation; PredPol; POP Log; Crime Analysis Unit; Annual Reports

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Trainee								
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2.13.09 The trainee shall explain and demonstrate how to prepare for a normal patrol shift:

- A. Gathering information through crime reports and briefings
- B. Gathering needed materials (i.e., report forms, citation books, etc.)
- C. Obtaining and checking equipment
- D. Planning work around identified priorities
- E. Preparing daily patrol and community action plan

Reference: FTO Discussion

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PATROL PROCEDURES

2.13.10 The trainee shall identify those locations and/or situations that exist in a “patrol area” that warrant frequent checks.

Reference: POP Log; PredPol; Discussions with Citizens & Other Officers

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2.13.11 The trainee shall explain and demonstrate what an officer on nighttime patrol should be looking for:

- A. Broken glass
- B. Open doors and windows
- C. Pry marks
- D. Suspicious vehicles
- E. Persons on foot
- F. Differences in normal lighting (on or off)
- G. Unusual sounds
- H. Access to rooftop or upper floors

Reference: POST LD 21; FTO Discussion

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2.13.12 The trainee shall identify ways to determine if a parked vehicle has been recently operated.

Reference: FTO Discussion

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PATROL PROCEDURES

2.13.13 The trainee shall describe and/or demonstrate how to conduct surveillance, including:

- A. Invisible deployment
- B. Radio security
- C. Use of surveillance/vision devices

Reference: FTO Discussion

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Trainee								
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2.13.14 The trainee shall be able to locate the vehicle identification number (VIN) of various vehicles (i.e., auto, trucks, trailers, motorcycles, and bicycles)

Reference: FTO Discussion

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Trainee								
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ADDITIONAL PATROL SAFETY

2.13.15 The trainee shall explain and/or demonstrate how to react when encountering a plain-clothes officer in the field:

- A. No display of recognition until presence acknowledged by plain-clothes officer
- B. In the absence of acknowledgement, reaction should be identical to any other citizen

Reference: POST LD 21; FTO Discussion

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PATROL PROCEDURES

2.13.16 The trainee shall explain and/or demonstrate how to react to uniformed officers if the trainee makes a plain-clothes or off-duty arrest.

Reference: POST LD 21; FTO Discussion

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Trainee								
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2.13.17 The trainee shall explain and/or demonstrate ways to avoid the hazards of “silhouetting.”

Reference: POST LD 21, 22; High-Risk Vehicle Stop Training; FTO Discussion

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2.13.18 The trainee shall explain and/or demonstrate how to avoid making telltale “police noises,” such as:

- A. Vehicle(s)
- B. Radio noises
- C. Key and whistle noises

Reference: POST LD 21; FTO Discussion

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PATROL PROCEDURES

2.13.19 The trainee shall explain the importance of always keeping a subject's hands in view.

Reference: POST LD 33; FTO Discussion

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2.13.20 The trainee shall explain and/or demonstrate safe and effective tactics for initiating a foot pursuit of a fleeing suspect.

Reference: POST LD 21; Policy §461

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2.13.21 The trainee shall review and explain department policies on mutual aid and jurisdiction, including:

- A. Use of official vehicles outside the agency's jurisdiction
- B. Responding to calls for assistance outside the agency's jurisdiction
- C. Assisting other agencies with arrests within agency jurisdiction

Reference: Policy §352

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PATROL PROCEDURES

PEDESTRIAN STOPS

2.13.22 The trainee shall explain the concepts of consensual encounter and probable and reasonable cause to stop and detain.

Reference: POST LD 21; Policy §440; California Peace Officer's Legal Sourcebook

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2.13.23 The trainee shall explain the circumstances of making a lawful pedestrian stop. This explanation shall minimally include:

- A. The existence of suspicious activity
- B. The time of day or night
- C. Reasonable suspicion to believe that the person being stopped may be involved in criminal activity.

Reference: POST LD 21; Case Law: Terry v Ohio; California Peace Officer's Legal Sourcebook

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2.13.24 The trainee shall identify and discuss those tactical variables to consider when encountering a person on foot. The discussion shall minimally include determining:

- A. Whether or not to stop the person
- B. When and where to stop the person
- C. Methods to utilize in stopping the person (approach on foot vs. in the vehicle)

Reference: POST LD 21; Policy §440; California Peace Officer's Legal Sourcebook; FTO Discussion

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PATROL PROCEDURES

2.13.25 The trainee shall describe and demonstrate positions that one or two officers can take while interviewing one or more suspicious persons to minimize the possibility of attack.

Reference: POST LD 21

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2.13.26 The trainee shall properly and legibly complete the Field Interview (FI) Card.

Reference: FTO Discussion

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2.13.27 The trainee shall explain the role and use of CLETS in determining a person's wanted status.

Reference: Cal DOJ "Less Than Full Access Operator Proficiency Examination"

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Trainee								
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2.13.28 Given a situation involving one or more suspicious persons on foot, the trainee shall, having assessed sufficient probable cause, safely and effectively approach, contact, interview and complete an FI card and/or make any other proper disposition of the person(s).

Reference: POST LD 21; FTO Discussion

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PATROL PROCEDURES

SEARCHING PERSONS

2.13.29 The trainee shall identify and explain the basic degrees of searches of person(s). These shall minimally include:

- A. Visual/cursory search
- B. Pat-down search
- C. Field search (standing, kneeling, prone)
- D. Strip search
- E. Body cavity search

Reference: POST LD 16, 33; Policy §322; PC §4030

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Trainee								
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2.13.30 The trainee shall explain the common principles of the search of an individual. These principles shall minimally include:

- A. Constant alertness
- B. Maintain control and position of advantage (contact & cover)
- C. Thoroughness of the search
- D. Safeguarding weapons

Reference: POST LD 33; Policy §322; FTO Discussion

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PATROL PROCEDURES

2.13.31 The trainee shall identify those places on the person of both males and females where dangerous weapons or contraband may be concealed.

Reference: POST LD 33; Policy §322; FTO Discussion

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2.13.32 The trainee shall safely and effectively conduct a legal pat-down search of one or more suspect(s).

Reference: POST LD 33; Defensive Tactics Training

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Trainee								
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2.13.33 The trainee shall safely and effectively conduct a field search (standing, kneeling, or prone) of one or more suspect(s).

Reference: POST LD 33; Defensive Tactics Training

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PATROL PROCEDURES

2.13.34 The trainee shall explain the responsibilities of the back-up officer during a person(s) search. The responsibilities should minimally include:

- A. Protecting the searching officer from outside interference and from those being searched
- B. Assisting in control of the person(s) being searched, as needed
- C. Continuous observation of the person(s) being searched

Reference: POST LD 21, 33; FTO Discussion (Contact & Cover)

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Trainee								
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2.13.35 The trainee shall safely and effectively serve as a back-up officer while another officer conducts a search of one or more suspect(s).

Reference: POST LD 21, 33; FTO Discussion (Contact & Cover)

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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Comments:								Case/Report No.:

VEHICLE STOPS

2.13.36 The trainee shall explain various types of vehicle stops to minimally include:

- A. Traffic violations
- B. Investigative
- C. High risk

Reference: POST LD 22; High-Risk Vehicle Stop Training

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Trainee								
Comments:								Case/Report No.:

2.13.37 The trainee shall identify and discuss the following elements to be considered when selecting the proper location for a vehicle stop:

- A. Traffic hazards
- B. Escape routes
- C. Number of people present
- D. Lighting conditions
- E. Proper position of primary and backup units

Reference: POST LD 22; High-Risk Vehicle Stop Training

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Trainee								
Comments:								Case/Report No.:

2.13.38 The trainee shall explain the advantages of recording the license number and description of the vehicle prior to the stop.

Reference: POST LD 22; High-Risk Vehicle Stop Training

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Trainee								
Comments:								Case/Report No.:

2.13.39 The trainee shall demonstrate the proper distance from which the stop of another vehicle should be initiated. The distance should be:

- A. Not so great as to encourage the driver to attempt to escape
- B. Not so close as to present a hazard due to erratic actions of the driver
- C. Enough to create a safety corridor (patrol car off-set left or right) for the safety of the officer(s) and vehicle occupant(s).

Reference: POST LD 22; High-Risk Vehicle Stop Training

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Trainee								
Comments:								Case/Report No.:

PATROL PROCEDURES

2.13.40 The trainee shall identify techniques for gaining the attention of the driver when making a vehicle stop. Techniques shall minimally include:

- A. Use of emergency lights
- B. Use of headlights
- C. Use of horn
- D. Use of siren
- E. Use of hand signals
- F. Use of public address system
- G. Proper use of spotlight to include:
 - 1. Not blinding the driver while the vehicle is moving
 - 2. Illuminating the interior of the stopped vehicle
 - 3. Focusing on the rear and side mirrors to blind the occupants of the officer's approach

Reference: POST LD 22; High-Risk Vehicle Stop Training

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Trainee								
Comments:								Case/Report No.:

2.13.41 The trainee shall identify the inherent hazards involved when an officer conducts a vehicle stop. These hazards shall minimally relate to the:

- A. Location of the stop
- B. Reason for the stop
- C. Officer's approach
- D. Position the officer takes
- E. Contact with the violator
- F. Visibility

Reference: POST LD 22; High-Risk Vehicle Stop Training

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Trainee								
Comments:								Case/Report No.:

PATROL PROCEDURES

2.13.42 The trainee shall identify the consequences of failing to closely watch the movements of the occupants of a vehicle prior to, during, and after the stop. These minimally include:

- A. Attack from suspects
- B. Destruction or concealment of evidence
- C. Escape of occupants

Reference: POST LD 22; High-Risk Vehicle Stop Training

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Trainee								
Comments:								Case/Report No.:

2.13.43 The trainee shall explain the advantages, disadvantages, and legal aspects of directing the occupants to remain in or to exit the vehicle during a stop.

Reference: POST LD 22; High-Risk Vehicle Stop Training; California Peace Officer's Legal Sourcebook

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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Trainee								
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2.13.44 The trainee shall explain and/or safely demonstrate how to safely stop and approach vehicles other than automobiles:

- A. Motorcycles and bicycles
- B. Campers and vans
- C. Buses
- D. Trucks

Reference: POST LD 22; High-Risk Vehicle Stop Training

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PATROL PROCEDURES

2.13.45 The trainee shall identify common violator reactions and shall discuss techniques for acceptably dealing with those reactions which may include:

- A. Embarrassment
- B. Anger
- C. Fear
- D. Rationalization or excuse for violation
- E. Refusal to sign citation

Reference: FTO Discussion

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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2.13.46 The trainee shall explain why an officer should not argue with a violator.

Reference: FTO Discussion

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Trainee								
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2.13.47 The trainee shall explain discretion in a car stop situation by giving examples of traffic situations in which an officer feels that a warning would be more beneficial.

Reference: FTO Discussion

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Trainee								
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PATROL PROCEDURES

2.13.48 The trainee shall explain the advantages of the following procedures:

- A. Obtaining the violator’s driver’s license, vehicle registration, and proof of insurance as soon as possible after the stop is made
- B. Not accepting the violator’s wallet in response to a request for a driver’s license
- C. Checking the validity and authenticity of a driver’s license (including picture) and vehicle registration
- D. Checking the signature of the violator on the citation
- E. Issuing the proper copy of the citation to the violator

Reference: FTO Discussion

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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Trainee								
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2.13.49 The trainee shall recognize that the required signature of a motorist on a citation is not an admission of guilt but a promise to appear.

Reference: WPD Notice to Appear Form; FTO Discussion

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Trainee								
Comments:								Case/Report No.:

2.13.50 Given an incident involving a traffic violation, the trainee shall safely and effectively conduct a traffic stop and assess whether to issue a citation or warning in a manner that promotes a positive police image.

Reference: POST LD 22; FTO Discussion

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Trainee								
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PATROL PROCEDURES

FELONY/HIGH-RISK VEHICLE STOPS

2.13.51 The trainee shall identify and discuss the important considerations taken when about to make a felony/high-risk vehicle stop. These elements shall minimally include:

- A. Seriousness of the crime(s)
- B. Availability of back-up
- C. Location at which to make the stop
- D. Tactics to be used after making the stop
- E. Number of suspects involved

Reference: POST LD 22; High-Risk Vehicle Stop Training

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Trainee								
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2.13.52 The trainee shall discuss the proper positioning of the police vehicle for a felony/high-risk vehicle stop.

Reference: POST LD 22; High-Risk Vehicle Stop Training

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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2.13.53 The trainee shall discuss the advantages of verbally ordering the removal of the suspect(s) from the vehicle prior to approaching on foot.

Reference: POST LD 22; High-Risk Vehicle Stop Training

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Trainee								
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PATROL PROCEDURES

2.13.54 The trainee shall explain verbal commands that should be used when removing suspect(s) from a vehicle prior to approaching on foot. These commands shall minimally include having the suspect:

- A. Keep hands in sight at all times
- B. Exit the vehicle (according to agency policy)
- C. Assume position of disadvantage outside the vehicle

Reference: POST LD 22; High-Risk Vehicle Stop Training

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Trainee								
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2.13.55 The trainee shall discuss the advantages of waiting for additional back-up before approaching the vehicle or the occupants.

Reference: POST LD 22; High-Risk Vehicle Stop Training

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2.13.56 The trainee shall explain the roles of both the primary and back-up officer(s) before, during, and after the stop. This discussion shall minimally include which officer:

- A. Has the radio responsibilities
- B. Assumes the shotgun responsibilities, if applicable
- C. Communicates to the occupants
- D. Searches the occupants and/or the vehicle

Reference: POST LD 22; High-Risk Vehicle Stop Training

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Trainee								
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PATROL PROCEDURES

2.13.57 Given an incident involving a felony/high-risk vehicle stop, the trainee shall safely stop the vehicle, remove the occupant(s), and place the occupant(s) in a position of disadvantage without the officer(s) being placed in an inherently dangerous position.

Reference: POST LD 22; High-Risk Vehicle Stop Training

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SEARCHING VEHICLES

2.13.58 The trainee shall identify and explain principles of a safe and effective search of a vehicle. These principles shall minimally include:

- A. Proper removal and control of occupants
- B. A systematic method of search

Reference: POST LD 22

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2.13.59 Given an incident, the trainee shall safely and effectively conduct a vehicle search.

Reference: POST LD 22

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Trainee								
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SEARCHING BUILDINGS/AREAS

2.13.60 The trainee shall identify and explain the principles of a safe and effective search of a building that may contain a suspect. These principles shall minimally include:

- A. Containment of the building
- B. Containment of area(s) already searched
- C. Utilization of a systematic method
- D. Safe searching techniques
- E. Appropriate use of canine or specialized assistance

Reference: POST LD 23; Building Search Training

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Trainee								
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2.13.61 Given an incident, the trainee shall safely and effectively conduct a building/area search.

Reference: POST LD 23; Building Search Training

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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PATROL PROCEDURES

HANDLING CRIMES IN PROGRESS

2.13.62 The trainee shall explain agency policy and factors to consider when responding to a crime in progress. These may include:

- A. Proceeding directly to scene as quickly and silently as possible
- B. Proceeding directly to scene utilizing emergency lights and/or siren
- C. Proceeding to the location most likely to intercept fleeing suspects
- D. Proceeding to scene and coordinating arrival and/or deployment with other units
- E. Distance to location
- F. Availability of assisting units
- G. Nature of crime
- H. Traffic and environmental conditions
- I. Concern for possible lookouts
- J. Watch for fleeing suspects
- K. Parking and securing vehicle
- L. Apprehension of suspect(s)
- M. Broadcasting additional information
- N. Securing the scene

Reference: POST LD 23; Policy §§316-317, 414, 416-417, 424

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Trainee								
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2.13.63 The trainee shall explain agency policy and procedures to be followed when responding to a prowler call. These may include:

- A. Coordination of responding units
- B. Utilization of a quiet and possibly “blacked-out” approach
- C. Containment of the area
- D. Parking and securing the vehicle
- E. Immediate contact of the informant or RP (advantages and disadvantages)
- F. Controlled search of area or location
- G. Inspection for telltale signs, footprints, barking of dogs, etc.
- H. Locate “warm” vehicles

Reference: POST LD 23; Policy §§316-317

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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DOMESTIC VIOLENCE

- 3.13.64 The trainee shall explain the legal issues and a law enforcement officer’s duties in response to a domestic violence situation to minimally include:
- A. Difference between domestic violence and a domestic dispute
 - B. Impact of domestic violence on victims, children, and the batterers
 - C. Essential elements of Penal Code Sections 13700 and 13519
 - D. Duty to provide maximum protection to the victim from abuse (emergency protective order)
 - E. Provide safety to other persons and property
 - F. Verification and enforcement of court orders (restraining and stay-away orders)
 - G. Responsibility and authority with tenancy issues related to domestic violence
 - H. Determine if a crime has been committed and if arrest is mandatory
 - I. Completion of appropriate documentation and required reports
 - J. Making appropriate victim’s assistance information referrals for medical aid, personal safety, community resources, legal options, and the District Attorney’s Office
 - K. The safekeeping of firearms

Reference: POST LD 24, 25; Policy §320, 336, 344, 602

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Trainee								
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- 3.13.65 The trainee shall recognize the inherent dangers to an officer who enters the home of a family involved in a dispute.

Reference: POST LD 24, 25; Policy §320; FTO Discussion

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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Trainee								
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- 3.13.66 The trainee shall discuss the advantages and disadvantages of separating parties in a domestic dispute and gathering information from them individually.

Reference: POST LD 24, 25; Policy §320; FTO Discussion

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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PATROL PROCEDURES



PATROL PROCEDURES

3.13.67 The trainee shall explain the differences between criminal and civil law that apply during domestic dispute situations.

Reference: POST LD 25; Policy §320

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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3.13.68 The trainee shall discuss mandatory custody arrest requirements.

Reference: POST LD 25; Policy §320

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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3.13.69 The trainee shall review and explain the law and procedures relating to enforcement of active restraining orders, stay-away orders, and emergency protective orders.

Reference: POST LD 25

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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Trainee								
Comments:								Case/Report No.:

3.13.70 Given a domestic dispute or domestic violence incident, the trainee shall be able to assess and handle the situation in a safe and effective manner.

Reference: POST LD 25; FTO Discussion

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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F.T.O.								
Trainee								
Comments:								Case/Report No.:

PATROL PROCEDURES
VICTIMS OF VIOLENT CRIME

3.13.71 The trainee shall examine and explain the California requirements upon law enforcement officers to notify victims of violent crimes and/or their families of the availability of state funds and other assistance (California Government Code Sections 13959-13969). This description shall minimally include:

- A. Who is eligible for such aid
- B. The time limitations upon the victim in filing a claim
- C. Whom to contact

Reference: POST LD 25; Policy §336; GC §§13959-13969

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMIEDIATED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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Trainee								
Comments:								Case/Report No.:

3.13.72 The trainee shall explain the proper handling of cases of child abuse, neglect, or sexual exploitation of children, including:

- A. Initial receipt and evaluation of information
- B. Preliminary investigative procedures
- C. Reporting laws
- D. Follow-up investigative procedures
- E. Referral to additional support agencies (CPS, Social Services, etc.)

Reference: POST LD 9; Policy §330

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMIEDIATED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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Trainee								
Comments:								Case/Report No.:

PATROL PROCEDURES

3.13.73 The trainee shall explain the proper handling of cases of elder abuse, neglect, or sexual or fiduciary exploitation, including:

- A. Initial receipt and evaluation of information
- B. Preliminary investigative procedures
- C. Reporting laws
- D. Follow-up investigative procedures
- E. Referral to additional support agencies (Adult Protective Services, Public Guardian, etc.)

Reference: Policy §326

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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Trainee								
Comments:								Case/Report No.:

3.13.74 The trainee shall identify the authorities and procedures for the confiscation and holding of firearms or other dangerous weapons, including:

- A. Recognizing prohibited weapons subject to confiscation
- B. Temporary custody of weapons at domestic violence incidents
- C. Temporary custody of weapons owned, possessed, or controlled by subjects detained for examination of mental condition (5150 W&I)
- D. Issuance of receipt for confiscated weapons
- E. Holding time, and other laws related to confiscation of weapons

Reference: POST LD 25, 37, 40; Policy §§320, 418; PC §§16120, 16430, 16490, 18010, 18250-18500, 19290-33690, 33800; W&I §8102

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Trainee								
Comments:								Case/Report No.:

HATE CRIMES

3.13.75 The trainee shall recognize indicators of hate-related crimes including:

- A. Anti-religious symbols/slurs
- B. Racial/sexual/ethnic slurs
- C. Racist symbols
- D. Hate group symbols
- E. Anti-gay/lesbian slurs

Reference: POST LD 42; Policy §338

PATROL PROCEDURES

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Trainee								
Comments:								Case/Report No.:

3.13.76 The trainee shall identify and discuss the possible consequences of hate crimes including:

- A. Psychological effect on victim
- B. Denial of basic constitutional rights
- C. Divisiveness in the community
- D. Potential escalation of violence

Reference: POST LD 42; Policy §338

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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F.T.O.								
Trainee								
Comments:								Case/Report No.:

3.13.77 The trainee shall identify and explain the legislative mandates and agency policy and procedures related to the enforcement of hate crimes.

Reference: POST LD 42; PC §422.6; Policy §338

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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Trainee								
Comments:								Case/Report No.:

3.13.78 The trainee shall recognize and be able to effectively deal with hate crimes motivated by race, ethnicity, religion, or sexual orientation.

Reference: POST LD 42; Policy §338; FTO Discussion

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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Trainee								
Comments:								Case/Report No.:

GANG AWARENESS

3.13.79 The trainee shall discuss the characteristics of gangs and the importance of recognizing gangs in terms of officer safety and the investigation of criminal activity.

Reference: POST LD 38; Policy §§334, 351, 353, 403, 442

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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Trainee								
Comments:								Case/Report No.:

3.13.80 The trainee shall identify types of gangs that represent law enforcement concerns, including:

- A. Street gangs
- B. Motorcycle gangs
- C. Prison gangs
- D. Cult/Ritualistic gangs

Reference: POST LD 38; Policy §442; FTO Discussion

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F.T.O.								
Trainee								
Comments:								Case/Report No.:

3.13.81 The trainee shall discuss primary reasons for gang membership, including:

- A. Peer pressure
- B. Common interest
- C. Protection/Safety

Reference: POST LD 38; FTO Discussion

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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F.T.O.								
Trainee								
Comments:								Case/Report No.:

PATROL PROCEDURES

3.13.82 The trainee shall discuss characteristics that are common to most gangs, including:

- A. Cohesiveness
- B. Code of silence
- C. Rivalries
- D. Revenge

Reference: POST LD 38; FTO Discussion

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↓ Field Perform ↓ Role Play ↓ Written Test ↓ Verbal Test	REMEDIATED		How Remediated? ↓ Field Perform ↓ Role Play ↓ Written Test ↓ Verbal Test
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Trainee								
Comments:								Case/Report No.:

3.13.83 The trainee shall identify methods that gangs use to distinguish their members from members of other gangs, including.

- A. Tattoos
- B. Attire and accessories
- C. Use of monikers
- D. Use of hand signs

Reference: POST LD 38; FTO Discussion

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↓ Field Perform ↓ Role Play ↓ Written Test ↓ Verbal Test	REMEDIATED		How Remediated? ↓ Field Perform ↓ Role Play ↓ Written Test ↓ Verbal Test
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F.T.O.								
Trainee								
Comments:								Case/Report No.:

3.13.84 The trainee shall identify gang graffiti factors significant to law enforcement, including:

- A. Identifying individuals and/or a specific gang
- B. Identifying gang boundaries
- C. Indications of pending and/or past gang conflicts

Reference: POST LD 38; FTO Discussion

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↓ Field Perform ↓ Role Play ↓ Written Test ↓ Verbal Test	REMEDIATED		How Remediated? ↓ Field Perform ↓ Role Play ↓ Written Test ↓ Verbal Test
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Trainee								
Comments:								Case/Report No.:

PATROL PROCEDURES

3.13.85 The trainee shall discuss types of criminal activities as those commonly engaged in by gangs, including:

- A. Sale and use of narcotics
- B. Physical violence
- C. Auto theft/burglary from vehicles

Reference: POST LD 38; FTO Discussion

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Trainee								
Comments:								Case/Report No.:

3.13.86 The trainee shall explain law enforcement methods used to reduce gang activity, including:

- A. Identification of gang activity
- B. Coordination with allied agencies
- C. Reduction of the opportunity for criminal activities

Reference: POST LD 38; FTO Discussion

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMIEDIATED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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Trainee								
Comments:								Case/Report No.:

MISSING PERSONS

3.13.87 The trainee shall review and explain state law (including statutory reporting requirements) and the agency’s policies and procedures for handling missing persons, both adult and juvenile.

Reference: POST LD 27; Policy §§332, 344; PC §§784.5, 14205(a)-(b), 14206(a)(1), 14207(a)-(c)

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Trainee								
Comments:								Case/Report No.:

PATROL PROCEDURES

3.13.88 The trainee shall explain the agency’s policy regarding search procedures for missing persons.

Reference: POST LD 27; Policy §332

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Trainee								
Comments:								Case/Report No.:

3.13.89 The trainee shall explain the reasons for making a thorough search of a “missing” child’s home and nearby area at the outset of the investigation.

Reference: POST LD 27; Policy §332

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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F.T.O.								
Trainee								
Comments:								Case/Report No.:

3.13.90 Given an incident involving a missing person, the trainee shall properly apply the agency’s policies and procedures in reporting the situation and, if necessary, initiating search procedures.

Reference: POST LD 27; Policy §332

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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F.T.O.								
Trainee								
Comments:								Case/Report No.:

FIRES

3.13.91 The trainee shall identify the following types of fires and the best methods to deal with each:

- A. Dry combustibles
- B. Flammable liquids
- C. Electrical
- D. Combustible metals

Reference: POST LD 26, 41; FTO Discussion

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↓ Field Perform ↓ Role Play ↓ Written Test ↓ Verbal Test	REMEDIED		How Remediated? ↓ Field Perform ↓ Role Play ↓ Written Test ↓ Verbal Test
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Trainee								
Comments:								Case/Report No.:

3.13.92 The trainee shall identify and discuss the initial steps to be taken when confronted with a fire in a building. These steps shall minimally include:

- A. Request for fire department
- B. Request for further law enforcement assistance, if necessary
- C. Immediate evacuation of any occupants
- D. Isolation of the immediate area
- E. Establishment of a perimeter for crowd control

Reference: POST LD 26; Policy §900; FTO Discussion

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↓ Field Perform ↓ Role Play ↓ Written Test ↓ Verbal Test	REMEDIED		How Remediated? ↓ Field Perform ↓ Role Play ↓ Written Test ↓ Verbal Test
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Trainee								
Comments:								Case/Report No.:

3.13.93 The trainee shall identify and discuss the best methods of conducting a safe and effective search for victims in a burning building.

Reference: POST LD 26; FTO Discussion

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↓ Field Perform ↓ Role Play ↓ Written Test ↓ Verbal Test	REMEDIED		How Remediated? ↓ Field Perform ↓ Role Play ↓ Written Test ↓ Verbal Test
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Trainee								
Comments:								Case/Report No.:

PATROL PROCEDURES

3.13.94 The trainee shall recognize signs that indicate a burning building is unsafe to enter.

Reference: POST LD 26; FTO Discussion

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Trainee								
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3.13.95 Given a scenario or an actual incident involving fire, the trainee shall perform all the necessary steps to safely and effectively manage the situation.

Reference: FTO Discussion

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Trainee								
Comments:								Case/Report No.:

HAZARDOUS OCCURRENCES/MAJOR DISASTERS

3.13.96 The trainee shall review and explain the responsibilities and actions required of an agency whose jurisdiction is the scene of a hazardous material incident, disaster, potential disaster, or chemical spill (including ICS – Incident Command System and OES – Office of Emergency Services).

Reference: POST LD 41, 43; Policy §§206, 346, 358-359, 376, 405-406, 412

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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Trainee								
Comments:								Case/Report No.:

3.13.97 The trainee shall review and explain the agency’s policy on hazardous substances or chemical spills (HAZMAT).

Reference: Policy §412

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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Trainee								
Comments:								Case/Report No.:

3.13.98 The trainee shall explain responsibilities and considerations of a first responder to a hazardous materials incident, including:

- A. Recognition
- B. Safety/Isolation/Area containment
- C. Notification to proper agencies
- D. Basic first responder limitations

Reference: POST LD 41; Policy §§206, 346, 358, 376, 405-406, 412

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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Trainee								
Comments:								Case/Report No.:

3.13.99 The trainee shall identify and explain the initial responsibilities of the first unit to arrive at a major vehicle accident or other disaster scene. These responsibilities shall minimally include:

- A. Requesting needed assistance and equipment
- B. Providing for emergency medical aid
- C. Undertaking immediate coordination with appropriate outside agencies
- D. Establishing a security perimeter
- E. Establishing ingress and egress corridors
- F. Identifying and admitting only authorized personnel
- G. Dealing with the media

Reference: POST LD 41, 43; Policy §§206, 346, 358, 376, 405-406, 412

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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Trainee								
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PATROL PROCEDURES

3.13.100 The trainee shall discuss procedures to be used when confronted with other unusual or hazardous occurrences. These occurrences shall minimally include:

- A. Electrical wires down
- B. Malfunctioning traffic signals
- C. Hazards on the roadway
- D. Conditions caused by inclement weather such as fog, snow, ice, flooding, and mud slides
- E. Military incidents requiring police intervention
- F. Damage to fire hydrants
- G. Gas Leaks
- H. Chemical spills

Reference: POST LD 41, 43; Policy §§206, 346, 358, 406, 412

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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Trainee								
Comments:								Case/Report No.:

BOMBS/EXPLOSIVE DEVICES

3.13.101 The trainee shall review and explain the agency's policy and procedures for handling explosives.

Reference: POST LD 26; Policy §§412, 416, 804

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Trainee								
Comments:								Case/Report No.:

3.13.102 The trainee shall explain tactical considerations upon arrival at the scene of a suspected or actual explosive device. These considerations shall minimally include:

- A. Hazards of using the police radio and/or cellular phone
- B. Request for a technician or E.O.D.
- C. Isolation of the device and the area
- D. Evacuation of civilian personnel
- E. Possibility that more than one explosive device exists

Reference: POST LD 26; Policy §§412, 416

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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Trainee								
Comments:								Case/Report No.:

PATROL PROCEDURES

3.13.103 Given a simulated or actual disaster, potential disaster, chemical spill, or bomb scene, the trainee shall assess and perform all necessary responsibilities and actions in a safe and effective manner.

Reference: FTO Discussion

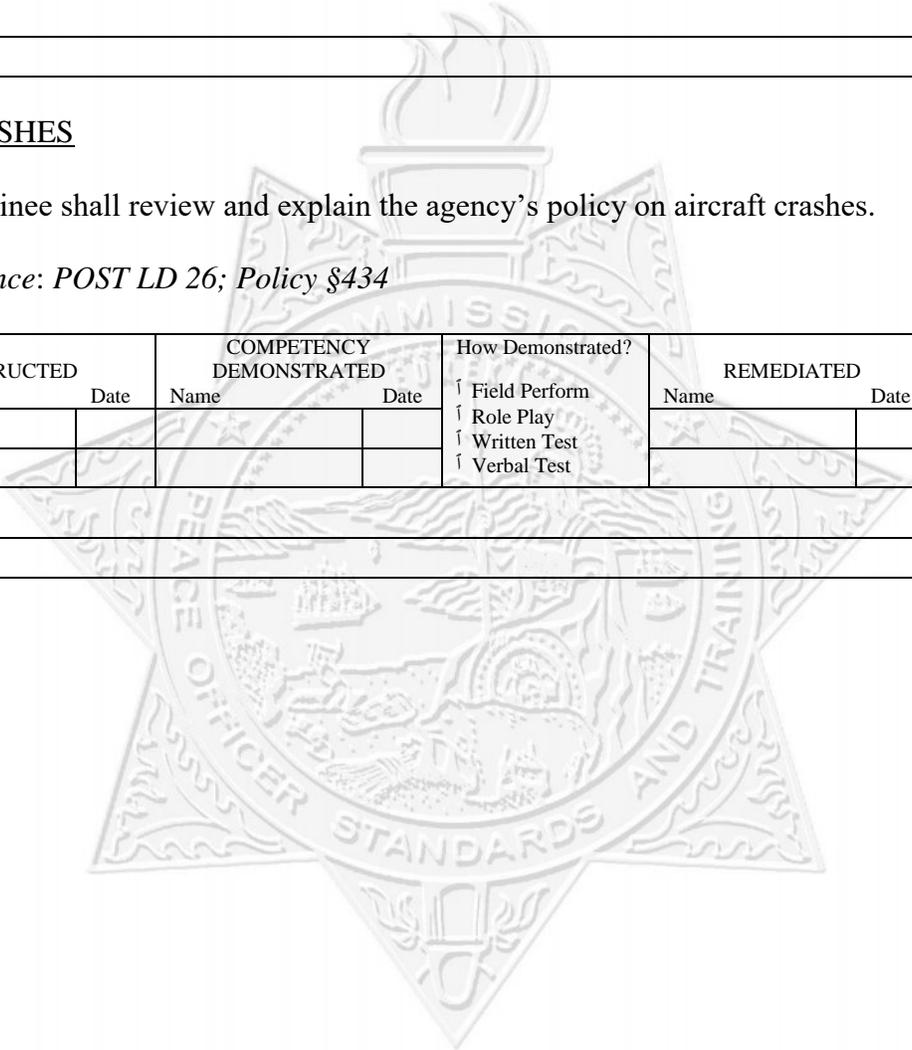
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Trainee								
Comments:								Case/Report No.:

AIRCRAFT CRASHES

3.13.104 The trainee shall review and explain the agency’s policy on aircraft crashes.

Reference: POST LD 26; Policy §434

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Trainee								
Comments:								Case/Report No.:



PATROL PROCEDURES

3.13.105 The trainee shall discuss factors associated with the handling of an aircraft crash, including:

- A. Civilian Aircraft
 - 1. Federal Aviation Agency (FAA) and/or National Transportation Safety Board (NTSB) will investigate.
- B. Military Aircraft
 - 1. Military authorities are in charge
 - 2. There may be dangerous weapons issues
 - 3. There may be classified materials present
 - 4. Police cannot authorize news media to enter

Reference: POST LD 26; Policy §434

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↓ Field Perform ↓ Role Play ↓ Written Test ↓ Verbal Test	REMEDIED		How Remediated? ↓ Field Perform ↓ Role Play ↓ Written Test ↓ Verbal Test
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Trainee								
Comments:								Case/Report No.:

FIRST AID

3.13.106 The trainee shall possess the knowledge and skills needed to administer necessary first aid during emergency situations.

Reference: POST LD 34; Academy Training; Annual First Aid / CPR Training (if applicable)

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↓ Field Perform ↓ Role Play ↓ Written Test ↓ Verbal Test	REMEDIED		How Remediated? ↓ Field Perform ↓ Role Play ↓ Written Test ↓ Verbal Test
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Trainee								
Comments:								Case/Report No.:

3.13.107 The trainee shall review and explain the agency's policy on administering first aid.

Reference: Policy §§324, 406, 413, 416, 900

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↓ Field Perform ↓ Role Play ↓ Written Test ↓ Verbal Test	REMEDIED		How Remediated? ↓ Field Perform ↓ Role Play ↓ Written Test ↓ Verbal Test
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F.T.O.								
Trainee								
Comments:								Case/Report No.:

PATROL PROCEDURES

3.13.108 The trainee shall discuss why a law enforcement officer is morally, ethically, and legally (Section 217 Health and Safety Code) required to maintain proficiency in first aid techniques.

Reference: POST LD 34

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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Trainee								
Comments:								Case/Report No.:

3.13.109 The trainee shall explain why the improper application of first aid techniques could conceivably result in civil action against the officer and the agency.

Reference: POST LD 34; Annual First Aid / CPR Training (if applicable); FTO Discussion

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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Trainee								
Comments:								Case/Report No.:

3.13.110 Given any emergency situation in which some form of first aid becomes a necessity, the trainee shall properly administer the necessary first aid technique(s) following the summoning of professional emergency assistance.

Reference: POST LD 34; Academy Training; Annual First Aid / CPR Training (if applicable)

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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F.T.O.								
Trainee								
Comments:								Case/Report No.:

PATROL PROCEDURES

3.13.111 The trainee shall explain the agency's plan for the management of occupational exposure to blood and airborne pathogens (i.e., AIDS, Hepatitis, TB, etc.)

Reference: Agency Orientation; Policy §§388, 413, 1016, 1042

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Trainee								
Comments:								Case/Report No.:

SICK, INJURED, OR DECEASED PERSONS

3.13.112 The trainee shall review and explain department policies concerning providing aid and transportation to sick or injured persons.

Reference: Policy §§307, 900; FTO Discussion

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Trainee								
Comments:								Case/Report No.:

3.13.113 The trainee shall review and explain California law and department procedures concerning death investigations that must be handled by the medical examiner:

- A. Apparent homicide, suicide, or occurring under suspicious circumstances
- B. Resulting from the use of dangerous or narcotic drugs
- C. The death of any person who is incarcerated in any jail, correctional facility, or who is in police custody
- D. Apparently accidental or following an injury
- E. By disease, injury, or toxic agent during or arising from employment
- F. While not under the care of a physician during the period immediately previous to death
- G. Death related to disease that might constitute a threat to public health.

Reference: POST LD 7; Policy §360

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Trainee								
Comments:								Case/Report No.:

PATROL PROCEDURES

3.13.114 The trainee shall review and explain legal requirements concerning the removal of a human body from the death scene, including:

- A. Limits to which an officer may search a dead person
- B. Legalities involved in transporting an obviously dead person in an ambulance

Reference: POST LD 7; GC §§27491.3, 27491c; 13 Cal. Admin. Code, §1101

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Trainee								
Comments:								Case/Report No.:

LOST, FOUND, AND RECOVERED PROPERTY

3.13.115 The trainee shall review and explain California law and department policies and procedures concerning the disposition of property other than evidence including:

- A. Property recovered by trainee
- B. Property found by citizen
- C. Property (real or personal) of injured, ill, or deceased persons
- D. How Law Enforcement Data Systems (LEDS) can assist in determining property status.

Reference: Policy §804; FTO Discussion

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Trainee								
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PATROL PROCEDURES

CROWD CONTROL

3.13.116 The trainee shall explain the basic principles of crowd and riot control tactics and shall be able to participate effectively as a team member in crowd control situations.

Reference: POST LD 24; Policy §400; FTO Discussion; POST Guidelines for Crowd Management, Intervention, & Control

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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Trainee								
Comments:								Case/Report No.:

3.13.117 The trainee shall define and describe basic crowd and riot control formations.

Reference: POST LD 24; FTO Discussion

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Trainee								
Comments:								Case/Report No.:

3.13.118 The trainee shall explain the use of the authorized baton/impact weapon when an officer is involved in any of the basic crowd control formations and explain the use and maintenance of the remaining riot gear.

Reference: POST LD 24; FTO Discussion

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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Trainee								
Comments:								Case/Report No.:

NEWS MEDIA RELATIONS

3.13.119 The trainee shall discuss the most common law enforcement practices as to who may release information to the news media and the notification procedures utilized.

Reference: Policy §346

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Trainee								
Comments:								Case/Report No.:

3.13.120 The trainee shall recognize press credentials most commonly honored by law enforcement agencies.

Reference: FTO Discussion

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Trainee								
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3.13.121 The trainee shall identify the provisions of California law pertaining to the authorization of news media representatives to enter areas otherwise closed to the public.

Reference: PC §409.5

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Trainee								
Comments:								Case/Report No.:

PATROL PROCEDURES

3.13.122 The trainee shall discuss types of information that could prejudice the rights of an individual if furnished to the news media, including:

- A. Statements as to the character or reputation of an accused person or prospective witness
- B. Admissions, confessions, or alibis attributed to an accused person
- C. Results, performance, or refusal of a suspect or witness to take any test(s)
- D. The believed credibility of an accused person or witness
- E. The probability of an accused person entering a guilty plea
- F. The opinioned value of evidence against an accused person
- G. Information prohibited by agency policy
- H. Information that would be detrimental to the investigation of the case
- I. Information that may jeopardize the rights of the individual

Reference: FTO Discussion

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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Trainee								
Comments:								Case/Report No.:

HOSTAGE/BARRICADED SUSPECT

3.13.123 The trainee shall explain and/or demonstrate tactical considerations in dealing with hostage/barricaded suspect situations, including:

- A. Safe approach
- B. Containment of the scene
- C. Requesting the appropriate assistance (i.e., hostage negotiator, specialized unit(s), etc.)
- D. Evacuation
- E. Communication/negotiation with the suspect

Reference: POST LD 23; Policy §§317, 408, 414, 417, 424

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Trainee								
Comments:								Case/Report No.:

SNIPER ATTACK

3.13.124 The trainee shall explain those steps which should be immediately taken when confronted with a “set-up”, ambush, or sniper situation including:

- A. Cover/Concealment
- B. Calling for assistance
- C. Isolating and clearing
- D. Determining possible location of assailants

Reference: POST LD 23; Policy §408; FTO Discussion

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F.T.O.								
Trainee								
Comments:								Case/Report No.:

3.13.125 The trainee shall discuss tactical actions that can be taken by the driver of a vehicle that comes under sniper attack:

- A. Acceleration/Reversal out of “kill zone”
- B. Turning into nearest available cover
- C. Abandonment of target vehicle
- D. Awareness of possible secondary ambush

Reference: POST LD 23; FTO Discussion

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Trainee								
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PATROL PROCEDURES

3.13.126 The trainee shall discuss tactics that should be used when the police vehicle has been hit with a firebomb:

- A. Acceleration
- B. Roll-up windows
- C. Abandon vehicle (after initial flame burst, if vehicle is incapacitated)

Reference: POST LD 23; FTO Discussion

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Trainee								
Comments:								Case/Report No.:

ANIMAL CONTROL

3.13.127 The trainee shall explain the agency’s policy and procedures when confronted with different types of animal control situations. These types of situations shall minimally include:

- A. Injured animals
- B. Dead animals
- C. Rabid animals
- D. Noisy animals
- E. Stray animals
- F. Wild animals
- G. Nuisances created by unsanitary keeping of animals
- H. Protective custody of animals
- I. Animal bites

Reference: Policy §§309, 312, 319, 382

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Trainee								
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PATROL PROCEDURES

- 3.13.128 The trainee shall explain the agency’s policy and procedures when it is determined that a vicious, dangerous, or injured animal must be killed/destroyed. This explanation shall minimally include:
- A. Whom to notify prior to killing the animal
 - B. Who may shoot the animal
 - C. What report should be completed following the shooting of the animal
 - D. How disposal of the dead animal is handled

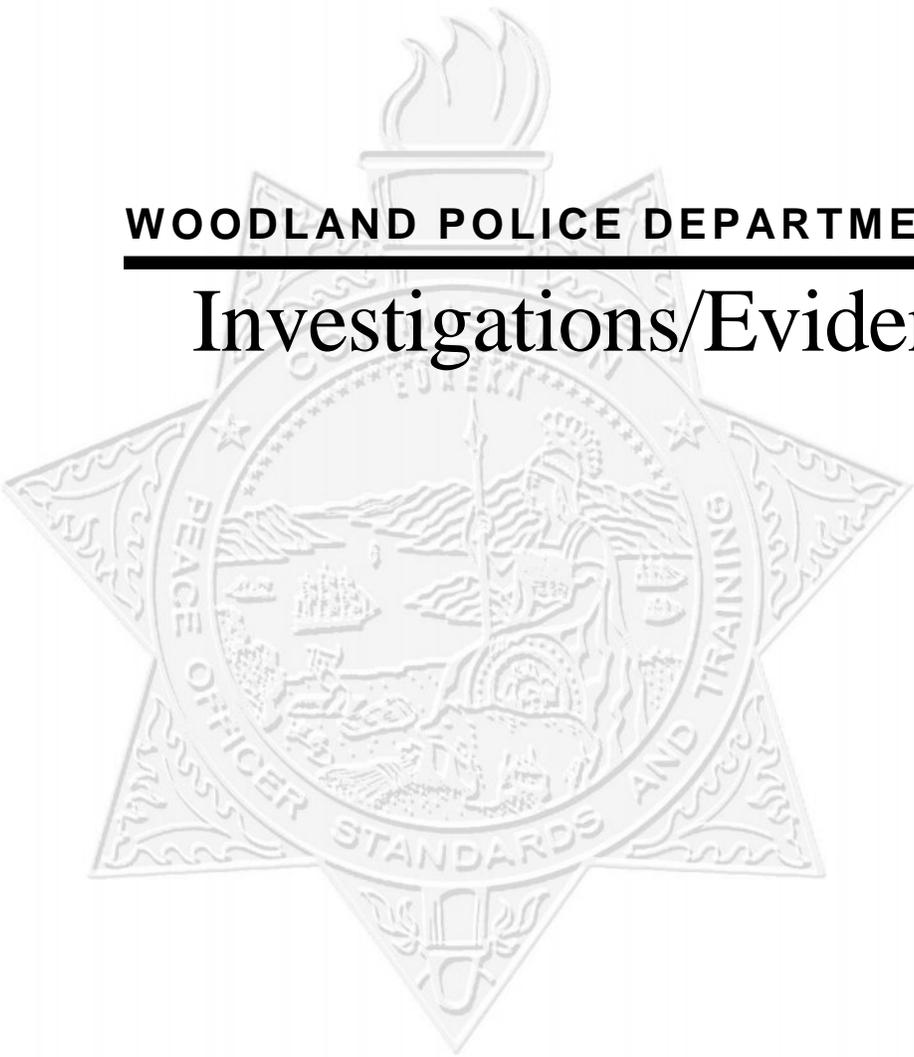
Reference: Policy §312

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Trainee								
Comments:								Case/Report No.:

- 3.13.129 Given an incident, the trainee shall effectively assess and handle an animal control situation.

Reference: Policy §§309, 312, 319, 382; FTO Discussion

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Comments:								Case/Report No.:



WOODLAND POLICE DEPARTMENT ■ FTP

Investigations/Evidence

POST FIELD TRAINING PROGRAM GUIDE
Program Sample – 3.14



INTERVIEWING

3.14.01 The trainee shall explain the systematic steps he/she should take in preparing for an interview.

Reference: POST LD 30; WPD Report Writing Manual

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Trainee								
Comments:								Case/Report No.:

3.14.02 The trainee shall discuss basic rules in statement taking and interviewing. These rules shall minimally include:

- A. Asking direct and brief questions. Let the person being interviewed do the majority of the talking.
- B. Controlling the interview. Avoid rambling by the person being interviewed.
- C. Avoiding leading questions except when absolutely necessary.
- D. Putting the person being interviewed at ease.
- E. Writing statements verbatim (when appropriate) from the person being interviewed, not improvising or making assumptions.

Reference: POST LD 30; WPD Report Writing Manual

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F.T.O.								
Trainee								
Comments:								Case/Report No.:

INVESTIGATIONS / EVIDENCE

3.14.03 The trainee shall describe the contents of a good statement. These contents shall minimally include:

- A. What happened
- B. When it happened
- C. Where it happened
- D. Who it happened to
- E. How it happened
- F. Why it happened
- G. How many are involved

Reference: POST LD 15, 30; WPD Report Writing Manual

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Trainee								
Comments:								Case/Report No.:

3.14.04 The trainee shall explain the ramifications of the Miranda warning and shall describe when, where, and why it should/should not be used during interviews.

Reference: POST LD 15, 30; Policy §324; WPD Report Writing Manual; California Peace Officer's Legal Sourcebook

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Trainee								
Comments:								Case/Report No.:

3.14.05 Given a situation in which a statement should be taken, the trainee shall properly conduct an interview and satisfactorily summarize the information on the appropriate form.

Reference: Policy §344; WPD Report Writing Manual; FTO Discussion

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Trainee								
Comments:								Case/Report No.:

INVESTIGATIONS

“Cold” Crimes

3.14.06 The trainee shall demonstrate the ability to conduct thorough and complete preliminary investigations.

Reference: POST LD 18, 30; WPD Report Writing Manual

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Trainee								
Comments:								Case/Report No.:

3.14.07 The trainee shall discuss factors which must be determined when interviewing complainants, reporting persons, and witnesses.

Reference: POST LD 18, 30; Policy §§323, 324, 326, 330, 370, 373, 440, 446, 451, 608; WPD Report Writing Manual

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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Trainee								
Comments:								Case/Report No.:

3.14.08 The trainee shall describe situations where the skills of an evidence technician or criminalist are required.

Reference: POST LD 18, 30; Policy §§405, 800, 814; WPD Report Writing Manual

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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F.T.O.								
Trainee								
Comments:								Case/Report No.:

INVESTIGATIONS / EVIDENCE

3.14.09 The trainee shall properly obtain all information necessary for the completion of a thorough preliminary investigation of a “cold” crime.

Reference: POST LD 18, 30; WPD Report Writing Manual; FTO Discussion

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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F.T.O.								
Trainee								
Comments:								Case/Report No.:

Crimes Against Property

3.14.10 The trainee shall review and explain an officer’s responsibilities associated with the preliminary investigation and reporting of in-progress or fresh crimes against property. These responsibilities should minimally include:

- A. Identity or description of suspect(s)
- B. Description of loss
- C. Direction of flight of suspect(s)
- D. Possibility of weapons being involved
- E. Radio broadcasts of all known and important information
- F. Pursuit and/or apprehension of suspects, if possible.

Reference: POST LD 6, 23; Policy §344; WPD Report Writing Manual

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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F.T.O.								
Trainee								
Comments:								Case/Report No.:

3.14.11 Given an in-progress or fresh incident involving a crime against property, the trainee shall properly assess and perform all the objectives necessary to satisfactorily complete the preliminary investigation, including the satisfactory completion of the proper report(s).

Reference: POST LD 6, 23; Policy §344; WPD Report Writing Manual

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F.T.O.								
Trainee								
Comments:								Case/Report No.:

Crimes Against Persons

3.14.12 The trainee shall review and explain an officer’s responsibilities associated with the preliminary investigation and reporting of in-progress or fresh crimes against persons.

Reference: POST LD 7, 30; Policy §344; WPD Report Writing Manual

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? ↓ Field Perform ↓ Role Play ↓ Written Test ↓ Verbal Test	REMEDIED		How Remediated? ↓ Field Perform ↓ Role Play ↓ Written Test ↓ Verbal Test
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F.T.O.								
Trainee								
Comments:								Case/Report No.:

3.14.13 The trainee shall explain the steps to take while investigating the following crimes:

- A. Rape/Sexual assault
- B. Felonious assault
- C. Robbery
- D. Kidnapping

Reference: POST LD 4, 7, 27; Policy §§317, 330, 332, 336, 344, 417, 448, 451, 602; 1016; WPD Report Writing Manual

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3.14.14 The trainee shall discuss the steps to take initially at a scene where a serious injury or death has occurred. These steps shall minimally include:

- A. Preserving the scene, including the restriction of unauthorized police personnel
- B. Determining the need for first aid and summoning medical assistance
- C. Identifying and apprehending suspect(s), if possible
- D. Making proper notifications
- E. Locating visible physical evidence
- F. Locating and interviewing witnesses or possible witnesses as appropriate

Reference: POST LD 7; Policy §360; WPD Report Writing Manual

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INVESTIGATIONS / EVIDENCE

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3.14.15 Given an in-progress or fresh incident involving a crime against a person, the trainee shall properly assess and perform all the objectives necessary to satisfactorily complete the preliminary investigation, including the satisfactory completion of the proper report(s).

Reference: POST LD 7; Policy 344; WPD Report Writing Manual; FTO Discussion

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BURDEN OF PROOF

3.14.16 The trainee shall define the term “burden of proof” and determine, in the following situations, whether the “burden of proof” falls upon the prosecution or defense during a criminal trial:

- A. Criminal guilt (Evidence Code Section 520)
- B. Corpus delicti (Evidence Code Section 550)
- C. Jurisdiction (Evidence Code Section 666)
- D. Double jeopardy as a defense (Evidence Code Section 500)
- E. Self-defense as a defense (Evidence Code Section 500)

Reference: POST LD 17; EC §§500, 520, 550, 666

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CONCEPTS OF EVIDENCE

3.14.17 The trainee shall recognize the concepts of evidence as defined and used in California law, including:

- A. Evidence
- B. Direct evidence
- C. Circumstantial evidence

Reference: POST LD 16, 17; Policy §804; California Peace Officer’s Legal Sourcebook

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3.14.18 The trainee shall identify the following types of evidence or material related to the introduction of evidence in court and shall give an example of each:

- A. Fruits of a crime
- B. Instrumentalities of a crime
- C. Contraband

Reference: POST LD 17; California Peace Officer’s Legal Sourcebook; FTO Discussion

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3.14.19 The trainee shall explain the purposes for offering evidence in court, including:

- A. As an item of proof
- B. To impeach a witness
- C. To rehabilitate a witness
- D. To assist in determining sentence

Reference: POST LD 16, 17; EC §190; California Peace Officer’s Legal Sourcebook

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INVESTIGATIONS / EVIDENCE

3.14.20 The trainee shall explain the tests which an item of evidence must successfully pass before it may be admitted into any criminal court. (Evidence Code Section 210)

- A. The evidence must be relevant to the matter in issue
- B. The evidence must be competently presented in court
- C. The evidence must have been legally obtained

Reference: POST LD 17; EC §210; California Peace Officer's Legal Sourcebook; FTO Discussion

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3.14.21 The trainee shall identify at least three of the following as qualifications that must be met by a witness before he/she may testify in a criminal trial in the State of California.

- A. The witness must know the difference between right and wrong
- B. The witness must possess the ability to understand
- C. The witness must possess the ability to express himself/herself
- D. With the exception of those areas covered by the Hearsay Rule, the witness must testify only to those facts that are personal knowledge

Reference: POST LD 17; EC §780

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INVESTIGATIONS / EVIDENCE

3.14.22 The trainee shall explain the privileged communication rule and provide examples to include:

- A. Husband and wife
- B. Attorney and client
- C. Clergyman and confessor
- D. Physician and patient

Reference: POST LD 17; EC §§950, 970, 980, 990, 1030

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RULES OF EVIDENCE

3.14.23 The trainee shall describe the effects of the "exclusionary rule" upon police actions and procedures in the following areas:

- A. Civil rights
- B. Inadmissible evidence
- C. Possibility of false arrest

Reference: POST LD 17; Fourth Amendment to the U.S. Constitution; California Evidence Code; California Peace Officer's Legal Sourcebook

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INVESTIGATIONS / EVIDENCE

3.14.24 The trainee shall define the Hearsay Rule and give examples of exceptions to the rule, including:

- A. Spontaneous statements
- B. Admissions
- C. Confessions
- D. Dying declarations

Reference: POST LD 17; Evidence Code §§1200, 1220

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EVIDENCE COLLECTION AND PRESERVATION

3.14.25 The trainee shall search a crime scene and locate physical evidence through the use of an organized method which may include:

- A. Strip
- B. Spiral
- C. Quadrant

Reference: POST LD 30; FTO Discussion

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3.14.26 The trainee shall explain and/or demonstrate the methods for preserving evidence at a crime scene in fair and inclement weather.

Reference: POST LD 30; Policy §804

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INVESTIGATIONS / EVIDENCE

3.14.27 The trainee shall demonstrate the ability to preserve evidence in such a way as to ensure it is received by the examining authority or court in as near to the same condition as it was found.

Reference: POST LD 30; Policy §804

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3.14.28 The trainee shall review and explain, as well as apply, the agency's policies on:

- A. Handling controlled substances
- B. Depositing property, evidence, and money
- C. Withdrawing and returning property
- D. Depositing firearms, miscellaneous weapons, and explosives

Reference: Policy §804; WPD "How to Book It" Publication

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3.14.29 The trainee shall explain the provisions of the agency's rules, policies, and procedures regarding the storage of evidence.

Reference: Policy §804

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INVESTIGATIONS / EVIDENCE

3.14.30 The trainee shall review and explain the agency’s policies and procedures regarding the taking of evidence to laboratory examination facilities and court.

Reference: Policy §804

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3.14.31 The trainee shall explain “chain of custody” or “chain of evidence.”

Reference: POST LD 10, 16, 17, 30; Policy §804

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3.14.32 Given a crime situation in which any form of evidence is recovered, the trainee shall collect, preserve, and deliver the evidence, and properly complete all necessary forms (property reports, evidence tags, etc.) in order to ensure the chain of custody.

Reference: Policy §804; WPD Report Writing Manual

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LINE UPS

3.14.33 The trainee shall explain technical methods for identifying suspects, including:

- A. Field show-up
- B. Photo identification
- C. Identification kit
- D. Artist's conception

Reference: POST LD 16; WPD Report Writing Manual; FTO Discussion

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3.14.34 The trainee shall review and explain the agency policy and procedure(s), including admonitions, for conducting the following types of “line ups:”

- A. In custody
- B. In the field
- C. Photographic

Reference: WPD Report Writing Manual; FTO Discussion

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INVESTIGATIONS / EVIDENCE

3.14.35 The trainee shall explain and/or demonstrate the following procedures for a photographic identification:

- A. Use of multiple photos
- B. Instructions to witness(es)
- C. Control of the situation
- D. Similar appearances

Reference: POST LD 16; WPD Report Writing Manual; FTO Discussion

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SOURCES OF INFORMATION

3.14.36 The trainee shall discuss the importance of identifying and developing sources of information through networking with persons in the community.

Reference: LD 1, 3; Policy §340

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3.14.37 The trainee shall describe techniques for identifying and developing “informants” and the:

- A. Hazards of divulging too much information to informants
- B. Danger of breaking confidentiality

Reference: POST LD 16, 31; Policy §608

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INVESTIGATIONS / EVIDENCE

3.14.38 The trainee shall explain the types of public and private records that may be of assistance when collecting investigative information.

Reference: POST LD 36; WPD Report Writing Manual; FTO Discussion

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SUBPOENAS

3.14.39 The trainee shall review and explain the agency's practices and policies concerning the subpoena process.

Reference: Policy §§211, 340, 347, 348, 349, 370, 422, 810

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3.14.40 The trainee shall define the term "subpoena" and describe the authority and immunities associated with the subpoena, including:

- A. Who may exercise the power of a subpoena
- B. Who may serve a subpoena
- C. How a subpoena is served
- D. Who is subject to the power of a subpoena
- E. What immunities from arrest are granted to a person traveling in answer to a subpoena
- F. How a subpoena is enforced

Reference: Policy §348

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INVESTIGATIONS / EVIDENCE

COURTROOM TESTIMONY AND Demeanor

3.14.41 The trainee shall explain the value of impressive and professional courtroom demeanor and appearance.

Reference: POST LD 17, 30; Policy §348; FTO Discussion

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3.14.42 The trainee shall explain the value of a pre-trial conference with the prosecuting attorney. This shall minimally include:

- A. Refreshing the officer's memory
- B. Coordination of efforts

Reference: POST LD 17, 30; Policy §348; FTO Discussion

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Trainee								
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3.14.43 The trainee shall identify and explain principles of effective testimony. These principles shall minimally include:

- A. Honesty
- B. Clarity
- C. Brevity
- D. Objectivity
- E. Poise

Reference: POST LD 17, 30; Policy §348; FTO Discussion

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INVESTIGATIONS / EVIDENCE

3.14.44 The trainee shall explain the value of furnishing testimony in a professional manner, even when confronted with a variety of attorney personalities including:

- A. Irate
- B. Offensive
- C. Threatening
- D. Argumentative
- E. Overly friendly

Reference: POST LD 17, 30; Policy §348; FTO Discussion

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3.14.45 The trainee shall become familiar with local courtroom security policies and procedures such as:

- A. Prisoner escort
- B. Prisoner restraint
- C. Screening of courtroom audience
- D. Disturbance procedures

Reference: FTO Discussion

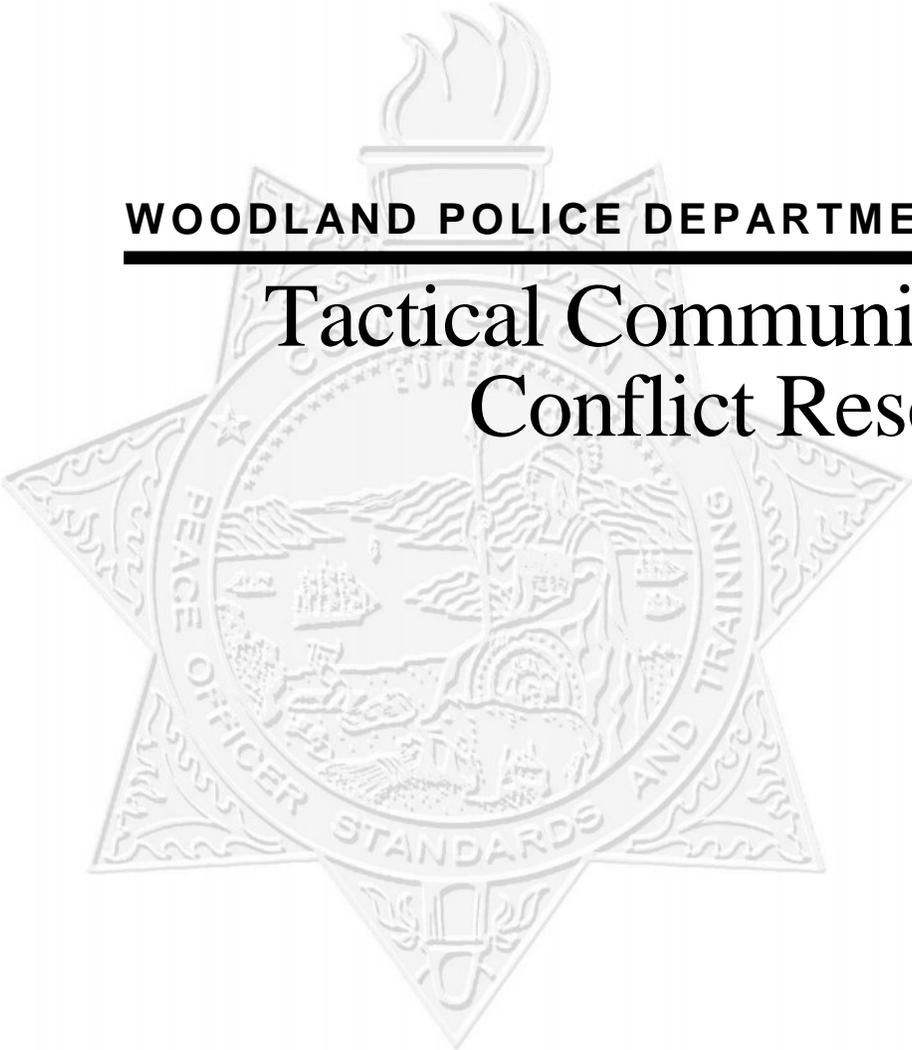
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3.14.46 The trainee shall demonstrate the ability to prepare and furnish courtroom testimony in such a manner as to promote professionalism and the administration of justice.

Reference: POST LD 17, 30; Policy §348; FTO Discussion

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WOODLAND POLICE DEPARTMENT ■ FTP

Tactical Communication/ Conflict Resolution

POST FIELD TRAINING PROGRAM GUIDE

Program Sample – 3.15



TACTICAL COMMUNICATION / CONFLICT RESOLUTION

TACTICAL COMMUNICATION

3.15.01 The trainee shall discuss how tactical communication involves both professional demeanor and words (verbal and non-verbal cues).

Reference: POST LD 3; FTO Discussion

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3.15.02 The trainee shall identify the benefits of tactical communication including:

- A. Enhanced safety (reduces likelihood of physical confrontation and injury)
- B. Enhanced professionalism (decreases citizen complaints, civil liability, personal, and professional stress)

Reference: POST LD 3, 24

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3.15.03 The trainee shall demonstrate an ability to perform in a calm, professional demeanor while de-escalating hostilities or conflicts (i.e., without resorting to physical force).

Reference: POST LD 3; Verbal Judo

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TACTICAL COMMUNICATION / CONFLICT RESOLUTION

3.15.04 The trainee shall explain and demonstrate the ability to use deflection techniques in response to verbal abuse. Every word that follows “but” is professional language that is goal directed. Examples might include:

- A. I appreciate that, but I need to see your driver’s license.
- B. I understand that, but I need you to sign the citation.

Reference: Verbal Judo

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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Trainee								
Comments:								Case/Report No.:

3.15.05 Given a scenario or an actual incident involving an uncooperative subject(s), the trainee shall be able to generate voluntary compliance using the 5-step process:

- A. Ask (Ethical Appeal) – The subject is given an opportunity to voluntarily comply by simply being asked to comply
- B. Set Context (Reasonable Appeal) – The “why” questions are answered by the identification or explanation of the law, policy, or rationale that applies to the situation
- C. Present Options (Personal Appeal) – Explain possible options
- D. Confirm (Practice Appeal) – Provides one last opportunity for voluntary compliance; “Is there anything I can say to earn your cooperation at this time?”
- E. ACT – (Take appropriate action)

Reference: Verbal Judo

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Trainee								
Comments:								Case/Report No.:

TACTICAL COMMUNICATION / CONFLICT RESOLUTION

HANDLING DISPUTES

3.15.06 The trainee shall explain an officer’s basic responsibilities at the scene of a dispute. These responsibilities shall minimally include:

- A. Remaining impartial
- B. Preserving the peace
- C. Determining whether or not a crime has been committed
- D. Conducting an investigation if a crime has been committed
- E. Providing safety to individuals and property
- F. Suggesting solutions to the problem
- G. Offering names of referral agencies
- H. Considering arrest as a viable alternative if a crime has been committed

Reference: POST LD 24; Cal. Dept. of Consumer Affairs Publication: “California Tenants”

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Trainee								
Comments:								Case/Report No.:

3.15.07 The trainee shall identify various social service organizations that are available within the city or county to render assistance in dispute situations. These organizations shall minimally include those dealing with:

- A. Public Health Office
- B. John H. Jones
- C. Yolo Family Services Agency
- D. Narcotics Anonymous / Alcoholics Anonymous
- E. SPCA
- F. Fair Housing Office
- G. Wayfarer Center (Fourth & Hope)

Reference: Agency Orientation; FTO Discussion

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Comments:								Case/Report No.:

TACTICAL COMMUNICATION / CONFLICT RESOLUTION

3.15.08 The trainee shall explain the inherent dangers to an officer who enters the home of a family involved in a dispute.

Reference: POST LD 25; FTO Discussion

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3.15.09 The trainee shall explain the advantages and disadvantages of separating parties in a dispute and gathering information from them individually.

Reference: POST LD 25; FTO Discussion

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3.15.10 The trainee shall explain citizen arrest procedures to consider at disputes.

Reference: POST LD 15; Policy §364

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TACTICAL COMMUNICATION / CONFLICT RESOLUTION

3.15.11 The trainee shall assess and explain different techniques to use in given dispute situations. These situations shall minimally include:

- A. Family disputes
- B. Neighbor disputes
- C. Juvenile disputes
- D. Loud parties

Reference: POST LD 24

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Trainee								
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3.15.12 Given a scenario or an actual incident involving a dispute, the trainee shall assess and handle the dispute in a safe, efficient, reasonable, and discretionary manner.

Reference: POST LD 24; FTO Discussion

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CIVIL DISPUTES (including Landlord/Tenant and Labor)

3.15.13 The trainee shall review and explain the agency's policy on handling landlord-tenant disputes.

Reference: N/A – Refer to POST LD 24; Cal. Dept. of Consumer Affairs Publication: "California Tenants"; FTO Discussion

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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TACTICAL COMMUNICATION / CONFLICT RESOLUTION

3.15.14 The trainee shall identify and explain California civil and criminal law and agency procedures applicable to situations that arise from landlord-tenant disputes. These situations shall minimally include:

- A. Evictions
- B. Lockouts
- C. Trespasses
- D. Confiscation of property

*Reference: Civil Code §§1161, 1161a, 1162, 1861a, 1946; Cal. Dept. of Consumer Affairs
Publication: "California Tenants"*

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Trainee								
Comments:								Case/Report No.:

3.15.15 The trainee shall review and explain the agency's policy on labor-management disputes.

Reference: N/A – Refer to POST LD 24; FTO Discussion

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Trainee								
Comments:								Case/Report No.:

3.15.16 The trainee shall explain agency policy and procedures relative to typical policing problems that occur during labor-management disputes. These problems shall minimally include:

- A. Obstruction of ingress or egress
- B. Blocking of sidewalks and roadways
- C. Outside agitators
- D. Violence and vandalism

Reference: N/A – Refer to POST LD 24; FTO Discussion; VC §§21954, 21956

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TACTICAL COMMUNICATION / CONFLICT RESOLUTION

3.15.17 The trainee shall explain the role of the small claims court.

Reference: POST LD 24; <http://www.yolo.courts.ca.gov/>

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Trainee								
Comments:								Case/Report No.:

3.15.18 Given any situation involving a civil dispute, the trainee shall assess and handle the situation in a safe and effective manner, consistent with agency policy and state law.

Reference: POST LD 6, 24

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Trainee								
Comments:								Case/Report No.:

REPOSSESSIONS

3.15.19 The trainee shall explain the general rules that pertain to the repossession of items. These rules shall minimally include:

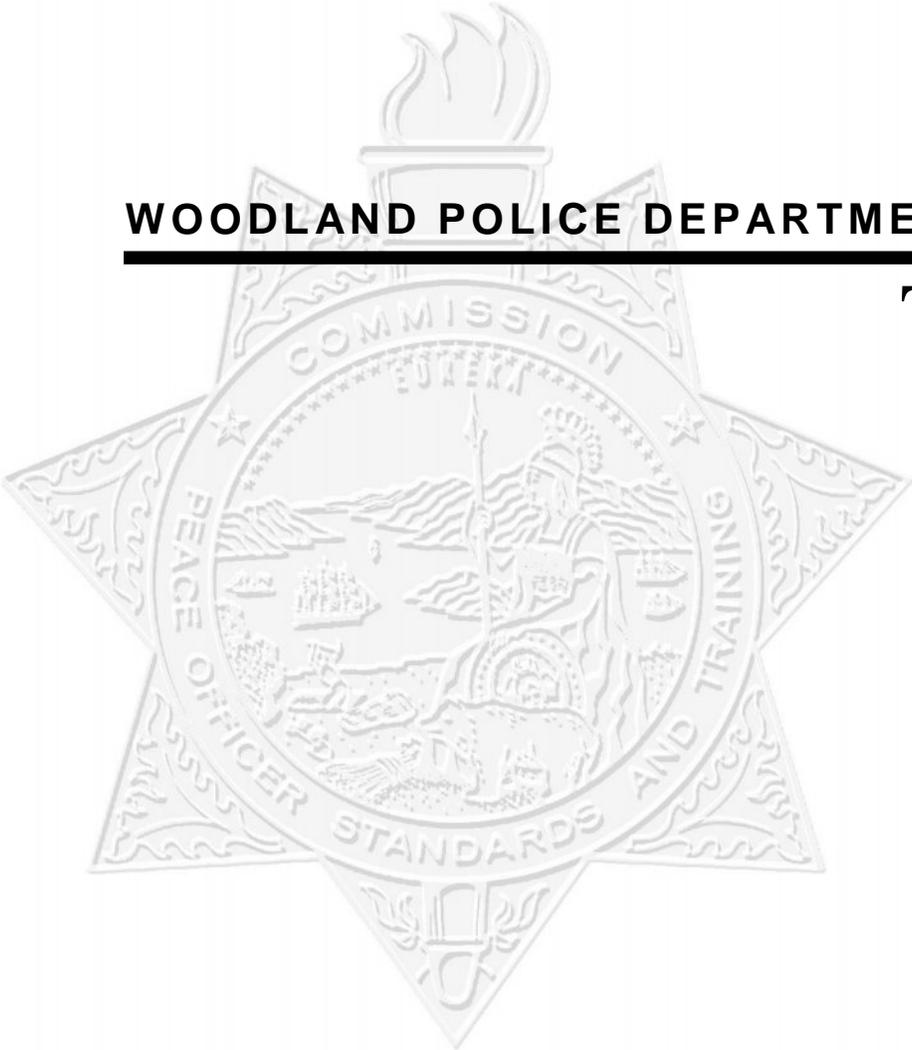
- A. What property is subject to repossession
- B. Who may make a repossession
- C. To what lengths a repossession may go
- D. When a repossession is complete

Reference: POST LD 6, 24

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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Comments:								Case/Report No.:

TACTICAL COMMUNICATION / CONFLICT RESOLUTION





WOODLAND POLICE DEPARTMENT ■ FTP

Traffic

VEHICLE CODE

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

Reference: POST LD 28; California Vehicle Code

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Trainee								
Comments:								Case/Report No.:

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

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

Reference: California Vehicle Code

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Trainee								
Comments:								Case/Report No.:

TRAFFIC

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

Reference: VC §§40300.5-40303, 40305

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Trainee								
Comments:								Case/Report No.:

3.16.04 The trainee shall identify common California Vehicle Code violations by code number and classification. These violations shall minimally include those dealing with:

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

Reference: California Vehicle Code; Quiz Material

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Trainee								
Comments:								Case/Report No.:

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

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

Reference: POST LD 28; FTO Discussion

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Trainee								
Comments:								Case/Report No.:

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

Reference: FTO Discussion; Notice to Appear / Citation Book – Field Exercise

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Trainee								
Comments:								Case/Report No.:

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

Reference: Signature Box of Notice to Appear; FTO Discussion

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Trainee								
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TRAFFIC

IMPOUNDING/STORING VEHICLES

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

Reference: Policy §510

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Trainee								
Comments:								Case/Report No.:

3.16.09 The trainee shall identify/explain situations where he/she may have the authority to remove, store, and/or impound vehicles, including:

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

Reference: See Above Sections in California Vehicle Code

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

Reference: Policy §510; WPD Redi-Ref Field Guide

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Trainee								
Comments:								Case/Report No.:

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

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

Reference: Form CHP 180; Policy §510

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Comments:								Case/Report No.:

VEHICLE COLLISIONS

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

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

Reference: POST LD 28, 29; Agency Orientation

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Trainee								
Comments:								Case/Report No.:

TRAFFIC

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

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

Reference: POST LD 29; Policy §§500, 502, 510; FTO Discussion

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Trainee								
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3.16.14 The trainee shall review and explain the agency's policy regarding traffic collision investigation and reporting.

Reference: Policy §502; SWITRS Manual; WPD Report Writing Manual

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3.16.15 The trainee shall define the term vehicle collision.

Reference: POST LD 28, 29; SWITRS Manual

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

Reference: POST LD 28, 29; Agency Orientation; FTO Discussion

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
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Trainee								
Comments:								Case/Report No.:

3.16.17 The trainee shall discuss the instances when a traffic accident must be investigated by law and agency policy. These instances shall minimally include any:

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

Reference: POST LD 29; Policy §502; SWITRS Manual; WPD Report Writing Manual

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

Reference: POST LD 29; SWITRS Manual

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Trainee								
Comments:								Case/Report No.:

TRAFFIC

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

Reference: POST LD 29; SWITRS Manual

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Trainee								
Comments:								Case/Report No.:

3.16.20 The trainee shall define the term “coefficient of friction” as it pertains to roadways.

Reference: POST LD 29; Agency Orientation; SWITRS Manual

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

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

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

Reference: POST LD 29; SWITRS Manual

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

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

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

Reference: SWITRS Manual

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

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

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

Reference: POST LD 29; Agency Orientation; SWITRS Manual

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

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

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

Reference: POST LD 29; SWITRS Manual

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

TRAFFIC

- 3.16.25 Given a traffic accident, the trainee shall respond in a safe, efficient, and effective manner, and shall properly and accurately report the accident according to agency policy, including identification of the primary collision factor, along with any associated collision factors.

Reference: Policy §316; SWITRS Manual; WPD Report Writing Manual

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

TRAFFIC CONTROL/DIRECTION

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

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

Reference: POST LD 28; FTO Discussion

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

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

Reference: FTO Discussion

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

3.16.28 The trainee shall explain flare patterns and be able to safely light and extinguish a flare.

Reference: FTO Discussion

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIATED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

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

Reference: FTO Discussion

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIATED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

DRIVING UNDER THE INFLUENCE

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

Reference: Policy §514; POST LD 28; FTO Discussion

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIATED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

TRAFFIC

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

Reference: Policy §514; Standardized Field Sobriety Tests; FTO Discussion

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

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

Reference: Policy §514; PC §1524; VC §§13353, 13388, 23158, 23612, 23614

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

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

Reference: Policy §514; PC §1524; VC §§13353, 23612

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

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

Reference: FTO Discussion

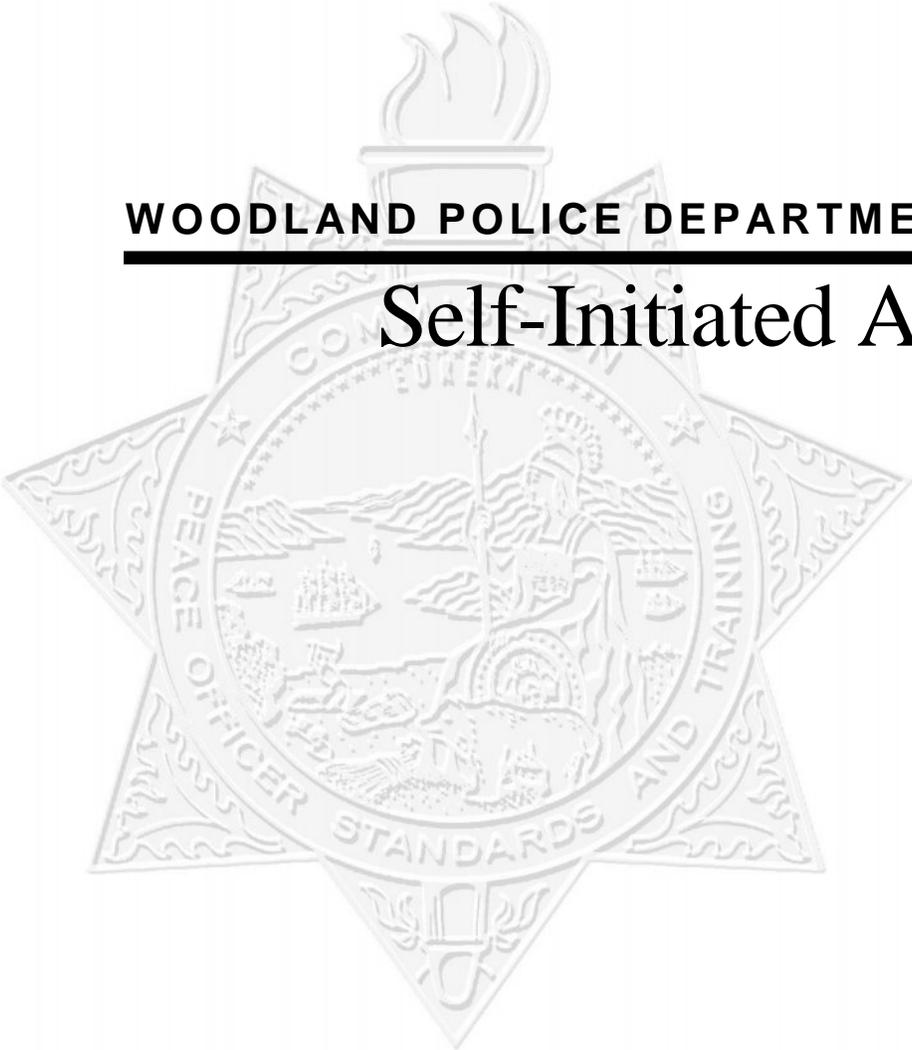
	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

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

Reference: Policy §514; Standardized Field Sobriety Tests

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:



The seal of the Woodland Police Department is a five-pointed star. At the top point is a torch with a flame. The central circle of the star contains a landscape with a figure holding a staff, a building, and a tree. The words "COMMISSIONED" and "1854" are visible at the top of the circle. The words "PEACE OFFICER STANDARDS AND TRAINING" are written around the bottom of the circle. The points of the star contain decorative scrollwork.

WOODLAND POLICE DEPARTMENT ■ FTP

Self-Initiated Activity

SELF-INITIATED ACTIVITY

The trainee shall explain the necessity of and demonstrate proficiency in the performance of self-initiated activities to minimally include:

4.17.01 Vehicle Stops:

- A. Investigative
- B. Traffic enforcement

Reference: POST LD 22; FTO Discussion & Demonstration

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

4.17.02 Pedestrian Stops:

- A. Suspicious persons
- B. Consensual encounters
- C. Traffic enforcement

Reference: POST LD 21; FTO Discussion & Demonstration

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

4.17.03 Directed Patrol:

- A. Gang area/activities
- B. DUI enforcement
- C. Illegal vendors
- D. Crime patterns
- E. POP Projects
- F. Traffic concerns

Reference: FTO Discussion

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

SELF-INITIATED ACTIVITY

4.17.04 Arrests:

- A. Misdemeanor and felony
- B. Municipal codes & ordinances

Reference: FTO Discussion

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

4.17.05 Other activities:

- A. Field Interview (FI) cards
- B. Bar checks
- C. Curfew violations
- D. Suspicious circumstances
- E. Transient camps

Reference: FTO Discussion

	INSTRUCTED		COMPETENCY DEMONSTRATED		How Demonstrated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test	REMEDIED		How Remediated? <input type="checkbox"/> Field Perform <input type="checkbox"/> Role Play <input type="checkbox"/> Written Test <input type="checkbox"/> Verbal Test
	Name	Date	Name	Date		Name	Date	
F.T.O.								
Trainee								
Comments:								Case/Report No.:

WOODLAND POLICE DEPARTMENT ■

End of Phase Report (EPR)



FIELD TRAINING PROGRAM
END OF PHASE REPORT (EPR)

_____ Trainee

_____ FTO

Phase: _____ **Date Phase Began:** _____ **Date Phase Ended:** _____

Significant Strengths:

1. _____

2. _____

3. _____

Significant Weaknesses:

1. _____

2. _____

3. _____

Additional Training/Remedial Efforts: (attach additional sheets, if necessary)

Optional Comments:

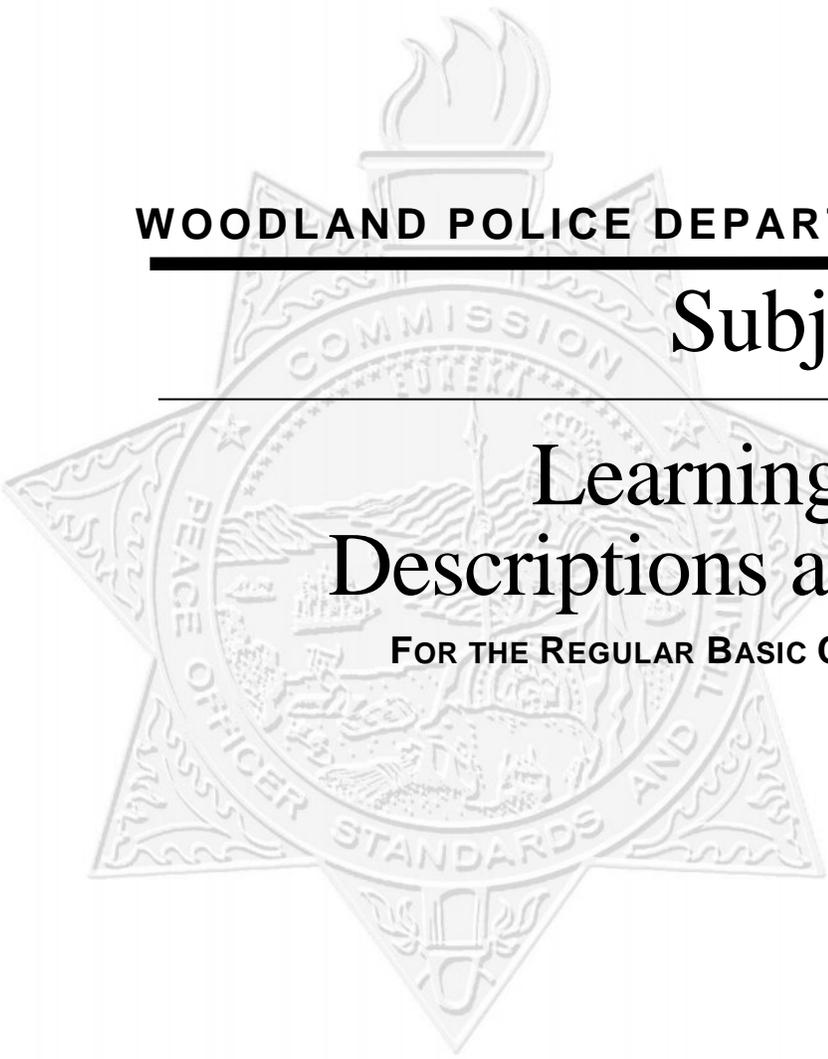
This trainee is in the _____ week of training. In my judgment, this trainee is actually in the _____ week of training in terms of performance.

The trainee **is / is not** performing at a solo patrol officer level.

Trainee Signature (Name, Badge #, and Date)

FTO Signature (Name, Badge #, and Date)

FTP SAC Signature (Name, Badge #, and Date)

The seal of the Woodland Police Department is a five-pointed star. At the top point is a torch with a flame. The star is surrounded by a circular border containing the text "COMMISSION EXTERIOR" at the top and "OFFICER STANDARDS AND TRAINING" at the bottom. The center of the star features a landscape with a sun, mountains, and a river. The words "PEACE" and "JUSTICE" are written on the left and right sides of the inner circle respectively.

WOODLAND POLICE DEPARTMENT ■ FTP

Subject Index

Learning Domain Descriptions and Hours

FOR THE REGULAR BASIC COURSE (ACADEMY)

POST FIELD TRAINING PROGRAM
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Subject	Performance Objectives/ Learning Goal(s)	FTP Page Number	Academy Learning Domain
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Warrants	2.10.07 – 2.10.09	51	16, 31, 36

* Denotes training that is specific to the employing agency only and addressed in very general terms in the Regular Basic Course (not found in specific Learning Domains).



LEARNING DOMAIN

DESCRIPTIONS AND HOURS FOR THE REGULAR BASIC COURSE (ACADEMY)

Domain	Domain Description	Min Hours
01	Leadership, Professionalism & Ethics	8 hours
02	Criminal Justice System	4 hours
03	Policing the Community	12 hours
04	Victimology/Crisis Intervention	6 hours
05	Introduction to Criminal Law	6 hours
06	Property Crimes	10 hours
07	Crimes Against Persons	10 hours
08	General Criminal Statutes	4 hours
09	Crimes Against Children	6 hours
10	Sex Crimes	6 hours
11	Juvenile Law and Procedure	6 hours
12	Controlled Substances	12 hours
13	ABC Law	4 hours
15	Laws of Arrest	12 hours
16	Search and Seizure	12 hours
17	Presentation of Evidence	8 hours
18	Investigative Report Writing	40 hours
19	Vehicle Operations	24 hours
20	Use of Force	12 hours
21	Patrol Techniques	12 hours
22	Vehicle Pullovers	14 hours
23	Crimes in Progress	16 hours
24	Handling Disputes/Crowd Control	12 hours
25	Domestic Violence	8 hours
26	Unusual Occurrences	4 hours
27	Missing Persons	4 hours
28	Traffic Enforcement	22 hours
29	Traffic Accident Investigation	12 hours
30	Preliminary Investigation	42 hours
31	Custody	4 hours
32	Lifetime Fitness	40 hours
33	Arrest and Control/Baton	60 hours
34	First Aid and CPR	21 hours
35	Firearms/Chemical Agents	72 hours
36	Information Systems	4 hours
37	People with Disabilities	6 hours
38	Gang Awareness	8 hours
39	Crimes Against the Justice System	4 hours
40	Weapons Violations	4 hours
41	Hazardous Materials Awareness	4 hours
42	Cultural Diversity/Discrimination	24 hours
	Minimum Instructional Hours	599 hours

LEARNING DOMAIN

The minimum number of hours allocated to testing in the Regular Basic Course are shown below¹

Test Type	Hours
Scenario Tests	40 hours
POST-Constructed Knowledge Tests	25 hours
Total Minimum Required Hours	664 hours

¹ Time required for exercise testing, instructional activities, and physical abilities testing is included in instructional time

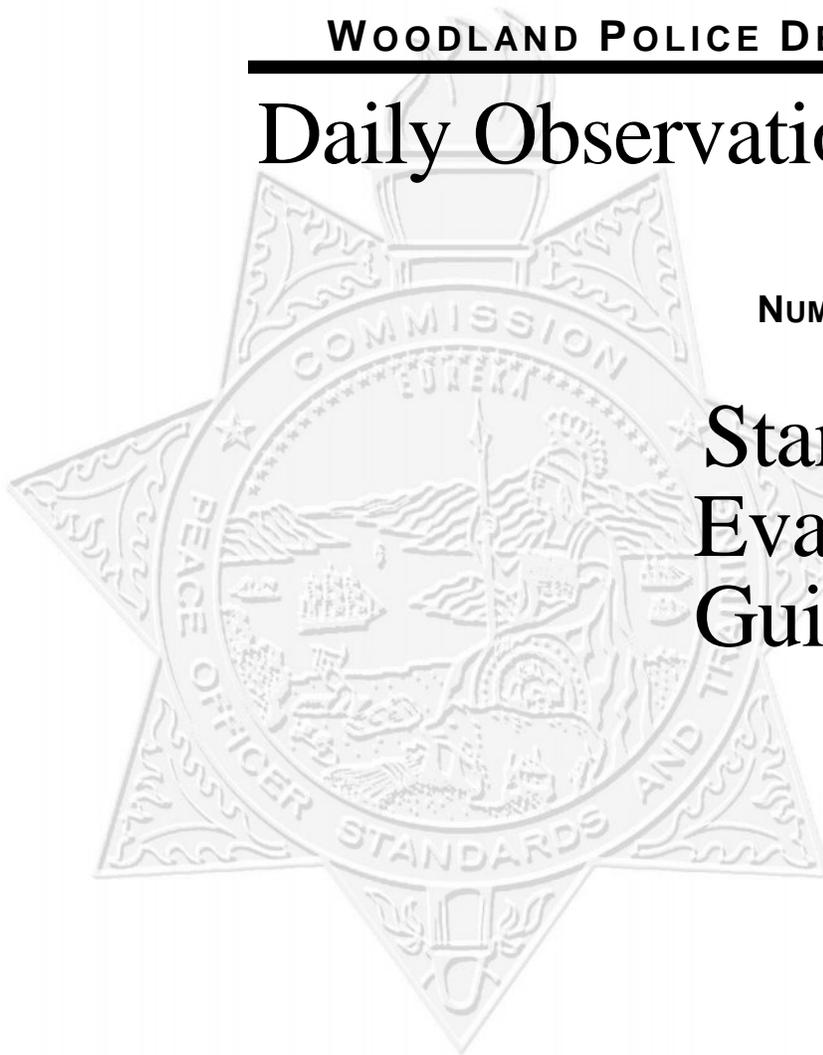


WOODLAND POLICE DEPARTMENT ■

Daily Observation Report (DOR)

NUMERIC RATING SCALE

Standardized Evaluation Guidelines



WOODLAND POLICE DEPARTMENT – FIELD TRAINING PROGRAM

Trainee's Name (Last, First) _____ CAD# _____ FTO's Name (Last, First) _____ CAD# _____ Date Worked _____

RATING INSTRUCTIONS: Rate observed behavior with reference to the Standardized Evaluation Guidelines. A narrative evaluation must be attached. Use the category number below to reference your comments. The trainee is required to verify, in writing, the rating in the left hand column. Check "N.O." box if not observed. If the trainee fails to respond to training, check "N.R.T." box and comment on back. List minutes of remedial training in the right hand column. **Note: A rating of "4" indicates that a trainee has progressed to a minimum acceptable standard and performed at a solo patrol officer standard, in that category, this shift.**

Shift	
Phase	Week

Other Assignment or Reason for No FTO Evaluation

RATING SCALE

Unacceptable by FTP Standards Acceptable Level Superior by FTP Standards

1 2 3 4 5 6 7

BY CATEGORY

1.	2.	3.	4.	5.	6.	7.	N.O.	N.R.T.	ATTITUDE		R.T.
									1. Acceptance of feedback	2. Attitude toward police work	
<input type="checkbox"/>	3. Integrity/Ethics	4. Leadership	<input type="checkbox"/>								
<input type="checkbox"/>	APPEARANCE		<input type="checkbox"/>								
<input type="checkbox"/>	RELATIONSHIPS		<input type="checkbox"/>								
<input type="checkbox"/>	6. With citizens/community	7. With other department members	<input type="checkbox"/>								
<input type="checkbox"/>	8. Community organizing		<input type="checkbox"/>								
<input type="checkbox"/>	PERFORMANCE		<input type="checkbox"/>								
<input type="checkbox"/>	9. Driving skill: Normal conditions		<input type="checkbox"/>								
<input type="checkbox"/>	10. Driving skill: Moderate/high stress conditions		<input type="checkbox"/>								
<input type="checkbox"/>	11. Use of map book: Orientation/response time		<input type="checkbox"/>								
<input type="checkbox"/>	12. Routine forms: Accuracy/completeness		<input type="checkbox"/>								
<input type="checkbox"/>	13. Report writing: Organization/details		<input type="checkbox"/>								
<input type="checkbox"/>	14. Report writing: Grammar/spelling/neatness		<input type="checkbox"/>								
<input type="checkbox"/>	15. Report writing: Appropriate time used		<input type="checkbox"/>								
<input type="checkbox"/>	16. Field performance: Non-stress conditions		<input type="checkbox"/>								
<input type="checkbox"/>	17. Field performance: Stress conditions		<input type="checkbox"/>								
<input type="checkbox"/>	18. Investigative skills		<input type="checkbox"/>								
<input type="checkbox"/>	19. Interview/interrogation skills		<input type="checkbox"/>								
<input type="checkbox"/>	20. Self-initiated field activity		<input type="checkbox"/>								
<input type="checkbox"/>	21. Officer safety: General		<input type="checkbox"/>								
<input type="checkbox"/>	22. Officer safety: Suspicious persons/suspects/prisoners		<input type="checkbox"/>								
<input type="checkbox"/>	23. Control of conflict: Voice command		<input type="checkbox"/>								
<input type="checkbox"/>	24. Control of conflict: Physical skill		<input type="checkbox"/>								
<input type="checkbox"/>	25. Problem-solving/decision-making		<input type="checkbox"/>								
<input type="checkbox"/>	26. Problem-solving techniques		<input type="checkbox"/>								
<input type="checkbox"/>	27. Communications: Use of codes/procedure		<input type="checkbox"/>								
<input type="checkbox"/>	28. Radio: Listens and comprehends		<input type="checkbox"/>								
<input type="checkbox"/>	29. Radio: Articulation of transmissions		<input type="checkbox"/>								
<input type="checkbox"/>	30. MDT: Use/comprehension/articulation		<input type="checkbox"/>								
<input type="checkbox"/>	KNOWLEDGE		<input type="checkbox"/>								
<input type="checkbox"/>	31. Department policies and procedures:		<input type="checkbox"/>								
<input type="checkbox"/>	Reflected by verbal/written/simulated testing		<input type="checkbox"/>								
<input type="checkbox"/>	Reflected in field performance		<input type="checkbox"/>								
<input type="checkbox"/>	32. Knowledge of the criminal statutes:		<input type="checkbox"/>								
<input type="checkbox"/>	Reflected by verbal/written/simulated testing		<input type="checkbox"/>								
<input type="checkbox"/>	Reflected in field performance		<input type="checkbox"/>								
<input type="checkbox"/>	33. Knowledge of criminal procedure:		<input type="checkbox"/>								
<input type="checkbox"/>	Reflected by verbal/written/simulated testing		<input type="checkbox"/>								
<input type="checkbox"/>	Reflected in field performance		<input type="checkbox"/>								

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

THE MOST SATISFACTORY PERFORMANCE AREA OF THE DAY WAS IN CATEGORY NUMBER: _____

A SPECIFIC INCIDENT WHICH JUSTIFIES THE RATING IS: _____

THE LEAST SATISFACTORY PERFORMANCE AREA OF THE DAY WAS IN CATEGORY NUMBER: _____

DOCUMENTATION OF PERFORMANCE AND COMMENTS

CATEGORY

WRITE ANY FURTHER COMMENTS ON NARRATIVE CONTINUATION FORM

TRAINEE'S SIGNATURE DATE

FTO'S SIGNATURE DATE

FTO SGT'S SIGNATURE DATE

FTO LT'S SIGNATURE DATE

CAPTAIN'S SIGNATURE DATE

CHIEF'S SIGNATURE DATE

- | | | | |
|--|-----------------------------------|------------------------------|-------------------|
| 1. SET THE STAGE/SCENE | 4. USE LISTS AS APPROPRIATE | 7. THINK REMEDIAL | 10. DON'T PREDICT |
| 2. CONSIDER VERBATIM QUOTES | 5. REPORT FACTS/AVOID CONCLUSIONS | 8. QUANTIFY WHEN APPROPRIATE | |
| 3. CRITIQUE PERFORMANCE/NOT THE PERSON | 6. CHECK SPELLING, GRAMMAR, ETC. | 9. REMEMBER YOUR AUDIENCE | |

STANDARDIZED EVALUATION GUIDELINES

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

ATTITUDE

1. **ACCEPTANCE OF FEEDBACK–FTO/PROGRAM** – Evaluates the way the trainee accepts criticism and how that feedback is used to further learning and improve performance.
 - (1) Unacceptable – Rationalizes mistakes. Denies that errors were made. Is argumentative. Refuses to, or does not attempt to, make corrections. Considers criticism a personal attack.
 - (4) Acceptable – Accepts criticism in a positive manner and applies it to improve performance and further learning.
 - (7) Superior – Actively solicits criticism/feedback in order to further learning and improve performance. Does not argue or blame other persons/things for errors.
2. **ATTITUDE TOWARD POLICE WORK** – Evaluates the trainee in terms of personal motivation, goals, and his/her acceptance of the job's responsibilities.
 - (1) Unacceptable – Sees position as a job vs. a career. Uses job to boost ego. Abuses authority. Demonstrates little dedication to the principles of the profession. Is disinterested. Lacks motivation and does not attempt to improve performance.
 - (4) Acceptable – Demonstrates an active interest in new career and in their responsibilities.
 - (7) Superior – Utilizes off-duty time to further professional knowledge, actively soliciting assistance from others to increase knowledge and improve skills. Demonstrates concern for the fair and equitable enforcement of the law, maintaining high ideals in terms of professional responsibilities.
3. **INTEGRITY/ETHICS** – Evaluates the manner in which the trainee understands, accepts and employs his/her own integrity and ethics.
 - (1) Unacceptable – Accepts and employs a standard of mediocrity. Has no sense of accountability and/or responsibility to the department or community.
 - (4) Acceptable – Demonstrates ability to build/maintain public trust through honesty, community awareness and professionalism. Able to resolve ethical situations through prior planning and decision-making.
 - (7) Superior – Consistently demonstrates high degree of internal strength, courage, and character. Models responsibility of service and enhances public trust.

- 4. LEADERSHIP** - Evaluates the trainee's ability to exercise influence among people using ethical values and goals for an intended change.
- (1) Unacceptable – Does not demonstrate strength of character by appropriate use of command presence. Does not prevent/reduce conflict. Fails to show empathy.
 - (4) Acceptable – Understands difference between influence and authority. Provides expected level of competency to the community through effective collaboration, communication/mediation and compassion.
 - (7) Superior – Will not rationalize to compromise integrity. Has the courage to be flexible and employ discretion. Consistently demonstrates trust, respect, and genuineness.

APPEARANCE

- 5. GENERAL APPEARANCE** - Evaluates physical appearance, dress, demeanor, and equipment.
- (1) Unacceptable – Fails to present a professional image. Uniform fits poorly or is improperly worn or wrinkled. Hair not groomed and/or in violation of Department regulation. Dirty shoes, weapon, and/or equipment. Equipment is missing or inoperative. Offensive body odor and/or breath.
 - (4) Acceptable – Uniform neat and clean. Uniform fits and is properly worn. Duty weapon, leather gear, and equipment are clean and operative. Hair is within regulations. Shoes and metal items are shined.
 - (7) Superior – Uniform is neat, clean and well tailored. Weapon, equipment, and leather gear is immaculate. Shoes are spit polished. Displays command bearing.

RELATIONSHIPS

- 6. RELATIONSHIP WITH CITIZENS/COMMUNITY** - Evaluates the trainee's ability to interact with citizens (including suspects) and diverse members of the community in an appropriate and efficient manner.
- (1) Unacceptable – Abrupt, belligerent, overbearing, arrogant, uncommunicative. Overlooks or avoids "service" aspects of the job. Is inaccessible to the public. Introverted, overly sympathetic, ineffective, prejudicial, biased. Fails to explain actions to citizens. Does not follow up on citizen requests. Poor "non-verbal" skills.
 - (4) Acceptable - Courteous, friendly and empathetic to citizen's perceptions of problems. Communicates in a professional, unbiased manner. Fully explains police actions to public contacts and follows up on public inquiries and requests. Is service oriented and contacts the public in non-enforcement situations. Good "non-verbal" skills.
 - (7) Superior - Is very much at ease with citizen and suspect contacts. Effectively manages time to allow increased citizen contact. Quickly establishes rapport and leaves people with the feeling that the officer is interested in serving them. Is objective in all contacts. Excellent "non-verbal" skills.

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

- (1) Unacceptable - Patronizes FTO/superiors/peers or is antagonistic toward them. Gossips. Is insubordinate, argumentative, and/or sarcastic. Resists instruction. Considers himself/herself superior. Belittles others. Is not a "team player." Relies on others to carry his/her share of the work.
- (4) Acceptable - Adheres to the Chain of Command and accepts his/her role in the organization. Good FTO, superior, and peer relationships. Accepted as a member of the group and seen as a "team player" by his peers.
- (7) Superior - Is at ease in contact with all members of the organization while displaying proper consideration for their position. Understands superiors' responsibilities and respects their position. Peer group leader. Actively assists others.

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

- (1) Unacceptable – Makes little attempt to attend Neighborhood Watch meetings. Does not know the resources available to the community for problem-solving. Acts as "sole authority" and does not include the public in problem-solving process.
- (4) Acceptable – Assists members of the community in establishing Neighborhood Watch programs. Attends established group meetings as time allows. Provides the community lists of available resources. Includes the public in problem-solving.
- (7) Superior – Actively seeks out public involvement in Neighborhood Watch and POP programs. Makes time to attend community programs and other neighborhood activities. Researches possible resources for neighborhoods to use. Encourages citizens to participate in decisions affecting their community.

PERFORMANCE

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

- (1) Unacceptable – Frequently violates traffic laws. Involved in chargeable accidents. Fails to maintain control of vehicle or displays poor manipulative skills in vehicle operation. Drives too fast or too slow for conditions.
- (4) Acceptable – Obeys traffic laws when appropriate. Maintains control of the vehicle while being alert to activity outside of the vehicle. Drives defensively.
- (7) Superior – Sets an example for lawful, courteous driving. Maintains complete control of the vehicle while operating radio, checking hot sheet, etc.

- 10. DRIVING SKILL: MODERATE/HIGH STRESS CONDITIONS** – Evaluates the trainee's skill in vehicle operation under Code 3 situations, in situations calling for other than usual driving, and under conditions calling for other than normal driving skill.
- (1) Unacceptable – Involved in chargeable accidents. Uses red lights and siren unnecessarily or improperly. Drives too fast or too slow for conditions/situation. Loses control of the vehicle.
 - (4) Acceptable – Maintains control of the vehicle and evaluates driving conditions and situation properly. Adheres to department policies and procedures regarding Code 3 pursuit enforcement driving. Practices defensive driving techniques.
 - (7) Superior – Displays high degree of reflex ability and driving competence. Anticipates driving situations in advance and acts accordingly. Responds appropriately and decisively, relative to the degree of stress present.
- 11. USE OF MAP BOOK: ORIENTATION/RESPONSE TIME** – Evaluates the trainee's awareness of surroundings, ability to find locations and ability to arrive at destination within an acceptable amount of time.
- (1) Unacceptable – Unaware of location on patrol. Does not properly use map book. Unable to relate location to destination. Gets lost. Spends too much time getting to destination. Becomes disoriented.
 - (4) Acceptable – Is aware of location while on patrol. Properly uses map book. Can relate location to destination. Arrives within reasonable amount of time using the most practical route to reach destination.
 - (7) Superior – Remembers locations from previous visits and seldom needs map book. Is aware of shortcuts and utilizes them to save time. High level of orientation to the beat and the community.
- 12. ROUTINE FORMS: ACCURACY/COMPLETENESS** – Evaluates the trainee's ability to properly utilize departmental forms.
- (1) Unacceptable – Is unaware that a form must be completed and/or is unable to complete the proper form for the given situation. Forms are incomplete, inaccurate, or improperly used.
 - (4) Acceptable – Knows of the commonly used forms, consistently makes accurate form selection and understands their use. Completes them with accuracy and thoroughness.
 - (7) Superior – Rapidly completes detailed forms without assistance. Displays high degree of accuracy in form completion.

13. REPORT WRITING: ORGANIZATION/DETAILS - Evaluates the trainee's ability to organize reports, supply the necessary details for a good report and obtain all necessary information from reporting person and/or witnesses.

- (1) Unacceptable – Fails to elicit necessary information. Unable to organize information in a logical manner and reduce it to writing. Omits pertinent details in the report. Raises questions in the reader's mind that are not answered anywhere in the report. Report is inaccurate and/or incorrect.
- (4) Acceptable – Elicits most information and records it accurately. Completes reports with information organized in a logical manner. Reports contain the required information and details.
- (7) Superior – Reports are a complete and detailed account of events. Reports are written and organized so that any reader understands what occurred.

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

- (1) Unacceptable – Reports are illegible. Reports contain an excessive number of misspelled words. Sentence structure and/or word usage is incorrect or incomplete. Tense is inconsistent. Excessive erasures or use of correction fluid.
- (4) Acceptable – Reports are legible and grammar is at an acceptable level. Spelling is acceptable and errors are few. Minor errors, if present, do not distract from understanding the report. Report is neat and clean in appearance.
- (7) Superior – Reports are very neat and legible. Reports contain no spelling or grammatical errors.

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

- (1) Unacceptable – Requires an excessive amount of time to complete a simple report. Takes three or more times the amount of time an experienced officer would take to complete a more complex report.
- (4) Acceptable – Completes all types of reports within a reasonable amount of time.
- (7) Superior – Completes complex reports very quickly and efficiently without assistance from FTO.

- 16. FIELD PERFORMANCE: NON-STRESS CONDITIONS** – Evaluates the trainee's ability to perform routine, non-stress police activities.
- (1) Unacceptable – Becomes confused and disoriented when confronted with routine, non-stress tasks. Does not or cannot complete tasks, without specific directions. Unable to determine the appropriate course of action, or avoids taking action.
 - (4) Acceptable – Properly assesses aspects of routine situations, determines appropriate action and follows through to completion in a timely manner.
 - (7) Superior – Properly assesses aspects of routine situations, including the more unusual and/or complex ones. Quickly determines appropriate course of action and follows through to completion.
- 17. FIELD PERFORMANCE: STRESS CONDITIONS** – Evaluates the trainee's ability to perform in moderate to high stress conditions.
- (1) Unacceptable – Becomes emotional, panic stricken, or unable to function. Holds back when a situation requires action, loses temper, or displays cowardice. Over or under reacts to the situation.
 - (4) Acceptable – Maintains calm and self-control in most situations. Determines proper course of action and takes it. Does not allow a situation to further deteriorate.
 - (7) Superior – Maintains calm and self-control in even the most extreme situations. Quickly restores control of the situation and takes command. Determines best course of action and takes it.
- 18. INVESTIGATIVE SKILLS** – Evaluates the trainee's ability to conduct a proper investigation with an emphasis on crime scene investigatory procedures.
- (1) Unacceptable – Does not conduct a basic investigation or conducts investigation improperly. Unable to accurately identify offense committed. Fails to discern readily available evidence. Makes frequent mistakes when identifying, collecting, or submitting evidence. Does not connect evidence with suspect when readily apparent. Lacks skill in collection and preservation of fingerprints. Does not protect crime scene. Fails to identify and follow-up obvious investigative leads.
 - (4) Acceptable – Follows proper investigatory procedure in routine cases. Is generally accurate in identifying the nature of offense committed. Collects, tags, logs, and submits evidence properly. Connects evidence with suspect when apparent. Collects "readable" fingerprints from most surfaces when available.
 - (7) Superior – Always follows proper investigatory procedure and always accurate in identifying the nature of offense committed. Connects evidence with suspect even when not apparent. Has "Evidence Technician" level skill in the collection and identification of evidence. Collects "readable" fingerprints from any possible surface when available.

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

- (1) Unacceptable – Fails to use proper questioning techniques. Does not elicit and/or record available information. Does not establish appropriate rapport with subject and/or does not control interrogation of suspect. Fails to give Miranda warning. Fails to elicit enough information to determine what is occurring. Fails to identify citizens contacted during the course of the investigation.
- (4) Acceptable – Uses proper questioning techniques. Elicits available information and records same. Establishes proper rapport with victims/witnesses. Controls the interrogation of suspects and properly conducts a Miranda admonishment.
- (7) Superior – Always uses proper investigative questioning techniques. Establishes rapport with all victims/witnesses. Controls the interrogation of even the most difficult suspects. Conducts successful interrogations of suspects.

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

- (1) Unacceptable – Fails to observe or avoids suspicious activity. Does not investigate those situations. Rationalizes suspicious circumstances.
- (4) Acceptable – Recognizes and identifies police-related activities. Develops cases from observed activity. Displays inquisitiveness.
- (7) Superior – Seldom misses observable police-related activity. Maintains "Watch Bulletins" and information provided at roll call. Uses the information as "probable cause" to initiate activity. Makes quality contacts and/or arrests from observed activity. "Sees" beyond the obvious.

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

- (1) Unacceptable – Fails to follow acceptable safety procedures. Fails to exercise officer safety including but not limited to (A – R):
 - A. Exposes weapons to suspect (handgun, baton, mace, etc.).
 - B. Fails to keep weapon hand free in enforcement situations.
 - C. Stands in front of/next to 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 personal safety equipment.
 - J. Does not anticipate potentially dangerous situations.
 - K. Stands too close to passing vehicular traffic.
 - L. Is careless with gun and/or other weapons.

- M. Fails to position vehicle properly on car stops.
- N. Stands in front of door when making contact with occupants.
- O. Makes poor choice of which weapon to use and when to use it.
- P. Fails to cover other officers or maintain awareness of their activities.
- Q. Stands between police and violator's vehicle on a car stop.
- R. Fails to search police vehicle prior to duty and after transporting other than police personnel.

- (4) Acceptable – Follows acceptable safety procedures. Understands and applies them.
- (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.

22. OFFICER SAFETY: SUSPICIOUS PERSONS, SUSPECTS, AND PRISONERS – Evaluates the trainee's ability to perform police-related tasks safely while dealing with suspicious persons, suspects, and prisoners.

- (1) Unacceptable – Violates officer safety practices as outlined in SEG 21 (above). Additionally, fails to "pat search," allows people to approach while seated in patrol vehicle, fails to handcuff when appropriate. Conducts poor searches and fails to maintain a position of advantage that could prevent attack or escape.
- (4) Acceptable – Follows acceptable safety procedures with suspicious persons, suspects, and prisoners.
- (7) Superior – Foresees potential danger and eliminates or controls it. Maintains position of advantage in even the most demanding situations. Is alert to changing situations and prevents opportunities for danger to develop. Serves as a model for safety.

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

- (1) Unacceptable – Speaks too softly or timidly, speaks too loudly, confuses or angers listener by what is said and/or how it is said. Speaks when inappropriate. Unable to use a confident/commanding tone of voice.
- (4) Acceptable – Speaks with authority in a calm, clear voice. Proper selection of words and knowledge of how and when to use them. Commands usually result in compliance.
- (7) Superior – Completely controls situations with voice tone, word selection, inflection, and command bearing. Restores order in even the most trying situation through voice and language usage.

- 24. CONTROL OF CONFLICT: PHYSICAL SKILL** – Evaluates the trainee's ability to use the proper level of force for the given situation.
- (1) Unacceptable – Uses too little or too much force for the given situation. Is physically unable to perform the task. Does not use proper restraints or is unable to properly use restraints.
 - (4) Acceptable – Obtains and maintains control through use of the proper amount of force. Uses restraints effectively.
 - (7) Superior – Excellent knowledge and skill level in use of restraints (physical/mechanical). Extremely adept in the proper use of force for the given situation.
- 25. PROBLEM-SOLVING/DECISION-MAKING** – Evaluates the trainee's performance in terms of ability to perceive problems accurately, form valid conclusions, arrive at sound judgments, and make proper decisions.
- (1) Unacceptable – Acts without thought or good reason. Is indecisive, naive. Is unable to reason through a problem and come to a conclusion. Cannot recall previous solutions and apply them in similar situations.
 - (4) Acceptable – Able to reason through a problem and come to an acceptable conclusion in routine situations. Makes reasonable decisions based on information available. Perceives situations as they really are. Makes decisions without assistance.
 - (7) Superior – Able to reason through even the most complex situations and reach appropriate conclusions. Has excellent perception. Anticipates problems and prepares resolutions in advance. Relates past solutions to present situations.
- 26. PROBLEM-SOLVING TECHNIQUES** – Evaluates the trainee's ability to recognize problems and generate possible solutions.
- (1) Unacceptable – Avoids problems. Demonstrates a failure to understand problem-solving techniques by not using them or not applying them effectively. Fails to ask the right questions. Is unable to choose alternative solutions. Does not assess a proper or effective response to the problem.
 - (4) Acceptable – Is capable of explaining what a problem-solving model is. Generates proper questions designed to identify problem. Generally able to choose a solution. Analyzes response for further action.
 - (7) Superior – When confronted with a problem, uses SARA (Scan–Analyze–Respond–Assess) problem-solving model. Identifies root causes of problems, not just symptoms. Selects workable solution. Properly assesses response and plans for follow-up.

- 27. COMMUNICATIONS: APPROPRIATE USE OF CODES/PROCEDURE** – Evaluates the trainee's use of communications equipment in accordance with department policy and procedure.
- (1) Unacceptable – Violates policy concerning use of communications equipment. Does not follow procedures or follows wrong procedures. Does not understand or use proper codes/language.
 - (4) Acceptable – Follows policy and accepted procedures. Has good working knowledge of most-often-used code sections/language.
 - (7) Superior – Always follows proper procedure. Adheres to policy in every instance. Has superior working knowledge of all codes/language and applies that knowledge when using communication equipment.
- 28. RADIO: LISTENS AND COMPREHENDS** - Evaluates the trainee's ability to pay attention to radio traffic and to understand the information transmitted.
- (1) Unacceptable – Repeatedly misses own call sign and is unaware of traffic in adjoining beats. Requires dispatcher to repeat radio transmissions or does not accurately comprehend transmission.
 - (4) Acceptable – Copies own radio transmissions and is normally aware of radio traffic directed to adjoining beats.
 - (7) Superior – Is aware of own traffic and what is occurring throughout the service area. Recalls previous transmissions and uses that information to advantage.
- 29. RADIO: ARTICULATION OF TRANSMISSIONS** – Evaluates the trainee's ability to communicate with others via the telecommunications network.
- (1) Unacceptable – Does not pre-plan transmissions. Over/under modulates. Improperly uses microphone. Speaks too rapidly or too slowly.
 - (4) Acceptable – Uses proper procedure with clear, concise, and complete transmissions. Few complaints from communication center re: articulation skill.
 - (7) Superior – Transmits clearly, calmly, concisely, and completely in even the most stressful situations. Transmissions are well thought out and do not have to be repeated.

- 30. MDT: USE/COMPREHENSION/ARTICULATION** – Evaluates the trainee’s ability to operate the terminal and receive and send clear communications via MDT.
- (1) Unacceptable – Does not understand dispatch and/or message formats. Does not recognize messages addressed to his/her unit. Fails to properly update the status of the unit. Is unfamiliar with formats necessary for routine operation and inquiries. Is unable to compose understandable text. Does not recognize officer safety issues involved in dispatch calls. Violates FCC regulations and/or department policy.
 - (4) Acceptable – Understands the operation and formats required for all function and status keys. Can communicate by administrative message. Understands message, dispatch, and database formats used daily by officers. Properly updates status. Readily recognizes officer safety issues involved in the disposition of calls. Clear and brief in transmissions. Adheres to FCC regulations and department policy.
 - (7) Superior – Consistently recalls dispatch information without running summaries. Can make rarely used free format inquiries from memory. Understands CAD, DMV, and CLETS error messages. Proficient in use of all function keys and in multiple administrative messages and BOLO file retrieval.

KNOWLEDGE

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

Reflected by Verbal/Written/Simulated Testing

- (1) Unacceptable – When tested, answers with less than 70% accuracy.
- (4) Acceptable – When tested, answers with at least 70% accuracy.
- (7) Superior – When tested, answers with 100% accuracy.

Reflected in Field Performance

- (1) Unacceptable – Fails to display knowledge of department policies, regulations, and/or procedures, or violates same.
- (4) Acceptable – Familiar with most commonly applied department policies, regulations, procedures and complies with same.
- (7) Superior – Has an excellent working knowledge of department policies, regulations, procedures, including those less known and seldom used.

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

Reflected by Verbal/Written/Simulated Testing

- (1) Unacceptable – When tested, answers with less than 70% accuracy.
- (4) Acceptable – When tested, answers with at least 70% accuracy.
- (7) Superior – When tested, answers with 100% accuracy.

Reflected in Field Performance

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

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

Reflected by Verbal/Written/Simulated Testing

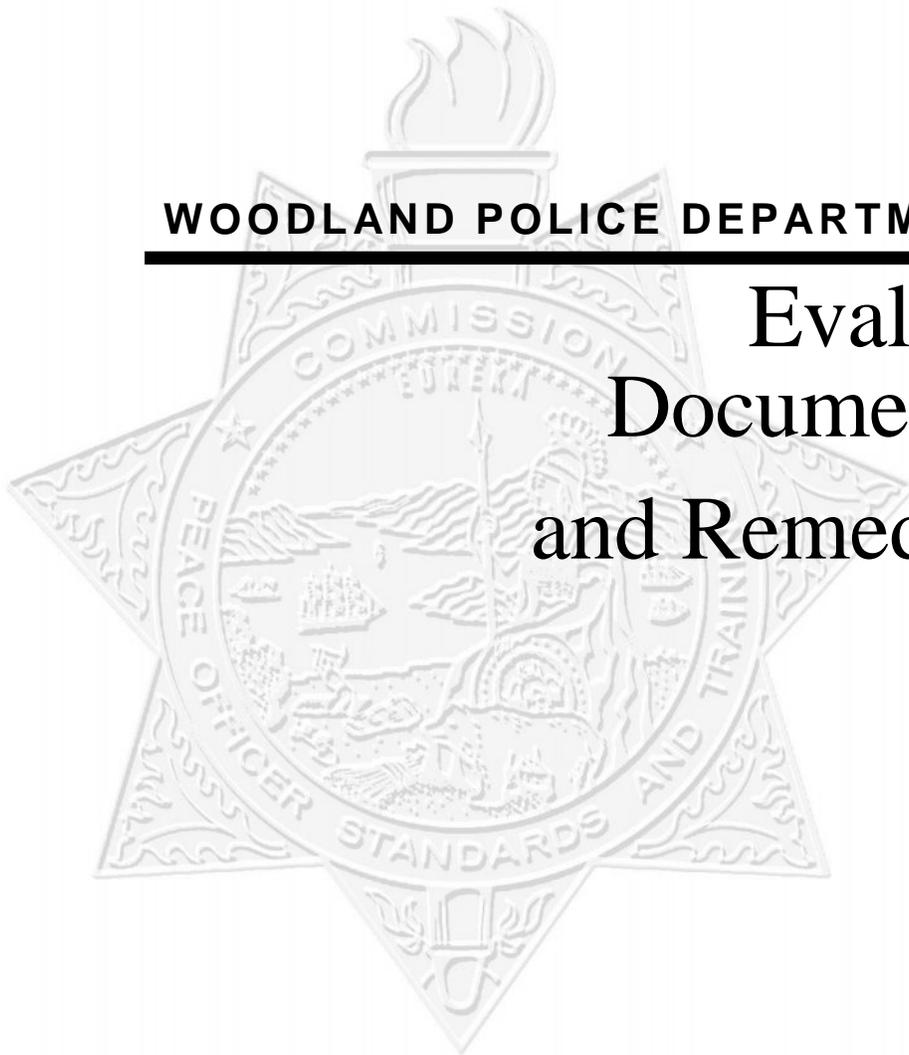
- (1) Unacceptable – When tested, answers with less than 70% accuracy.
- (4) Acceptable – When tested, answers with at least 70% accuracy.
- (7) Superior – When tested, answers with 100% accuracy.

Reflected in Field Performance

- (1) Unacceptable – Violates procedural requirements. Attempts to conduct illegal searches, fails to search when appropriate, attempts to seize evidence illegally, and arrest unlawfully.
- (4) Acceptable – Follows required procedure in commonly encountered situations. Conducts proper searches and seizes evidence legally. Makes arrests within guidelines.
- (7) Superior – Follows required procedure in all cases, accurately applying law relative to searching, seizing evidence, release of information, and effecting arrests.

WOODLAND POLICE DEPARTMENT ■

Evaluation, Documentation and Remediation



■ EVALUATION

During the field training process, trainees must be guided, directed, and apprised of their progress through verbal and written feedback and evaluations. The process includes Daily Observation Reports (DORs) and End of Phase Reports (EPRs). In addition, the FTO Sergeant shall complete a three month evaluation and the trainee's shift Sergeants shall complete evaluations at six, nine and twelve months.

Evaluations must be consistent, objective, and administered in a manner that promotes good performance and progress throughout the program. The performance objectives in the field training manual, the judgment used by the trainee, and the skills, knowledge and competency demonstrated in performing the job-related duties of a uniformed patrol officer, will serve as the basis for these evaluations.

The Process

Each trainee shall be evaluated in a number of categories, which will, when taken together, reflect the totality of the job for which the trainee was hired. *How* to rate these categories becomes the issue.

How is based upon the employee's performance as measured against the Department's standards. Standardized Evaluation Guidelines (SEGs) have been established to ensure each FTO's rating of a trainee 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 trainees, regardless of their experience, time in the program, or other incidental factors.

Because law enforcement has a wide variety of techniques and procedures, it becomes extremely important that standardization of performance appraisal occur. Proper evaluation without standardization is not possible. In order to promote standardization of the evaluation process, there is a need to articulate and document reference points. These reference points need to explain the rationale supporting the scores: "1" (Unacceptable), "4" (Acceptable), "7" (Superior).

Rating Behavior/Performance

A written department standard or "scale" should accompany each category evaluated on the DOR or Weekly Training Progress Reports. Most departments use the "San Jose Model" which utilizes a 7-point rating scale, while others

POST FIELD TRAINING PROGRAM GUIDE

utilize another point variation scale (a 3, 4, or 5-point) or alphabetic scales (“NI” – Needs Improvement, “C” – Competent, etc.). **Whatever rating scale a department chooses, all trainees should be evaluated throughout the entire program utilizing the solo patrol officer standard as “acceptable” or “competent.”**

The FTO’s role is to examine the trainee’s performance and choose the appropriate description as provided in the relevant SEG or evaluation scale. The FTO selects the description that “fits” the behavior that they are evaluating; i.e., 1, 4, 7, “NI,” or “C” anchor. Performance, however, does not always “fit” into the nice, neat rating box. A trainee’s performance may be somewhat better or worse than the rating descriptor. In these cases, where behavior is not “anchored” by the appropriate description, the FTO must select the score.

For example, in the 7-point rating scale there are behavioral descriptions found only at numbers “1”, “4”, and “7.” In the case of report writing, the “1” rating states the trainee takes three or more times the amount of time an experienced officer takes to complete a report. If the trainee takes perhaps only 2 times the amount of time, the FTO may choose to give him/her a “2” rating and/or if the trainee shows steady improvement to being able to complete a report in only about 15-20 minutes beyond the amount of time an experienced officer would take to complete the report, a “3” might be the appropriate rating. Even if FTOs have different opinions as to when to rate a behavior or performance a “2” or a “3”, the bottom line is that both ratings indicate a less than acceptable (competent) performance. The same logic would follow for “5” or “6” ratings as well.

Although this may appear subjective, most FTOs who have completed a POST-certified Field Training Officer Course will select one score over another because they are; 1) familiar with the job, 2) have been trained to know what is expected within their program, and 3) have the best perception of the trainee’s performance that day as well as his/her progress (or lack thereof) within the program.

The most difficult part of the evaluation process for FTOs is to surrender their own opinions of what the trainee’s performance *should* be. FTOs **MUST** rate the trainee pursuant to the language in the guidelines if the trainee’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

If the objectivity of the evaluation process is called into question, it is most likely because one or more FTOs did not follow the guidelines or standards established by the department. It may be that one or more of the following “errors” entered into the evaluation process.

The **ERROR OF LENIENCY** occurs when the FTO assigns scores beyond those that are deserved. In a field training program, this often occurs because the FTO introduces the variable of “experience” or the amount of time the trainee 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 trainee 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. Remember... **Whatever rating scale a department chooses, all trainees should be evaluated throughout the entire program utilizing the solo patrol officer standard as “acceptable” or “competent.”**

The **ERROR OF PERSONAL BIAS** (also called the “Halo” or “Horns” effect) occurs when the FTO 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 safely, effectively, and competently do the job as described...that’s all!

The **ERROR OF CENTRAL TENDENCY** is seen when the FTO routinely “bunches” scores toward the center of the rating scale. This error is often present in field training programs when departments using the numeric scale require written comments for scores of 1, 2, 6, and 7. 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 FTO 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. Many departments using the numeric scale require only that scores of “1” and “7” be documented which allows for more latitude in the scoring.

The **ERROR OF RELATED TRAITS** happens when the FTO 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.

The **ERROR OF EVENT BIAS** comes into play when one or two traits (or a particular behavior) dominate the appraisal. The FTO 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” or “Horns” effect.

“NO ROOKIE EVER GETS A 7” (or Exceeds Standards, Superior, etc) is a belief too often expressed. The SEGs and rating descriptions should be based on real life experiences and should not reflect artificial standards. While it may be difficult for many trainees 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.

The **ERROR OF “ROOM TO GROW”** occurs when the FTO, wanting to “motivate” the trainee to work harder, assigns a score less than what the trainee deserves. When a trainee fails to get the recognition that he/she deserves, there may be a loss, rather than a gain, in terms of motivation.

The **ERROR OF AVERAGING SCORES.** FTOs who assign a score based on an average of the trainee’s performance for the day have selected a score that is not accurate. For example, a trainee, stopping at thirty or more traffic lights during the day, goes through one without stopping. Some will say that “on the average” the trainee 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 trainee that it is “OK.” Additionally, no one will know what the trainee did unless the FTO includes a written comment about the fault.

FTOs are often uncomfortable about giving an “Unacceptable” rating when a trainee has performed well in an area throughout the day with one or two exceptions. Objective evaluation requires that the FTO acknowledge the mistake(s) by assigning a score less than “Acceptable”. The FTO must give the trainee an “Unacceptable” rating in an area regardless of how minor or infrequent the mistake(s) when weighed against the trainee’s otherwise good performance. The FTO will mediate any hard feelings on the part of the trainee by adding documentation that acknowledges the good performance as well as the mistake.

Finally, there are other errors that trainers must guard against. These are biases that have a tendency to influence us when rating the performance of another. Taking into account a trainee’s standing in the academy class; relationship to another member of the department; the presence or absence of educational achievement; 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 performance, not their personality, discussed during a performance review.

PART II. EVALUATION, DOCUMENTATION, AND REMEDIATION

In this way, defensiveness on the part of the trainee will diminish, and the FTO will be able to avoid these common appraisal errors.

The only measure that FTOs should use when evaluating the behavior and performance of a trainee is the department's Standardized Evaluation Guidelines or Evaluation "Scale."

Evaluation Comments/Narratives/Documentation

To make the most effective use of the narrative portions of written evaluations, it is important for the FTO to remember four "goals" of documentation. To provide meaningful evaluation, the documentation should be:

Ten Steps How to Achieve the Four Goals

1. CLEAR
2. CONCISE
3. COMPLETE
4. CORRECT

The following suggestions will support the FTO in accomplishing the documentation goals.

1. **Set the stage.**

Provide a description of the situation or conditions that are present when the trainee performs. This will allow the reader to more fully understand what occurred.

Example: The trainee, using excellent defensive driving techniques, brought an 80 mph, 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 trainee, 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 a physical confrontation.

3. **Report the facts — avoid conclusions.**

Report what occurred. Do not include your interpretation of why something occurred. In the example below, there are several possible reasons why the trainee is not making the traffic stops other than a lack of motivation or confidence.

Example: The trainee lacks motivation or confidence. Despite training in vehicle violation stops, the trainee, although admitting that he saw

the violation, had to be told to make these stops on five separate occasions.

4. **Remember your audience.**

When writing your evaluation(s), consider who may be reading the report. In addition to the trainee, your report may be read by your supervisor, department head, an attorney representing your department or the trainee, an arbitrator, or judge. These readers will form opinions of your abilities based on what they read.

5. **Watch your grammar, spelling, and legibility. Avoid slang, jargon, and swearing.**

Not everyone who will be reading your evaluation(s) understands radio codes and penal code sections. Explain any code sections used. Be professional and model your expectations.

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 “You did a poor job of handling the disturbance call...” try “Trainee 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 trainee, when asked, failed to accurately identify the following ten 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? Document your training plans 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 Ann, with a little more effort, will be able to master the radio,” or “Charlie’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.,

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“When Bill can complete reports of this nature within 30 minutes or less, he will be performing at an acceptable level.” Predictions set up false expectations.

If FTOs can write acceptable reports, they should be able to write acceptable evaluation narratives. One way to keep documentation of this type in perspective is to write as though telling a story to a close friend or co-worker who was not present when the behavior was observed. Would all the details be included or just generalities? When in doubt, reread what’s written and ask if you REALLY know what happened from what was written. Another approach is to have another FTO or supervisor read the narrative. Do they have any questions? If so, the documentation may need more work.

Discussing Evaluations

The FTO and trainee’s discussion of evaluations is a particularly important aspect of the field training program. Merely completing the evaluation and having the trainee sign it will not achieve the objectives of a proper evaluation.

The performance evaluation must:

1. Be understood by the trainee. This does not mean the trainee has to be in agreement with the entire evaluation, just that he/she understands it.
2. Be the basis for plans to help the trainee improve performance as needed.
3. Give the trainee recognition for strong points and acceptable performance as well as call attention to weak areas and/or deficient performance.

FTOs should allow ample time to discuss evaluations with trainees. Discussions should be held where privacy can be maintained with little or no interruptions. These discussions should be a “two-way conversation.” Trainees should be encouraged to express how they feel. Trainees should be encouraged to be more self-aware and perhaps, even be given a chance for self-evaluation.

FTOs should listen to what the trainees have to say and not show disapproval when they do respond to the evaluation. FTOs should re-emphasize that performance is being discussed and not a defense of the evaluation.

Once a discussion has been completed, the FTO should ensure that the trainee signs the evaluation and has the opportunity to provide written comments or speak with the FTP SAC if desired. ■

■ PERFORMANCE EVALUATION DOCUMENTS

Daily Observation Report

The Daily Observation Report (DOR) is to be completed by the FTO at the end of each shift that the trainee is assigned to work during the field training program. Days where the trainee receives no evaluation by a qualified FTO (i.e., Orientation, days off sick or injured, non-enforcement or special assignments, etc.) can also be documented on the DOR. Only the headings and narrative portions should be completed for those shifts. The DOR is used to record the trainee's performance, specific training or instruction presented, and any other information of importance related to the trainee's activities in the training program that day.

This report is the permanent record of the trainee's progress in terms of performance, skills, knowledge, the improvements needed, and the FTO's efforts to bring about change. It is the principle document used for determining the trainee's status in the program.

The form shall be completed at or near the end of each shift and reviewed with the trainee unless unusual circumstances exist. It is important that this feedback be shared with the trainee as close to the events documented so that he/she can have the benefit of utilizing the feedback in advance of the next call for service and/or shift.

The DOR is designed to rate observed behavior with reference to either a numerical or alphabetic scale (i.e., 1,4, and 7 or NI and C). 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. Circling or marking the appropriate number or letter records the numeric or alphabetic rating based on the Standardized Evaluation Guideline for each category. Ratings such as Unacceptable, Below Standard, Far Exceeds Standards, and/or Superior should be explained on the reverse side of the form.

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Some DORs have a “N.R.T.” box on the face of 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 N.R.T. 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 trainee and the FTP SAC. From this point, if improvement is not made, termination may result. It is expected 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 FTO 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 FTO then must get an idea of how many tries the trainee has had at task completion. This process is a search for the presence or absence of balance (i.e., Has the trainee had enough opportunities to effectively complete the task given the difficulty?). If the answer is “Yes,” N.R.T. is appropriate. If “No,” continue with remediation.

Note →

We must be sure that any remediation that has 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.” found on some DORs refers to remedial training or the time spent by the FTO in the correction or review of previously taught information or procedures. When 15 minutes (some departments use a 10-minute standard) or more is spent in any one category, the FTO shall record the number of minutes in the appropriate box. If the FTO spends less than 15 minutes in the task area, a “check” or “X” is sufficient. More information on remedial training and strategies begins on Page II-15.

Some DORs have a Daily Score (“D.S.”) box on the left side of the face of the form. This column of boxes can serve several purposes. Most often after the FTO has reviewed the DOR with the trainee, the trainee should transfer (write) each score from the rating scale into the box in this column. This practice serves to reinforce how the trainee performed on that day. Secondly, these scores can later be transferred to a chart reflecting rated performance over a period of time. The tracking of these scores produces a picture of improvement or lack thereof. A chart of this type can also be used by the FTP SAC to identify potential inconsistencies in individual FTO ratings.

The reverse side of the DOR is designed for narrative comments. Both negative and positive performance should be noted by the FTO. Steps taken to assist trainees in improving their performance should also be noted here.

All DORs are to be signed and dated by both the trainee and the FTO. In some departments the FTP SAC may also sign these forms. The FTP SAC must monitor the trainee's progress through the review and signing of these DORs and/or through the completion of a Supervisor's Weekly Report (SWR). Sample DORs with the supplementary SEGs can be found in Appendices I and II.

Daily Training Notes

Some departments may choose the Daily Training Notes/Weekly Training Progress Reports documentation method. Like DORs, Daily Training Notes are invaluable in providing immediate feedback to a trainee on his/her performance. FTO notes should be made as soon as possible after incidents occur. The notes should be verbally reviewed with the trainee and he/she should also be allowed to review the notes. The written comments should be used as the primary basis for the Weekly Training Progress Reports that the FTO is required to prepare during the training program. Each important incident and response must be addressed and noted in order to give the trainee direction to continue good performance or improve poor performance. FTOs should note whatever steps are taken to assist the trainee in improving his/her performance. Sample Daily Training Notes can be found in Appendix III.

Weekly Training Progress Reports

Departments using Daily Training Notes will have FTOs complete Weekly Training Progress Reports. These progress reports are completed at the end of each week of the training program. They are designed to match the objectives covered during that week and augment the daily training notes. Specific comments concerning performance below an acceptable level should be articulated in the Daily Training Notes for justification.

Rating Levels: Training Progress Evaluation Scale

Performance in each evaluation category is rated between 1 and 4 indicating the trainee's performance during the week. The specific meaning of each number can be found in the breakdown listed below:

- 4 – BETTER THAN ACCEPTABLE:** Performance exceeds the agency's standard
- 3 – ACCEPTABLE:** Performance meets the agency's standard
- 2 – IMPROVEMENT IS NEEDED:** Performance is progressing toward acceptable but does not yet meet the agency's standard

PART II. EVALUATION, DOCUMENTATION, AND REMEDIATION

1 – UNACCEPTABLE: Performance is not at an acceptable level

N.R.T. – NOT RESPONDING TO TRAINING: Trainee has been rated at level 1 or 2 and, after remediation, shows no improvement

Performance Descriptions

“Better than Acceptable.” A trainee who performs significantly above that which is expected and above the standard of the agency.

“Acceptable.” Given when the performance satisfies the required standard. It is interpreted as the training progress is satisfactory and the trainee should at least maintain that level of performance. Every effort should be made to encourage the trainee to strive for improved performance that would be recognized in future Training Progress Reports and to guide him/her to the fullest development of his/her capacities.

“Some Improvement Needed.” Notifies the trainee that his/her performance is deficient. It is intended to stimulate the trainee to improve and maintain a higher level of work performance. Usually, it also means that the FTO must devote additional attention to assisting the trainee in making the needed improvement. The special attention may take the form of greatly increased effort, special training, or a remedial training plan.

“Unacceptable.” Indicates that performance is significantly below the expectation of standard work performance. The trainee, with the assistance of his/her FTO, must make every effort to improve competence in that category.

“N.R.T.” Comment (Not Responding to Training). A trainee who has been rated at Level 1 or 2, and after remediation shows no improvement in performance, should be notified that he/she is “N.R.T.” This comment should alert the trainee and training staff that there is a continuing problem. It notifies the trainee that the need for improvement is so great that the trainee’s continued stay in the program is in jeopardy.

The specific standard for each of the rating levels in a Weekly Training Progress Report will be determined by a department’s own standards. A sample Weekly Training Progress Report can be found in Appendix IV.

Supervisor’s Weekly Report

In an effort to ensure accountability, supervision, and participation from a higher level within the department, some departments may require the FTP SAC to complete an evaluation of the trainee’s performance and progress each week. The evaluation will be completed and administered to the trainee by the FTP

SAC. This report is useful not only to report a trainee's performance but also to serve as a check and balance of the FTO's evaluation of the trainee.

The Supervisor's Weekly Report (SWR) contains a sentence in which the supervisor advises the trainee that his/her performance for that week was either "acceptable" or "unacceptable." The FTP SAC will also advise the trainee as to the level of his/her overall performance at that point in the program. This report provides additional feedback to the trainee and an opportunity for the trainee to discuss other training issues with a supervisor, if needed. The SWR should be signed and dated by both the trainee and the FTP SAC. A sample SWR can be found in Appendix V.

End of Phase Report

Departments using DORs and phase training will have FTOs complete an End of Phase Report (EPR). EPRs detail the trainee's significant strengths and weaknesses, as well as list specific training provided during the phase. The EPRs also list recommendations for training needed by the trainee during the next phase of instruction.

In this report, FTOs will indicate their judgment as to the actual level of performance demonstrated by the trainee. The EPR should be discussed in a field training staff meeting with the FTP SAC, the trainee's current FTO, and the trainee'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. The EPR should be signed and dated by the trainee, the FTO, and the FTP SAC. A sample EPR can be found in Appendix VI.

Phase Evaluation Report

Departments using Daily Training Notes and Weekly Training Progress Reports will have FTOs complete a Phase Evaluation Report. These are formatted similarly to the Weekly Training Progress Reports but must include all of the objectives that were covered from the previous weeks.

It must also address the judgment displayed in performing the objectives, the skills demonstrated in conducting preliminary investigations, preparing reports, performing self-initiated activity, and the acceptability of personal characteristics such as personal relations and dependability. Objectives that were carried over from a previous evaluation period because they were not acceptably performed, or are not currently being performed at an acceptable level, should also be included.

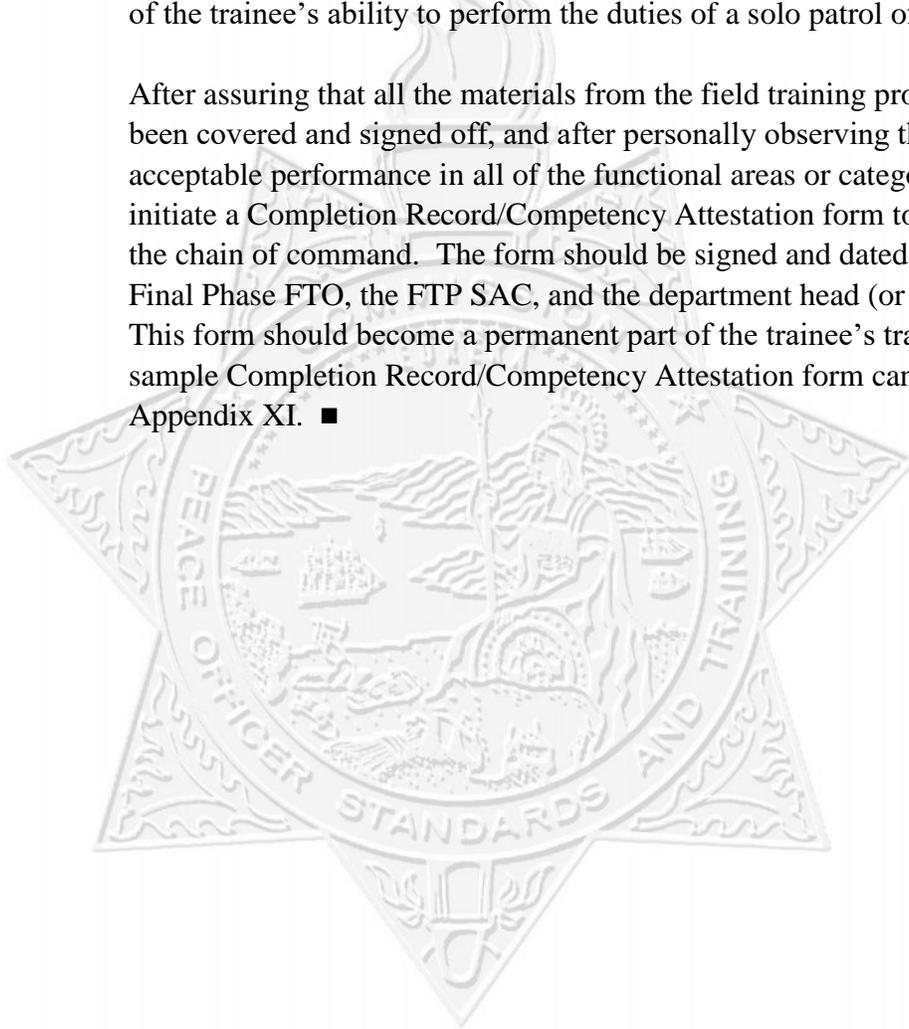
PART II. EVALUATION, DOCUMENTATION, AND REMEDIATION

The Phase Evaluation Report should not contain any reference to an incident that was not part of the Daily Training Notes or has not been reviewed with the trainee. A sample Phase Evaluation Report can be found in Appendix VII, while a completed sample is in Appendix XX.

Completion Record/Competency Attestation

Upon the trainee's successful completion of the field training program, it will be the responsibility of the Final Phase FTO to complete a competency attestation of the trainee's ability to perform the duties of a solo patrol officer.

After assuring that all the materials from the field training program guide have been covered and signed off, and after personally observing the trainee's acceptable performance in all of the functional areas or categories, the FTO will initiate a Completion Record/Competency Attestation form to be routed through the chain of command. The form should be signed and dated by the trainee, the Final Phase FTO, the FTP SAC, and the department head (or his/her designee). This form should become a permanent part of the trainee's training record. A sample Completion Record/Competency Attestation form can be found in Appendix XI. ■



■ REMEDIAL TRAINING STRATEGIES

Most FTOs will report that training is an “ongoing” process that is the result of the natural interactions between themselves and the trainee. Simple comments such as “keep your gun hand clear” or “this word is spelled...” often take place simultaneously to the observed mistake. Some training may have to take place at another time or location away from the actual event. What is important to remember is that; 1) a mistake or performance deficiency **must** be corrected, and 2) that correction should come as **soon** as practical after the behavior without interfering with the department’s service responsibilities. Most performance mistakes are relatively simple to fix and are corrected almost immediately. The problems that do not seem to go away, or are repeated, call for a more formal approach known as remedial training.

Remedial training is defined as: **A correction or review of previously taught information or procedures.** “Previously taught” should not include any training that the trainee may have received in the Regular Basic Course (Academy). Remedial training becomes necessary when the trainee’s job performance is evaluated as less than acceptable after having been provided with sufficient training or intervention that should have corrected and improved the job performance.

While the FTO’s role is to help the trainee overcome performance deficiencies and give him/her every opportunity to learn and perform, some performance deficiencies have as their root cause something that the FTO cannot correct. Examples might be immaturity, absence of a positive self-image, lack of common sense and worldliness, lack of life experience, stress, and fear. These are attitudinal based and are occasionally so deeply ingrained in the trainee’s behavioral package that they cannot be overcome. It would be wrong to automatically assume that a failure to perform well is linked to one of these reasons. It is more likely that inexperience and an absence of sufficient practice has led to the problem. Remedial training should begin as soon as the ongoing deficiency is noted.

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Since formal remedial training may require an extended stay in the field training program, there are several steps the FTO can take when trying to resolve the deficiency:

1. Being as specific as possible, identify and describe the deficiency. Do not overlook calling upon the trainee 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.

Consider using a Remedial Training Assignment Worksheet (Appendix VIII) when developing a remedial plan. Be sure to document the plan, the FTO's efforts, and the results.

Remedial Training Strategies

The following section is designed to assist FTOs in recognizing and correcting training deficiencies and/or performance problems. It describes some of the commonly reported trainee problems and offers strategies for resolving them. For any identified deficiency/problem, the types of remedial training strategies are limited only by imagination and feasibility; however, no training should be dangerous, demeaning, harassing, or expose the department to liability. Department policies, procedures, or safety standards must never be violated for the sake of training.

The following strategies can be appropriate for assisting trainees in gaining proficiency with items in the field training program guide or in designing written training plans.

Role-Plays and Scenarios

These can be used 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.

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3. Notification of other potentially involved parties (i.e., dispatch, neighboring departments, patrol and/or field training supervisors, etc).
4. Choice of location (so as not to involve unknowing citizens or other officers).
5. Selection of role-players who understand the win-win philosophy (If the trainees do it right, they win!).

Role Reversals

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

Commentary Driving

The trainee is advised to maintain a running commentary of what is observed while operating the vehicle (in the case of Driving Skills) or while acting as either the driver or passenger (in the case of Patrol Observation and Orientation Skills).

When Driving Skills are being taught, the trainee's recitation should focus on street/traffic conditions, traffic control devices, and defensive driving information. When Patrol Observation is being taught, the trainee should direct his/her attention to people and things that would be of police interest. The intent of this training is to move the trainee from "looking" as a civilian to "seeing" as a police officer does. When Orientation Skills are being taught, the trainee provides a commentary of the: 1) direction of travel, 2) location by intersection, and 3) identification of landmarks.

Verbalization

This technique is useful for those trainees who routinely know what to do but once subjected to stressful situations are unable to perform the required task(s).

Trainees are instructed to talk out their thoughts. If they are en route to a call, they must describe the call to the FTO, tell how they will get there and, once there, what their actions will be. In this way, they must organize their thoughts and present them to the FTO in a clear and logical manner.

An important benefit for trainees from this exercise is not only the "putting in order" of their thoughts and actions but also the slowing of their thought processes and prevention of "overload." By having them "talk out" their

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thoughts, their thinking will revert to a slower, more understandable pace. This process should have a calming effect and reduce stress.

Flash Cards

Having trainees make flash cards enhances the learning process by using more than one learning style. Flash cards are particularly effective with subjects such as Radio Codes, Orientation Skills, Vehicle or Criminal Statutes and Elements, and Spelling.

Spelling Quizzes

The FTO keeps track of words that are frequently misspelled. The trainee is provided a list of these words and advised a few days in advance of the quiz. If the trainee finds it helpful, he/she may wish to practice writing the words a number of times.

Self-Evaluations

This technique, especially valuable when the trainee has difficulty accepting feedback, entails having the trainee 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 their DORs at the end of the shift.

Directing Traffic

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

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Traffic Stops

1. Role-play, in a parking lot, using other FTOs and vehicles.
2. Videos
 - a. Professionally made.
 - b. Film trainees in action so they can watch themselves.
3. Have trainee speak/ride with a traffic officer, etc.
4. FTO draws diagram for the trainee 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 trainee practice completing citations and warnings 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 makes a good report.
4. Have trainee enroll in a writing class.
5. Have trainee obtain and read library books on the subject.
6. Develop checklist to include elements of crimes for the more common calls.
7. Suggest trainee purchase a speller.
8. Have trainee recite the elements of a crime and describe how the elements were accomplished and in what sequence.
9. Have trainee spend time working with an in-house expert or academy instructor.

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DUI

1. Role reversal with FTO making actual stops and trainee doing the critique.
2. Role-plays in a parking lot using other FTOs and vehicles.
3. Videos
 - a. Professionally made.
 - b. Film trainees in action so they can watch themselves.
 - c. Previous DUI arrests.
4. Interview DUI officers, instructors, and attorneys.
5. Review old DUI reports.
6. Review actual case law at library.
7. Have trainee 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 makes a good witness.
2. Have trainee observe a trial.
3. Conduct a mock trial.
4. Have trainee 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 quizzes on elements of crimes.
3. Have trainee spend some time with an I.D. technician.
4. Tour a crime laboratory.
5. Follow one of the trainee's cases through with the assigned detective.
6. Create a mock crime scene.

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Felony Stops

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

Domestic Disputes

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

Orientation Skills

1. Give trainee a copy of a map that contains the streets but no names. Trainee fills in the names.
2. Verbal and written quizzes on the hundred blocks, landmarks, and other important locations.
3. Throughout shift ask trainee, "Where are we now?"
4. Give the trainee addresses, transparencies, and a marker. Have trainee trace the route to the location.
5. Have trainee obtain and study overhead maps from highway department or run maps from the fire department.
6. Demonstrate efficient ways to use the Thomas Guide, including checking the index.

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Radio Procedures and Codes

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

Accident Investigation

1. Have trainee ride with an accident investigator.
2. Develop a checklist for steps in completing an accident report.
3. Review past reports and diagrams.
4. Create a scenario and have the trainee draw a diagram.
5. Request assignments for these types of calls.
6. Using crayon attached to the corners of a block, show tire skids, etc.
7. Visit driving track skid pan.
8. Observe an autopsy for occupant injuries, etc.
9. Visit a junkyard for damage estimates, etc.

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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. Have trainee spend a shift with a public information officer.
3. Role-plays.
4. Videotape trainee's contacts. Have trainee review and critique performance.
5. Assign trainee to work with a department volunteer.

Total Confusion

1. Have trainee complete a self-evaluation.
2. Develop a flow chart of basic tasks.
3. Have trainee speak with and/or observe FTOs, sergeants, and/or staff psychologist.
4. Flash cards.
5. Read past case reports.
6. Role-play simple tasks.
7. Have trainee list his/her perceptions of the job.

Summary

For remedial training strategies, always remember to:

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

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